

Schools of Undergraduate Vocational Education——Take Business School of Guangdong University of Business and Technology as Example

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Abstract: As China has gradually entered a new stage of development, and industrial structure and economic transformation have also entered a new period. The demand for vocational and technical talents in all walks of life is increasing, and the schedule of building a modern vocational education system is further accelerated. In the field of vocational schools, the key to improve the teaching quality is to carry out undergraduate education and strengthen the construction of “double qualified” teachers and teaching teams. Taking Business School of Guangdong University of Business and Technology for example, this paper introduces the current situation of the pilot, and provides teaching team exploration strategies for reference.

Keywords: Undergraduate Education; Vocational schools; “Double Qualified” Team; Construction Exploration

1. Introduction

In 2019, the State Council formally approved the Implementation Plan of National Vocational Education Reform, marking a new stage of the development of vocational education in China. To build a first-class “double qualified” team is the key to the implementation of the Plan. The way to build a teaching staff is a very urgent task for higher vocational colleges to deepen the reform of the education system, a necessary preparation for the realization of China’s modern vocational education, and the core of improving the quality of talent cultivation and school quality. It is also the key to meet the strategic demand for talents under the rapid economic development.

2. Current situation of “double qualified” team exploration

2.1 The necessity of building “double qualified” team

Under the trend of new economic development, China has issued new development regulations on vocational colleges, gradually standardizing undergraduate vocational education. However, the self-regulation of the market drives the development of talents, and the cultivation of talents drives the change of market regulation. Under the interaction and mutual influence, the two promote the two-way development of new talents and economy. Teachers play a guiding role. In undergraduate vocational education, how to build a “double qualified” teaching team with high quality is the key. Among them, “double qualified” team refers to a group of teachers who not only understand theoretical knowledge and master professional basic teaching skills, but also have strong practical ability and can solve practical problems of enterprises. The trained talents are more and more suitable for the needs of social development, and their social adaptability and adaptability have been further improved.

2.2 Exploring the problems of “double qualified” team

Teacher level: Teacher team is the soul of undergraduate education in vocational schools, an engineer to shape talents, and a signboard to improve teaching quality. At present, China’s vocational college teacher’s

team has achieved some results, but there are also problems. First, the unreasonable structure of teachers, including: the overall teachers' education is not enough, the age difference is increasing, the distribution of professional imbalance and full-time and part-time fuzzy, etc. Secondly, the cognitive orientation of teachers' team is not clear, and it is not clear how to cultivate students with both theoretical knowledge and practical ability. Third, individual college teachers have too much workload and lack of time and opportunities for practice. The training of teachers is a long-term cycle and slow process, which cannot be achieved overnight. We should strengthen the requirements for teachers' professional ability and improve the norms of teachers' professional ethics, so as to better improve the quality of teaching.

School level: The school is a place for teachers to preach and solve puzzles and students to learn. It is also a platform to connect external resources and market demand, and a springboard for individuals to go far and pursue their dreams. In the process of building "double qualified" teachers, schools play an important role in linkage with enterprises, and there will be unavoidable problems. Among them, the most prominent is the low quality of teacher training. Most teachers have never received special guidance and training, and have urgent requirements for practical ability, but the channels and contents of teacher training are relatively single. The operation ability of teachers in the front-line posts is not strong, and the substantive role has not made breakthrough progress. If teachers do not combine their knowledge with practice, how can they teach students?

3. Strategy of "double qualified" team construction

3.1 Micro level

Micro includes the linkage of teachers, schools and enterprises. Among them, teachers are the fundamental foundation of "double qualified" team construction, the driving force of all living water sources, and the engine driving the combination of the three. The problems of teachers and schools have been briefly described above. In this regard, it is necessary to strengthen the investment in teachers and schools. We should not only strengthen the operation of teachers' practice and the standardization of higher vocational teachers' profession, and improve the assessment standards of problem-solving ability, but also implement the reward mechanism for excellent teachers' team or increase salary to stimulate motivation, so as to drive from internal to external, and attract more teaching talents or teams to enter higher vocational colleges. At the same time, we should also promote exchanges and cooperation with enterprises, learn experience from practice, and lay the foundation for improving the "double qualified" team.

For example, in 2020, the first batch of experimental sites between Guangdong University of Industry and Commerce and E-House Enterprise Group officially ended. Since the work summary and exchange meeting was held in 2009, the mode of "2+1" for students and "teaching, learning and doing" for teachers was advocated, in which "1" refers to one year's work practice. There will be special teachers to follow up the actual situation, summarizing the problems of students in the practice process and discussing with enterprise operators can not only enable students to strengthen practical operation, provide cases for teaching, but also rectify the omissions of enterprises, and urge teachers to improve their own level, so as to create an institution with distinctive characteristics. This model integrates the advantages of teachers, schools and enterprises, and has incomparable advantages for the construction of "double qualified" team.

3.2 Macro level

Macro refers to the government's corresponding solutions to a problem and people's values or ideas on the problem. In recent years, the government has continuously advocated and encouraged higher vocational colleges, but due to the influence of people's traditional ideas, they have a certain view on the people holding the degree, the recognition of social status is low, and the social atmosphere generally believes that their competitiveness will be lower than that under the same conditions, and their social support ability and influence are weak. In this regard, the government should introduce relevant legal systems to protect their rights, strengthen the construction of a "double qualified" team for undergraduate vocational education, give full play to the advantages of all walks of life, and make up for their weaknesses with their strengths, in order to turn their weaknesses into

advantages, build a joint movement of multiple subjects, and gradually eliminate social discrimination and prejudice against higher vocational colleges.

For example, since the State Council issued the Plan, all higher vocational colleges have been making the most preparations for the pilot schools. The government has tried every means to integrate the resources of the government, enterprises and schools, effectively select the implementation objects, and construct and deepen the reform of collaborative education mechanism. Among them, Guangdong Vocational and Technical College for Industry and Commerce is one of the pilot colleges. According to the Plan, in terms of training “double qualified” teaching team, the college can accurately grasp the direction, especially the cooperation with enterprises, deepen the integration of industry and education, school enterprise cooperation and work study combination, and explore and form an effective and practical benefit distribution mechanism and resource sharing mechanism, so as to establish a community of shared destiny between schools and enterprises and improve the level and effect of collaborative education.

3.3 Combination of micro and macro

National policy is the premise of social development and social reform, and social problems are the feedback of continuous modification and improvement of national policy. The macro can point out the direction, and the micro is the manifestation of the implementation results. Relying on one side alone, the “double qualified” teaching team cannot meet the social needs and the trend of development. Only the combination of the two can create a unique team in China. This requires the teacher team to improve its own requirements at the micro level; The school should improve the environment for the teaching team; Enterprises provide suitable positions. Only in this way can we respond to all changes with “invariance” and cultivate local teaching teams.

At the same time, it requires the government to advocate that the teaching and academic circles pay attention to the cultivation of teachers in higher vocational colleges, standardize the standards for teachers in higher vocational colleges, and call on people from all walks of life to respect the status of higher vocational colleges and support them. First of all, the framework of national vocational education system should be constructed to change the impression of higher vocational education in the traditional concept, so as to attract high—end talents for the “double qualified” teaching team; Secondly, we should strengthen the training of applied talents and teachers. The state should have a special training base, expand other channels other than schools and enterprises, and hold relevant competitions to increase the attention of more people; Finally, supervision mechanism for the pilot schools of undergraduate vocational education should be set up, so as to supervise the pilot schools regularly, and evaluate the operation of each stage.

4. Conclusion

With the continuous transformation and upgrading of the industrial structure, China’s economic and technological development has reached a state of high—speed operation, and the demand for professional talents has also reached an unprecedented state. The training mode of vocational colleges needs to be constantly updated and replaced. It not only puts forward greater requirements for “double qualified” teachers and teaching teams, but also challenges the mutual cooperation and coordination mode of the joint linkage of the government, schools and enterprises. This requires all walks of life to put forward corresponding solutions and measures to different problems, constantly improve policies, and prepare for the cultivation of high—quality and high—tech talents.

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