

Vocational Undergraduate Colleges Characterized by “Double Qualification” Exploration and Practice of the Construction of Practical Teaching Faculty¹

— Take Hainan Vocational University of Science and Technology as an Example

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Abstracts: In 2019, the National Vocational Education Reform Implementation Plan established the important position of “double qualified” teachers in higher vocational schools, and proposed to “take multiple measures” to build a “double qualified” teacher team. As one of the first batch of vocational undergraduate pilot universities, Hainan Vocational University of Science and Technology is facing the key and difficult problem of building a high-level and high-quality practical teaching faculty, which plays an important role in improving the teaching, scientific research and social service functions of the school. In recent years, the university has explored teacher training mainly from three aspects: introduction, cultivation and practical training, built a multi-level and three-dimensional teacher training system, and explored an innovative way to build a “double qualified” practical teaching team.

Keywords: Professional Undergraduate; Double Division Type; Construction of Teaching Staff

1. The ability requirements of the "double qualified" teachers in vocational colleges

With the advancement of vocational education reform, in 2019, vocational education was approved to a higher level, namely, vocational undergraduate. The higher level of running a school requires higher teaching quality and higher level of teachers. To give students a cup of water, teachers should not only have a bucket of water, but also have a long running water. At present, vocational colleges and universities highlight high quality and high level in the level positioning of talent training, which requires that students not only have the cultural quality of ordinary undergraduate students, but also have professional skills higher than the professional level of vocational colleges and universities, which requires that the construction level of the school's "double qualified" teachers team should be improved accordingly.

The improvement of the "double qualification" level of the teaching staff does not lie in the fact that the teachers have "double certificates", but in the improvement of the teachers' "high-level" and "high skill" practical teaching ability. This is the characteristic of the "double qualification" teachers in vocational colleges, and also the core requirement for the construction of the "double qualification" teaching staff in vocational colleges. Vocational education teachers at the undergraduate level should select and employ "double qualified" teachers with higher education background and R&D ability, and pay more attention to teachers' "high-level" and "high skill" practical teaching ability.

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2. The main problems faced by the professional practice ability improvement of the "double qualified" teachers in vocational colleges

Compared with ordinary undergraduate education, the most prominent feature of vocational education at the undergraduate level is that industry enterprises widely and deeply participate in running schools, jointly develop textbooks with schools, reconstruct curriculum systems, and reform teaching models. However, from the practical point of view, with the rapid development of vocational education in China, the current teacher structure system of vocational education has not kept pace with the development of vocational education, and the modern "vocational education" teachers are seriously lacking, unable to meet the needs of the "type" transformation of vocational education. From the perspective of the proportion of teachers, the current construction of vocational education undergraduate teachers has only solved the problem of starting from scratch, but has not yet solved the problem of professional competence of vocational teachers such as "typology" and "professionalization". There are still problems such as mismatching type needs and incomplete capacity structure, which cannot meet the needs of modern vocational education for high-quality teachers. In recent years, a large number of young talents graduated from high-level research universities have been added to the teaching staff of the school. Influenced by the traditional teaching model of ordinary colleges and universities, there is a certain gap between the matching degree of knowledge and ability and the requirements of vocational education. The slow transformation of "dual qualification" has led many vocational schools to fall into the situation of "having water but not thirst quenching". In addition, the training mechanism for vocational teachers is not perfect, and there is a shortage of "double qualified" teachers and teaching teams with theoretical and practical teaching abilities, which has become the "bottleneck" restricting the reform and development of vocational education and can not meet the needs of modern vocational education's "typification" transformation. To solve the problem of improving the ability of "double teachers" of vocational undergraduate practical teaching teachers, it is necessary to build a mechanism of "introducing, educating and training" and training practical teaching teachers based on the characteristics of vocational undergraduate schools, educational levels, resource advantages, etc.

3. Exploration and practice of the construction of the "double qualified" practical teaching faculty in Hainan Vocational University of Science and Technology

The most prominent feature of vocational education is the "double qualified" teaching staff. Hainan Vocational University of Science and Technology has taken many measures to build a "double qualified" teaching team, and improved the "double qualified" teachers' quality through the introduction of skilled personnel, teacher training, enterprise practice training and other ways.

With a target in mind, Hainan Vocational University of Science and Technology will focus on introducing urgently needed academic leaders. According to the policy of "millions of talents enter Hainan", Hainan University of Science and Technology will recruit talents from the society to attract more outstanding talents from Hainan to serve their hometown. For the majors with urgent needs, we should boldly introduce talents from enterprises to teach in schools, give full play to the flexible mechanism of employment in private colleges, not only for academic qualifications and degrees, but also pay attention to the investigation of practical experience and technical ability, and strictly control the "entry level" of talents. For example, Hainan Vocational University of Science and Technology has adopted part-time teaching, cooperative research, participation in projects and other ways to attract talents to work at the university, and promoted the reform of combining fixed posts with mobile posts, as well as the construction of a team of part-time teachers hired by schools and enterprises. They implement favorable salary treatment, improve the treatment of high-level talents, and safeguard their rights and interests, so as to create a good working environment, regulate their reasonable flow, and achieve the long-term goal of "attracting, staying, doing well, and achieving results".

The school actively encourages young teachers in service to study for master's and doctor's degrees, and pays attention to cultivating a group of professional leaders mainly with "double qualified" teachers, and assigns each new teacher an excellent old teacher with rich teaching experience and a deputy senior title or above for systematic training. We will work with enterprises to build a "double qualified" famous teacher studio, rely on the studio to build a team of "ingenuity and intelligence", and build a platform for the inheritance and innovation of the skills of famous teachers in teaching, in order to do a good job in teaching, and cultivate a "craftsman's teacher" that can be retained and used.

For "double qualified" teachers, Hainan Vocational University of Science and Technology has formulated and introduced

a special assessment and incentive mechanism to encourage and organize teachers to work with employers through scientific research, technical services, technology development, integration of production and education, etc. , to carry out extensive research and project cooperation, transform production, education and research into practice, burden talents with practical work, and make real money in use. We should provide support for "double qualified" teachers to go to enterprises to participate in "follow-up study", "post practice" and "temporary job training", and transfer the training environment from the traditional classroom to the production site of enterprises; we can also turn traditional expert teaching into practical communication with enterprise experts; The traditional focus on teaching syllabus and professional teacher training has been changed to focus on technical skill standard training of industry and enterprises.

Since the implementation of the pilot project of vocational undergraduate education, Hainan Vocational University of Science and Technology has made gratifying achievements in building a "double qualified" teaching team. Fu Maozheng, associate professor of the School of Finance and Economics, was selected into the 2019 "Gold Tour Guide" talent training program of the Ministry of Culture and Tourism; Li Donglou, a professor of Maritime College, was selected as one of the first batch of "double qualified" teachers' typical cases of personal professional development in China's higher vocational schools in 2020; Hainan Vocational University of Science and Technology was selected as a typical case of the construction of "double qualified" teachers in vocational colleges nationwide in 2020.

4. Conclusion

The construction of the "double qualified" practical teaching faculty is the key to promote the high-quality development of vocational education. During the pilot period of vocational education at the undergraduate level, the construction mechanism of the "double qualified" teacher team, which is deeply integrated by schools and industry enterprises, has been gradually improved, the two-way flow channel of school and enterprise personnel has been smooth, and the "double qualified" structure has been significantly improved, forming a preliminary "double qualified" practical teaching teacher construction and training mechanism. However, the training of "double qualified" practical teachers is doomed to be a long process, and its construction is an indispensable part of our vocational undergraduate education. Due to the short history of development, its research still has a long way to go. In the new era of the development of vocational education, vocational colleges and universities should seize the opportunity to "introduce, educate and train" at the same time, take multiple measures to unblock the training channels of "double qualified" talents, and strive to build a high-quality "double qualified" practical teaching team with noble teachers' ethics, superb skills, combination of full-time and part-time, and full of vitality, so as to promote the high-quality development of vocational education at the undergraduate level.

References

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