

# Research on the Construction of a Professional Ability Model for Double-Qualified Teachers in Vocational Colleges——Based on COMET Capability Model

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**Abstract:** Vocational colleges shoulder the heavy responsibility of cultivating high quality technical talents for the country's economic and social development. To achieve this task, it is the key to build a qualified "Double-Qualified Teachers" (DQT) team. Based on the COMET professional ability model, this paper starts from the typical work tasks of DQT in vocational colleges, sorts out the process of these typical work tasks, summarizes the ability requirements of DQT in vocational colleges, and builds a professional ability model of DQT in vocational colleges.

**Keywords:** Construction ; Teachers ; Colleges

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## 1. Introduction

The shortage of DQT and teaching teams with theoretical teaching and practical teaching skills mentioned in "Implementation Plan for Deepening the Construction Reform of the DQT in the New Era" issued jointly by the four departments, the Ministry of Education, the National Development Reform Commission, the Ministry of Finance, and the Ministry of Human Resources and Social Security. It has become a bottleneck that restricts the reform and development of vocational education. "The reform of "teachers, teaching materials, teaching methods", teachers are fundamental, and vocational colleges must develop as soon as possible. The construction of teachers is the key, the construction of the DQT team is the top priority and it is the key to show the characteristics of type education in vocational education. The reason is that the current "Double-Qualified Teachers" identification standards place greater emphasis on subjects, research, experiences than abilities, and lack of scientific connection with the professional ability of the DQT makes the existing teachers team is unrealistic. Therefore, the key task of the current "DQT" team construction of vocational colleges in our country is to carry out the research on the professional ability evaluation of DQT in vocational colleges, and build a scientific and authoritative vocational ability model. Construction of professional ability model, and a large -scale evaluation can be objectively and comprehensively evaluated to the development of the professional ability of the "DQT" in vocational colleges, understanding the current status and existing problems of the professional ability.<sup>[1]</sup>

The reason is that the current DQT identification standards are partial degree, scientific research, and experience, lack of ability, and lack of scientific connection with the professional ability of the DQT, making the existing "double double The "division" team is unrealistic, and improve the national recognition and assessment standards of "double qualified" teachers in vocational colleges, at the same time provide a basis for relevant departments to carry out DQT training projects in vocational colleges and provide a scientific basis and technical support for the construction of the teams in vocational education, and establish professional standards for the identification, training and evaluation of DQT teachers in relevant departments.<sup>[2]</sup>

Research status at home and abroad : Through the review of the literature on the professional ability of teachers in vocational colleges and the ability of DQT, the existing research mainly focuses on the following aspects: Professional ability model and assessment application of teachers in vocational colleges and Elements of professional ability of DQT in vocational college. At present, the research on the vocational ability of DQT in vocational colleges mainly focuses on the evaluation of vocational ability, skill identification and other qualitative research, but there is no research on the diagnosis and evaluation of vocational ability and the targeted

training and cultivation on this basis. Therefore, to establish a scientific model of “double-qualified” vocational ability, objectively and fairly evaluate the current situation and expected development of DQT in vocational colleges through scientific methods, scientifically promote the evaluation of the professional ability of “double-qualified” teachers in vocational colleges under the background of type education, and construct scientific and objective selection and training methods. It is helpful to build a high-level “double-qualified” teacher team and provide an important talent guarantee for comprehensively improving the quality of talent training in vocational colleges.

## 2. Construction of the “double-qualified” teachers’ ability model in vocational colleges

Scientists define the connotation of “double-teacher” teachers, clarify the professional abilities that “double-teacher” teachers should have, and form a professional ability model of “double-teacher” teachers according to certain logical relations and laws under the guidance of relevant theories. The “dual teacher” ability structure should be composed of static and dynamic ability elements, including the construction of the connotation of the static structure and the operation of the dynamic structure model mechanism. 3D vocational ability model of COMET has good adaptability and can reflect the static structure and dynamic development of vocational ability. Therefore, it is scientific and feasible to use the theory of COMET’s 3D vocational competence model to guide the construction of “dual-teacher” competence model.

The primary task of the construction of the DQT ability model is to establish the professional ability standards of the DQT at different levels. What kind of ability can be considered as a veritable DQT? Through the discussion of the practice expert team, it is determined that the typical tasks of DQT in vocational colleges are: theoretical teaching, practical teaching, teaching research and teaching reform, teaching management, teaching resources development, teaching site construction, competition guidance, social practice, social service, and self-improvement. To be able to complete these tasks, you need to have the following abilities: Model demonstration ability, subject knowledge ability, theoretical teaching ability, practical teaching ability, language expression ability, academic communication ability, professional technical ability of students’ employment position, organization and management ability, communication and coordination ability, creation and development ability, information technology application ability, self-development ability, social service ability. By combing through the working process, the correspondence between the work tasks and work abilities of “dual-teacher” is shown in Table 1-1:

1-1 Corresponding table of work tasks and work ability of DQT in vocational colleges			
number	Typical task	Job content	Working ability
1	Theoretical Teaching	1. Master professional theoretical knowledge and teaching materials; 2. Master vocational education theories and skills; 3. Conduct teaching design and develop teaching materials 4. Carry out curriculum ideological and political teaching; 5. Display teachers' ethics; 6. Teaching organization and implementation; 7. Teaching evaluation and feedback; 8. Teaching reflection.	1. Ability to model; 2. Theoretical teaching ability; 3. Ability of organization and management; 4. Communication and coordination ability; 5. Create development capabilities; 6. Self-development ability; 7. Subject knowledge ability.
2	Practical Teaching	1. Practical teaching design; 2. Master the professional technical skills of students' employment positions; 3. Organization and guidance of practical teaching; 4. Communication and cooperation with enterprise personnel; 5. Evaluation and feedback of practical teaching; 6. Reflection on practice teaching	1. Ability to model; 2. Practical teaching ability; 3. Ability of organization and management; 4. Communication and coordination ability; 5. Create development capabilities; 6. Self-development ability; 7. Professional and technical ability of students in employment positions.
3	Teaching Research and Reform	1. Application, implementation and settlement of teaching and research reform projects; 2. Application of invention patents; 3. Transformation of teaching and research achievements;	1. Language expression ability; 2. Academic communication ability; 3. Communication and coordination ability; 4. Create development capabilities; 5. Information technology application ability; 6. Self-development ability; 7. Social service capacity.
4	Teaching Management	1. Arrangement of teaching plan; 2. Implementation of teaching tasks; 3. Management of the class; 4. Vocational education, safety education, labor education, aesthetic education, etc.; 5. Participate in the daily management of the class; 6. Carry out professional enrollment and publicity work; 7. Carry out student employment guidance; 8. Carry out school-enterprise cooperation.	1. Language expression ability; 2. Ability of organization and management; 3. Communication and coordination ability; 4. Create development capabilities; 5. Information technology application ability; 6. Social service capacity

5	Teaching Resource Development	1. Writing personnel training programs, curriculum standards, teaching plans, teaching plans and other teaching materials; 2. Make PPT and online courses; 3. Develop teaching materials; 4. Develop professional standards and curriculum standard	1. Theoretical teaching ability; 2. Practical teaching ability 3. Ability of organization and management; 4. Communication and coordination ability; 5. Create development capabilities; 6. Self-development ability; 7. Application ability of information technology; 8. Social service capacity.
6	Teaching Space Construction	1. Formulation of teaching site construction plan; 2. Participate in the bidding of teaching site construction projects; 3. Use and maintenance of teaching space.	1. Practical teaching ability 2. Ability of organization and management; 3. Communication and coordination ability; 4. Create development capabilities; 5. Self-development ability; 6. Information technology application ability; 7. Social service capacity.
7	Competition Coach	1. Familiar with competition rules and procedures; 2. Instruct students to compete.	1. Theoretical teaching ability; 2. Practical teaching ability; 3. Language expression ability; 4. Ability of organization and management; 5. Communication and coordination ability; 6. Information technology application ability; 7. Social service capacity.
8	Social Practice	1. Contact professional enterprises and jobs for practice; 2. Master the work content, work process and ability requirements.	1. Language expression ability; 2. Ability of organization and management; 3. Communication and coordination ability; 4. Information technology application ability; 5. Social service ability.
9	Social Service	1. Participate in the development and transformation of enterprise products; 2. Provide technical services or consulting services for enterprises.	1. Language expression ability; 2. Ability of organization and management; 3. Communication and coordination ability; 4. Information technology application ability; 5. Create development capabilities; 6. Social service capacity.
10	Self-improvement	1. Participate in continuing education; 2. Obtain professional qualification certificate; 3. Promote learning level; 4. Improve your skills.	1. Communication and coordination ability; 2. Create development capabilities; 3. Self-development ability; 4. Application ability of information technology.

Based on the analysis of typical work tasks and corresponding abilities of DQT in vocational colleges, we get the comprehensive post abilities that DQT in vocational colleges should have. In addition, different ability combinations and mastery degrees correspond to the development stages of “novice”, “novice”, “proficient”, “expert” and “expert” of the other “ability content dimension” of the COMET ability model, which constitute the “double-teacher” teacher ability model in vocational colleges. As shown in Table 2:

Table 2 The model of DQT 's ability in vocational colleges

Capability Content Dimension	Ability Level	Work Task
Expert	Complete operational capacity, knowledge and skills mastery to a level of integration, able to work creatively.	Non-routine work tasks
Great Skilled Person	Fully grasp the knowledge and skills of the position, and be able to carry out work skillfully.	Specific and difficult jobs
Skilled Person	Master the knowledge and skills of the position, and have the ability to work independently.	Work systematically
Unskilled Person	Have a comprehensive understanding of the knowledge and skills of the position, and have the ability to carry out work under the guidance of people.	Competent for partial work segments.
Beginner	The knowledge and skills of the position are limited to the surface understanding, and do not have the ability to carry out work.	Job cognition

## References:

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