

Current Situation and Countermeasures of the Construction of “Double-Qualified” Teachers in Higher Vocational Colleges

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Abstract: The construction of “double-qualified” teachers is the basic premise for the high-quality development of higher vocational education, and it is also the key force for higher vocational colleges to cultivate high-quality skilled talents. This paper probes into the positioning of the construction of “double-qualified” teachers in higher vocational colleges, deeply analyzes the current situation of the construction of “double-qualified” teachers in higher vocational colleges, and provides the countermeasures of the construction of “double-qualified” teachers.

Keywords: Higher vocational colleges; “Double-qualified” teachers; Current situation; Countermeasure

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1. Introduction

In 1998, the State Education Commission put forward the requirement that vocational schools should strengthen the construction of “double-qualified” teachers in Opinions on Deepening the Reform of Vocational Education for the 21st Century. After more than 20 years of development and promotion, the construction of “double-qualified” teachers in vocational colleges has achieved remarkable results. The overall level of its construction is the direct “portrayal” of the quality of the college, which has increasingly become the consensus of major higher vocational colleges and has also become one of the standards for students to select schools. However, with the continuous expansion of the school scale, the overall level of the construction of “double-qualified” teachers is gradually lagging behind the pace of development, which affects the development of higher vocational colleges. Thus, it is urgent to establish a team of “double-qualified” teachers suitable for modern teaching requirements.

The research on the construction of “double-qualified” teachers in higher vocational colleges has made some achievements^[1-5]. Lin analyzed the problems existing in the construction of “double-qualified” teachers in colleges and universities under the background of the integration of production and education and combined with the characteristics of the integration of production and education, further proposed strategies such as broadening the channels of talent introduction, deepening the cooperation between schools and enterprises, perfecting the

evaluation and incentive mechanism, and improving the quality and ability of “double-qualified” teachers [6]. Chen expounded on the professional mission of “double-qualified” teachers in vocational colleges in the new era, analyzed the goal positioning of the quality and ability training of “double-qualified” teachers, and put forward strategies to improve the quality and ability of “double-qualified” teachers [7]. Based on the perspective of symbiosis theory, Chu analyzed the actual situation of vocational colleges and small and micro enterprises cooperating to cultivate “double-qualified” teachers, found the problems existing in the symbiosis between the two sides, centered on the new connotation of high-level “double-qualified” teachers, and constructed the implementation path according to the three stages of school-enterprise collaborative cultivation [8]. Yuan, starting from the current situation and dilemma of the development of “double-qualified” teachers, focused on analyzing the current situation of the construction of “double-qualified” teachers in Hunan higher vocational colleges and explored the development path of “double-qualified” teachers in higher vocational colleges by applying the theory of motivation and all-round development of people and combining with the reality of local higher vocational colleges [9]. Dong studied the current situation of the “double-qualified” teacher training mechanism in higher vocational colleges in the new era, analyzed and summarized the existing problems, and tried to explore solutions from the aspects of optimizing teacher structure, strengthening school-enterprise cooperation, and enhancing teachers’ teaching and research ability [10]. Li studied and analyzed the construction path and method of the “double-qualified” teacher training system in higher vocational colleges based on teacher development, and cultivated more excellent “double-qualified” teachers by formulating practical teacher training programs and systems, so as to promote effective development of education and talent as well as promote the enhancement of teachers’ professional ability and quality and comprehensive level [11].

2. The concept of “double-qualified” teachers

Strengthening the construction of “double-qualified” teachers is the common call of society and education circles, and it is also the demand to train students to become high-quality talents. “Double-qualified” teachers, who have rich experience and profound knowledge in the field of education and practice, are an image of educators with distinctive characteristics and higher requirements in modern education. They not only have professional quality in education and teaching, but also have practical experience closely related to industrial development, and can effectively combine theoretical knowledge with practical operation to provide strong support for the all-round development of students.

3. The present situation of the construction of “double-qualified” teachers in higher vocational colleges

At present, higher education has transitioned from elite education to the popularization stage, and its educational needs and goals have also changed, especially the diversification of social demand for talent, making the role of higher education more prominent. In a market economy, enterprises prioritize practical talent and often do not invest time in training employees to save on time and costs. The development of “double-qualified” teachers aligns with societal needs. However, with the rapid advancement of society, the challenges related to “double-qualified” teachers have become increasingly prominent.

3.1. Vague cognition of “double-qualified” teachers

Currently, many higher vocational colleges accept the holders of “double certificates” as “double-qualified” teachers, but in reality, it often appears that the professional qualification certificates held by teachers do not

match the professional they teach at all. In addition, some teachers' professional qualification certificates are obtained entirely through book learning and then through examinations, which lacks practicality. This kind of "double-qualified" teachers cannot fully play their role, which is due to the vague understanding of "double-qualified" teachers.

3.2. Unreasonable structure of the teaching staff

The introduction of highly educated young teachers has been sought after by many higher vocational colleges and even become a bargaining chip in school competition. Although such teachers have high academic qualifications, their professional skills are low, and their studies are carried out under the guidance of tutors without practice. In addition, the shortage of teaching staff is the key to restricting the construction of "double-qualified" teachers. According to relevant data, the current ratio of students to teachers in most higher vocational colleges is more than 20:1, and some even more than 30:1, far higher than the 16:1 stipulated in the Ministry of Education's "vocational colleges talent training work evaluation index system."

3.3. Unstable construction of teacher teams

Due to the restriction of funds, the software and hardware facilities of higher vocational colleges are relatively poor and the welfare benefits are low, and the problem of labor remuneration is an important factor restricting the formation of high-quality and stable part-time teachers in higher vocational education. Coupled with the imperfect management system of some colleges and universities, it is impossible to attract professional and technical personnel from outside the school to serve as part-time teachers, and to stabilize the construction of highly educated and high-level teachers, thus greatly influencing the construction of "double-qualified" teachers.

3.4. Narrow training channels

In order to meet the needs of social development, teachers need to recharge in time. However, at present, due to the heavy class workload in higher vocational colleges, they have no time to participate in training; even if they participate in training, their training skills are not appropriate, or the content of training is disconnected from teaching practice. At the same time, the training in many higher vocational colleges still focuses on the "passing on, helping, and guiding" approach from experienced teachers to new teachers, and the true meaning of training cannot be truly replicated.

4. The countermeasures for the construction of "double-qualified" teachers in higher vocational colleges

With the demand for industrialization and the development of the service industry, the demand for practical high-level skilled personnel is growing, and the responsibility of higher vocational colleges is becoming increasingly heavier. How to complete this task with high quality has always been a topic explored by higher vocational colleges, and the key is to build a "double-qualified" teacher team. Based on the authors' own experience, they put forward the following humble opinion.

4.1. Accurately defining the threshold of "double-qualified" teachers

At present, there are differences in the understanding of "double-qualified" teachers in major higher vocational colleges, so their inclusion criteria are also different. First of all, one must be a qualified teacher. Teaching assistants with the corresponding practical experience can also be considered part of the "double-qualified" ranks. It is important to correctly understand the difference between "double certificates" and "double-qualified" teachers. In the evaluation process, it is essential to ensure that the technical position aligns with the professional teaching role.

4.2. Adopting the approaches of “going out” and “inviting in”

Traditional teaching often remains confined to textbooks, lacking a thorough understanding of societal needs. This disconnect leads to issues in addressing “what students need to learn” versus “what teachers teach.” Overly designed curricula, heavy in professional content, may include material irrelevant to actual work scenarios. By having teachers enter enterprises to learn the knowledge and skills required for each production process, they can return to the classroom with a clearer sense of direction. This approach enhances teaching effectiveness, accelerates student comprehension, and facilitates the rapid conversion of theory into practice.

The “invite in” strategy involves hiring professional talents from enterprises as part-time teachers. These professionals can significantly supplement full-time faculty and are crucial for achieving the training goals of higher vocational colleges. Vocational colleges can implement a certification process for “specially hired professional teachers’ qualifications,” establish a resource base for part-time teachers, and provide appropriate benefits based on their levels. While these teachers possess strong practical skills, many lack teaching experience and theoretical knowledge. Therefore, vocational colleges should offer specialized training to enhance their overall quality and prevent any reduction in teaching content and quality.

4.3. Establishing and improving incentive mechanisms

According to Herzberg’s two-factor theory, the premise of retaining and stabilizing the construction of “double-qualified” teachers is to satisfy their guarantee factors and incentive factors. The working environment of outstanding talents should be fully considered so that they can eliminate their dissatisfaction, work at ease, satisfy their sense of accomplishment, give full play to their role, and complete the transformation of “treatment retention, emotional retention, career retention,” thus promoting stable team construction.

Cultural incentive is also an important part of the incentive mechanism. Compared with general organizations, higher vocational colleges have highly concentrated human capital, a high level of teachers’ knowledge, distinct personality characteristics, and obvious differences in the level and content of needs. The pursuit of spiritual satisfaction and career success often exceeds the pursuit of material interests. Therefore, the incentive mechanism of “double-qualified” teachers in higher vocational colleges should emphasize the content of cultural incentives, so as to meet the outstanding spiritual needs of “double-qualified” teachers in higher vocational colleges and reduce the incentive cost.

Reputation incentive is the recognition of teachers who have made outstanding achievements in their work and made great contributions to the school and even the society, giving corresponding honors and marking them in a certain form or name, so as to mobilize the enthusiasm of the majority of teaching staff. This kind of motivation is a good source of motivation not only for the individual but also for the group. By addressing the needs of teachers at various levels, it helps stabilize and strengthen the commitment and morale of the teaching staff.

4.4. Expanding training channels and improving training bases

Currently, China’s existing higher vocational education training base cannot meet the needs of the development of higher education, thus expanding the construction of the training base is necessary. For example, by fully absorbing the success of higher vocational colleges across the country and choosing advantageous majors as “double-qualified” teacher training points, other colleges can send teachers to learn according to professional needs and spread the success points to their own colleges for digestion, absorption, and application through dissemination. In this way, through a period of practice, one can form a relatively complete theory and practice system, and improve the quality of teaching.

5. Conclusions

In short, the development of “double-qualified” teachers in higher vocational colleges is a long and challenging journey. Despite the inevitable obstacles and difficulties along the way, with careful preparation and strategic planning based on actual conditions, the growth of “double-qualified” teachers will flourish and significantly contribute to the advancement of higher vocational colleges.

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