

An Analysis on the Training Approach of “Double-qualified” Teachers in Stomatology Technology Specialty

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Abstract: With the rapid development of stomatology technology, higher requirements are put forward for teachers' professional ability and practical experience. “Double-qualified” teachers, that is, teachers with both theoretical teaching and practical teaching ability, have become the key to the development of stomatology technology in higher vocational colleges. In this paper, from the significance of the training of double-qualified talents, the problems existing in the current training of double-qualified teachers in stomatology technology major are put forward, and the solutions are provided to provide strong support for training high-quality stomatology technical talents.

Keywords: Stomatology technology specialty “double professional” teacher training approach

1. Introduction

At present, China's aging population is gradually increasing, and the number of patients with missing teeth is increasing. In this case, in order to better improve people's living standards, the demand for dental technical talents is also gradually increasing [1]. The establishment of stomatology technology major in higher vocational colleges can train more professionals in the field of stomatology technology and meet the needs of stomatology technical talents. The major of oral medicine technology has a wide range of employment prospects, and can be engaged in oral medical device research and development, oral medicine clinical auxiliary technology, denture production and education.

2. The significance of training “double-qualified” teachers in Stomatology technology

2.1 The quality of education has been improved

With rich theoretical knowledge and practical experience, dual teachers can better guide students to master practical skills and improve the quality of education.

2.2 Promoted the development of stomatology technology

The specialty of oral medicine technology is a constantly evolving field, and dual teachers are able to keep abreast of the latest technology and knowledge and pass it on to their students, thus promoting the development of oral medicine technology.

2.3 Meeting social needs

With the improvement of people's living standards, the demand for oral health is increasing, and the demand for oral medicine technical professionals is also increasing. Double-qualified teachers can cultivate more high-quality technical talents who meet the needs of society.

2.4 Enhance the competitiveness of students in employment

The training of double-qualified teachers focuses on practical operation and vocational skill training, which can improve students' practical operation ability and vocational skill level, and thus enhance students' employment competitiveness.

2.5 Promote school-enterprise cooperation

The training of double-qualified teachers requires cooperation between schools and enterprises, which can strengthen the connection and cooperation between schools and enterprises through the joint development of personnel training programs, curriculum Settings and practical training plans.

3. The current situation of training “double-qualified” teachers in Stomatology technology

In recent years, with the vigorous development of vocational education, the academic community pays more and more attention to the construction of “double-qualified” teachers. The research shows that the relevant literature on the training of double-qualified teachers has been quite perfect, covering the certification standards, practical teaching and system protection and other specific aspects of the research content. At the same time, it also includes the research on the construction of the whole “double-qualified” teacher team [2]. However, there is still a big gap between the actual situation of “double-qualified” teachers and the policy expectation.

4. Problems in training “double-qualified” teachers of Stomatology technology

4.1 The culture system is not perfect

The training system of “double-qualified” teachers of Stomatology technical major in higher vocational colleges is not perfect, and the lack of systematic planning and implementation plan leads to the training process being scattered and random, and the training effect is not satisfactory.

4.2 Training content is out of line with actual requirements

In the current training process of “double-qualified” teachers of stomatology technology major, on-the-job training is relatively casual and lacks systematic, targeted and effective. The temporary training activities mainly focus on expert theory teaching, ignore the teaching context and the initiative of teachers as practitioners, and lack professional guidance and support for teachers’ reflection . It is out of touch with the actual needs of the profession and can not meet the actual work needs of teachers.

4.3 Weak practice link

The training of “double-qualified” teachers of Stomatology technology requires a large number of practical links. Taking our school as an example, this major is a discipline with high practical requirements and cultivates talents with technical skills. However, in the current training process, the practical links are relatively weak, and the teachers lack sufficient practical opportunities and practical guidance, resulting in the inability to effectively combine theoretical knowledge with practice.

4.4 Lack of teachers

First of all, the major of Stomatology technology requires teachers to have rich theoretical knowledge and practical experience in order to provide students with high-quality teaching services. The shortage of teachers will increase the teaching burden of teachers and make it difficult to guarantee the quality of teaching. Secondly, the lack of teachers will affect the training and development of double-qualified teachers of stomatology technology. Lack of adequate teacher resources, schools may not be able to provide teachers with adequate training and practical opportunities, affecting the professional growth and development of teachers.

4.5 The evaluation and feedback, incentive mechanism is not sound

The evaluation, feedback and incentive mechanism is not perfect, the lack of scientific, objective and fair evaluation standards and methods, resulting in the evaluation results can not truly reflect the actual ability and level of teachers, thus affecting the enthusiasm of teachers.

4.6 Single form of school-enterprise cooperation

At present, the form of school-enterprise cooperation is relatively simple, only staying in simple internship, visit and other levels, lack of deep cooperation and long-term cooperation mechanism.

The single form of school-enterprise cooperation may lead to the lack of diversified practical experience of teachers, which limits the improvement of their professional vision and teaching ability. The specialty of oral medicine technology involves many fields, including denture making, appliance design, etc., and requires teachers to have comprehensive practical experience. Secondly, the single form of school-enterprise cooperation may affect teachers’ innovation ability and scientific research level.

5. Training approaches for “double qualified” teachers of Stomatology technology

5.1 Establish a sound “double-qualified” teacher training system for stomatology technology

The main development direction of modern college teachers is to become “double-qualified” teachers to meet the needs of talent training. First of all, we need to improve the talent training mechanism, and at the same time, we can establish a scientific research team, based on the talent team, to provide guidance for the ability development of “double-qualified” teachers.

5.2 Optimize the training content of “double-qualified” teachers of stomatology technology

According to the actual needs of the profession, new teachers should accept temporary positions in enterprises and a certain

period of teaching training to improve their teaching ability. Optimize the training content, we take into account the characteristics and development trend of the profession and the actual needs of teachers, so that the training is more close to the reality, the main training content includes the basic theory of oral medicine technology, teaching methods, basic skills, such as tooth engraving technology, wax production knowledge. Adopt various forms of training methods, such as online, offline, practical training, etc., to improve the training effect.

5.3 Strengthen the practice of “double-skilled” teachers in stomatology technology

Regularly organize teachers to conduct practical operation training, improve teachers’ practical operation ability and strengthen practical teaching links. Teachers can encourage students to practice by carefully designing practical teaching projects, so as to cultivate their practical ability and innovative thinking. Through practical practice, students can gain a deeper understanding of knowledge, while also stimulating their spirit of exploration. Establish a perfect practical teaching evaluation system to evaluate and feedback teachers’ practical teaching. Through student evaluation, we can understand teachers’ teaching effect and practical ability, and promote the improvement of teachers’ practical teaching level.

5.4 Strengthen the construction of “double-qualified” stomatology technology teachers

Stomatology technology is a highly practical specialty, which requires teachers to have rich theoretical knowledge and practical experience. Therefore, in the construction of teachers, we should clarify the professional orientation and emphasize the practical experience and skill level of teachers. In the recruitment of teachers, attention should be paid to their professional background, practical experience and teaching ability. Priority is given to professional and technical personnel with senior titles and oral technical skills certificates to improve the overall quality of teachers.

5.5 Improve the evaluation, feedback and incentive mechanism of “double-qualified” stomatology technical teachers

To strengthen the school’s internal quality control, evaluation and feedback are indispensable links. First of all, we must improve the teaching evaluation and feedback mechanism, through in-depth analysis of typical cases, learn excellent experience, and constantly optimize and improve teaching methods, so as to promote the development of teachers’ teaching and better serve the training of talents. Secondly, it is necessary to establish a teacher evaluation and feedback mechanism at the school and school levels to ensure a comprehensive, objective and fair evaluation of teachers, and provide targeted feedback and suggestions for teachers to promote their professional growth .

5.6 Strengthen the school-enterprise cooperation of “double-qualified” teachers in stomatology technology

Establish a number of school-enterprise cooperation platforms, through the establishment of school-enterprise cooperation platforms, to provide teachers with a number of dental medical institutions denture processing plants exchange and cooperation opportunities. Teachers can lead students to enterprises for practical learning to understand the actual work processes and technical requirements of different enterprises.

6. Conclusion

At present, there are some problems in the training objectives and training modes of stomatology technology in higher vocational colleges. The requirements of higher education for students pay more attention to the combination of theory and practice, as well as students’ practical ability and hands-on analysis ability. However, the study of stomatology technology requires students to master practical operations, such as various repair systems, oral digital design, etc., and combine the theoretical knowledge of stomatology technology for practical hands-on operations .

Therefore, adopting the “double teacher” mode to train professional teachers can effectively solve a series of problems in the course of discipline teaching in higher vocational colleges, promote the training of stomatology technical professionals, and promote the development of stomatology technical industry in China.

References:

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