

Research on Teacher Training System in Higher Vocational Colleges Under the Background of “Double High-Level Program”

Shuai Zhu, Lin Bi

Shandong Drug and Food Vocational College, Weihai 264210, Shandong, China.

Abstract: “Double high-level program” refers to the construction plan of high-level vocational schools and specialties with Chinese characteristics proposed in the “Opinions on the Implementation of High-Level Vocational Schools and Specialty Construction Plan with Chinese Characteristics” jointly issued by relevant departments of the Ministry of Education in 2019. Under the requirements of the implementation of the “double high-level program”, teachers in higher vocational colleges, as an important subject of the “double high-level program”, have become an important task to create high-level double quality teachers. Based on this, this paper explores the current situation of the construction of teachers’ team in higher vocational colleges under the background of “double high-level program”, and analyzes what measures should be taken by higher vocational colleges to cultivate double qualified teachers.

Keywords: Double High-Level Program; Higher Vocational Colleges; Teachers; Training System

The “double high-level program” puts forward new requirements for teachers in higher vocational colleges, which requires to build a high-level double qualification teachers team with sufficient quantity, full-time and part-time combination and reasonable structure. At present, the training of double qualified teachers is not smooth sailing, it needs to have the training concept of keeping pace with the times, adopt the training mode that teachers are fond of, and fundamentally transform the professional quality ability, professional teaching ability and practical guidance ability of teachers in higher vocational colleges^[1].

1. The present situation of teachers in higher vocational colleges

1.1 The overall scale of teachers in higher vocational colleges is insufficient, and the motivation of teacher introduction mechanism is not enough

First, there is a lack of teachers in higher vocational colleges. Higher vocational colleges mainly provide a continuous stream of technical talents for the modern society. With the development of social science and technology, the social development is in urgent need of various blue collar workers. At this time, higher vocational colleges need to play an active role in the cultivation of high-quality technical talents. Higher vocational colleges have realized enrollment expansion plan for several consecutive years. As one of the important subjects in the teaching system of higher vocational colleges, the expansion of students’ enrollment also means that the number of existing teachers is not enough. Therefore, it is urgent to expand the scale of teachers in higher vocational colleges.

Second, the training path of teachers in higher vocational colleges is single. At present, higher vocational colleges mainly adopt internal and external measures to increase the number of teachers. External is the key to increase the number of teachers. But in fact, the current higher vocational colleges in the external recruitment of teachers, the management method is not

advanced enough, not only can not obtain the recruitment advantage, but also increase the cost of teacher recruitment. For example, the employment of excellent part-time teachers from enterprises in higher vocational colleges has greatly reduced the cost of human resource management, but the part-time teachers have limited investment in teaching tasks, which makes it difficult to carry out the teaching plan, and higher vocational colleges can not effectively implement the “double high-level program”^[2].

1.2 The structure of teachers in higher vocational colleges is unreasonable, and the process of teacher training lacks overall planning and innovation

First, the structure of teachers in higher vocational colleges is unreasonable. Under the “double high-level program”, to create a high level of professional disciplines in higher vocational colleges, teachers’ teaching skills should be brought into play, and the professional knowledge system and professional practical application ability should be taught to students. Therefore, we need not only teachers with rich teaching experience, but also teachers with high practical and innovative ability. However, in fact, most of the teachers in higher vocational colleges are out of date. The older generation of teachers have higher teaching experience, but lack of practical innovation ability, while the younger generation of teachers can not realize the organic integration of teaching knowledge and practical experience.

Second, the training form of teachers in higher vocational colleges is rigid. The existing teachers in higher vocational colleges are backward in both age structure and education structure, which directly leads to the quality of the teaching staff unable to meet the implementation of the “double high-level program” in the new era. In the final analysis, this is because the concept and measures adopted in the human resource management of teachers in higher vocational colleges are relatively old-fashioned. On the one hand, it is because there is no real-time dynamic training for the teaching staff, and the improvement of teachers’ practical ability is not paid enough attention to; on the other hand, the vocational training activities carried out are mere formality, and there is no systematic training plan for each teacher’s personality development and teacher’s career planning.

1.3 The evaluation standard of teachers in higher vocational colleges is not advanced, and the status of teachers is not valued

First, there is a lack of evaluation standards and qualification access system for teachers in higher vocational colleges. In the context of the “double high-level program”, the cultivation of double qualified teachers in higher vocational colleges needs a certain standard system. Only in this way can the human resource management of teachers in higher vocational colleges be certificated and the teacher qualification assessment in higher vocational colleges be scientific and accurate. However, in reality, China has not yet set up a unified national qualification admission standard for double qualified teachers. The higher vocational colleges in different regions have different settings for this standard, and the fairness and openness of the evaluation should be further studied. As a result, the mobility of teachers in higher vocational colleges is not high, and the communication and sharing is not strong.

Second, vocational college teachers’ professional identity is not high. Compared with the teachers in undergraduate colleges, there are misunderstandings about the teachers in higher vocational colleges in society. Most people think that the social status of teachers in higher vocational colleges is inferior to that of teachers in applied universities, which makes the teachers in higher vocational colleges have a low sense of identity with their own profession. Even some teachers are prone to job burnout, and there is a lack of enthusiasm and innovation in teaching activities and student management activities^[3].

2. Construction of teacher training system in higher vocational colleges under the background of double high-level program

2.1 Doing a good job in the overall planning of the construction and development of teachers’ team ideologically

In the new era, the construction of teacher training system in higher vocational colleges is not carried out blindly and arbitrarily, but based on the background of double high school plan, it can effectively face the market demand and the school running goal of higher vocational colleges. First, it is required that higher vocational colleges should be able to define their own school running goals and provide clear direction guidance for the development of teachers. At present, if we want to establish high-level vocational colleges and high-level professional groups, we need teachers and teaching resources to be able to tilt towards these directions. Second, higher vocational colleges should be able to make planning plans based on the

actual situation of teachers. The teachers in different vocational colleges are different, which affects their inclination in the future development process. Therefore, the training of teachers in higher vocational colleges must be able to follow their own advantages and disadvantages, and formulate a targeted and personalized development plan^[4].

2.2 The evaluation standard system of hierarchical and classified teachers should be constructed systematically

First, we should build up a hierarchical and classified teacher evaluation standard. What is a high-level teacher team and what is a double qualified teacher team? These problems directly affect the results of teacher training in higher vocational colleges. Therefore, in the context of the “double high-level program”, the teacher training in higher vocational colleges must have such an evaluation standard. First, it is required to establish a teacher qualification access mechanism in higher vocational colleges, and issue different qualification certificates to teachers with different skills and teachers’ abilities, so as to encourage more part-time directors to enter the teaching activities of higher vocational colleges. Second, it is required to be able to carry out classification and stratification of teacher evaluation, and formulate detailed teacher evaluation grading indicators, which can better motivate teachers to invest in lifelong learning.

2.3 In the aspect of implementation, it explores a new way to train double qualified teachers

With the development of information technology, both teaching activities and human resource management activities of teachers have undergone information transformation. Under the background of “double high-level program”, it is necessary for teachers training in higher vocational colleges to seize the opportunity to train teachers in higher vocational colleges. First, it is required to strengthen the integration of production and education, form deep cooperation with enterprises, and establish talent pool together, so as to open up cooperation and exchange channels between schools and enterprises, and realize the sharing of high-quality teaching resources. Second, it is required to complete the cultivation of double qualified teachers with the help of network teaching platform. In the information age, the cultivation of teaching skills and practical exploration ability of teachers can be carried out with the help of network platform. For example, by building up the network simulation experiment platform, teachers can complete the practical exploration activities on the network.

3. Conclusion

To sum up, affected by the existing school running objectives of higher vocational colleges, the teaching philosophy and professional knowledge system adopted by the original teachers in higher vocational colleges can not meet the needs of higher vocational technical talents training under the market-oriented economy. More importantly, under the background of enrollment expansion in higher vocational colleges, the existing higher vocational teachers are facing great challenges in terms of quantity and quality. Therefore, it is very important to rebuild the teaching staff in higher vocational colleges. The “double high-level program” undoubtedly provides the guiding principles and requirements for the construction of teachers in higher vocational colleges. Based on the problems existing in the current teaching staff of higher vocational colleges, it is pointed out that the training of teachers in higher vocational colleges must set up correct training objectives, and do a good job in the planning and development of teachers’ team construction in terms of ideology and system; after that, we should scientifically and systematically establish a teacher evaluation standard system. Finally, it is required to explore new ways of teacher training from the existing human resource management theory.

References

1. Wu X. Research on the construction of “double qualified” teachers in higher vocational colleges under the background of the implementation of “double high-level program”. *Journal of Changzhou Information Vocational and Technical College* 2019; 18 (6): 71-74.
2. Sui X, Gao F, Tang M. Research on the construction of teaching innovation team of “double qualified” teachers in higher vocational colleges under the background of “double high-level program” education. *Vocational and Technical Education in China* 2020; 5: 93-96.
3. Hu L, Meng L, Jin L. The path of improving teachers’ social service ability in higher vocational colleges, under the background of “double high-level program”. *Education exploration* 2020; 15 (3): 64.
4. Zhu Y. Research on the construction of higher vocational teachers’ team from the perspective of the strategic development of the “double high-level program”. *International Public Relations* 2020; 12: 252-253.