

Research on the Strategy of the Construction of Double Qualified Teachers in Colleges and Universities¹

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Abstract: In order to ensure that there are sufficient talents in all walks of life, and to promote the smooth transformation of the domestic economic structure and the effective upgrading of the industry, China should build a professional team of double qualified teachers according to the educational reform. We should make detailed education planning by using the double qualified teachers, cultivate high-end technical talents, and provide guarantee for the future development of education.

Keywords: College education; Double division type; Teachers; Construction strategy

The construction of double - qualified teachers in colleges and universities is the focus of China's educational reform. The construction of high-quality double qualified teachers is not only to realize the transformation of domestic economic structure, but also to promote industrial upgrading; It is also to optimize talent training and provide adequate talent guarantee for the development of various industries. Under such circumstances, colleges and universities, based on the actual situation of teachers in the school and the current training situation of the teaching staff, learn from existing theories and advanced experience at home and abroad and then innovate, broaden channels and broaden paths, and establish relevant systems with clear certification standards for dual qualified teachers. Ensure the integration of resources with sufficient funds, conditions and systems; Improve the management of teachers with the advantages of educational reform and regional economy, provide effective experience and quickly build a team of double qualified teachers to achieve sustainable education^[1].

1. Improve the guarantee for the construction of a double qualified team

1.1 System guarantee

1.1.1 Improve the dual qualification certification system for teachers

Although in order to promote the cultivation of dual qualified teachers and the construction of dual qualified teachers, China has proposed that a dual qualified teacher certification system should be developed, but until now, the dual qualified teacher certification system is not perfect. This is because different schools have different qualification standards for dual qualified teachers, and the definition of certification standards for dual qualified teachers is different, resulting in the uneven quality of the construction of dual qualified teachers. Ordinary colleges and higher vocational colleges are always different, which is reflected in the degree of emphasis and training objectives, educational system and educational level. Therefore, the recognition standards of dual qualification teachers in ordinary colleges and universities should be strict and standardized in higher vocational colleges. From this point of view, if colleges and universities want to build a team of double qualified teachers and develop a system to provide institutional guarantee, they should obtain cooperation with the relevant departments of the provincial government, follow the principles of dynamic, difference and operability, and compile the qualification standards for double qualified teachers that are consistent with the development needs of the province. The so-called dynamic nature is to highlight the dynamic characteristics of teachers' professional development under the criteria of dual qualification; The difference naturally means that at different stages, it highlights the difference characteristics of the identification and assessment conditions of dual qualified teachers, which are both elementary and advanced, and the development continues to deepen step by step. Only

¹ **Subject:** Small highland of outstanding teachers' development research talents in Ningxia

by establishing such a double qualified teacher certification system can we build a good team of double qualified teachers and ensure the scientific, rational and professional development of teachers^[2]. Secondly, universities should, on the basis of the accreditation standards formulated by provincial units, and on the premise of the latest regulations and training tasks issued by the state, constantly improve the accreditation standards through reporting at all levels, review teachers according to the dual qualification certification system and certification standards after the superior departments have prepared the case, assess teachers, and improve teachers' professional ability.

1.1.2 Improve the incentive system for the construction of double qualified teachers

The premise of promoting the construction of double qualified teachers in colleges and universities and optimizing the professional development of teachers is to establish a sound assessment and incentive system to drive teachers to build curriculum ideology and politics with this system, and to invest in the improvement of comprehensive quality with the ability to educate people and innovate. When building a team of double qualified teachers in colleges and universities, analyze the shortcomings of the current detailed rules for the assessment of the team of double qualified teachers and the incentive measures. According to the insufficient innovation strategies and improvement measures, cooperate with relevant departments to improve the relevant incentive mechanism, improve the content of the incentive mechanism, and encourage teachers from both material and spiritual aspects. According to the internal needs of teachers, the school sets various honorary titles and awards, and even directly links the construction of double qualified teachers to teachers' professional skills, job appointment and title promotion. Guided by performance and social contribution, optimize technical services through school enterprise cooperation and social training, give play to the role of the dual qualified teacher incentive system, and incorporate the performance salary structure into the construction requirements of the dual qualified teacher team. We will take this opportunity to harvest good results of the double qualified teachers team, promote the professional development of teachers and make all-round progress.

1.2 Fund guarantee

With the development of society, the relevant departments of our country have issued a series of documents related to education, in which the construction of teachers is emphasized as an important part of promoting the development of education^[3]. Therefore, colleges and universities need to pay attention to the construction of the double qualified teacher team, and obtain financial support from the higher authorities according to the actual situation of the school. For example, optimize talent introduction from society and enterprises; Send teachers to cooperative enterprises to promote the practice of double qualified teachers; On the premise of sufficient scientific research funds, build a training base and set up incentive bonuses. We should try our best to broaden the channels of capital harvesting, clarify the sources of capital, and ensure the rationality and legitimacy of capital harvesting. Increase the government's investment in colleges and universities, build special funds, appropriately increase the funding for colleges and universities based on the training situation of colleges and universities, and establish special finance for teacher training based on the importance of teacher training. The state actively formulates preferential policies for the development of colleges and universities and the training of teachers, allows the active introduction of enterprises with policies, uses the cooperation between schools and enterprises to establish education classes, training bases, etc., and optimizes the training of teachers and students with an order based talent training model. The cooperative enterprises can also provide financial support, adjust the structure of education expenditure, adjust the training ideas and strategies of the double qualified teachers according to the requirements of the current era, and ensure the training of the double qualified teachers by earmarking funds for specific purposes to achieve talent sharing.

1.3 Condition guarantee

The construction of a double qualified teacher team is based on the cooperative education of production, learning and research. Scientific and effective school enterprise cooperation and government school cooperation provide more possibilities for the development and innovation of the teacher team. The cooperative education mode of production, learning and research is conducive to the construction of a dual qualified teacher team, which can strengthen the innovation ability and practice level of dual qualified teachers, complete practical tasks when designing practice links, and achieve multi-party assessment and evaluation by using the dual qualified teacher team management of the combination of full-time and part-time. Therefore, in the process of implementing the construction of double qualified teachers, we should reform a number of measures and introduce part-time teachers relying on existing resources^[4]. Give full play to the role of teachers themselves, improve the training system and assessment and evaluation mechanism system for dual qualified teachers. With the joint insistence of all subjects, remarkable achievements have been achieved in the construction of dual qualified teachers by virtue of the comprehensive and

comprehensive education system. Enterprises and society analyze the scientific research innovation of colleges and universities themselves, understand the rapid development of colleges and universities, strengthen the communication between colleges and enterprises and industries based on sufficient financial support, reflect the value of teachers themselves, and stabilize the cultivation of dual qualified teachers by building a talent team. The second is to establish the organizational structure of the double qualified teacher team to enhance the cohesion of teachers. After the construction of double qualified teachers in colleges and universities has been put on the agenda, a personnel department and a teacher development center have been set up in the school, and special management offices have been set up with special teacher funds. After the establishment of the teaching and research office, a working group shall be established, and the team members shall strengthen supervision and communication according to the established work linkage mechanism, so as to meet the needs of professional teaching in terms of mutual aid evaluation.

2. Broaden talent introduction channels

2.1 Reduce educational requirements appropriately

The relevant departments of our country have issued the implementation plan of education reform, in which the employment standards of professional teachers are defined. They believe that professional teachers must have more than three years of front-line work experience and have a bachelor's degree or above, that is, a graduate degree. Even some first-class colleges and universities not only have higher requirements for teachers' educational qualifications, but also require testing teachers' three generations of educational qualifications. The three generations of educational qualifications must be at least undergraduate, and undergraduate of 985 colleges and universities; During the doctoral period, overseas study experience is also required. Such high and strict requirements undoubtedly eliminated some teachers immediately. Such educational requirements actually reduce the number of double qualified teachers in colleges and universities. The unreasonable structure of teachers makes the construction of double qualified teachers in trouble^[5]. Under such circumstances, colleges and universities should appropriately reduce the educational requirements when building a team of double qualified teachers. If teachers do not have to have overseas study experience, do not have to test the qualifications of teachers for three generations, or even lower, the requirements will be limited to undergraduate students with extremely strong enterprise practice ability. That is to say, we can introduce talents who have excellent enterprise practical experience and have more than three years of enterprise first-line experience into the double qualified teachers team, paying attention to both teachers' teaching ability and practical ability; It pays attention to both teachers' qualifications and their work experience. When necessary, the government departments shall take the lead, and colleges and universities shall cooperate to formulate and implement the introduction policy of special talents. The introduction of talents with insufficient educational background but excellent enterprise practical ability, scientific research ability and innovation ability. Based on the policies issued by the state and the requirements of education development as the core, after interpreting the policies, regulations and requirements for the construction of a double qualified teacher team, we will determine the yardstick, cultivate excellent teachers and build a double qualified teacher team.

2.2 Increase the proportion of part-time teachers

From the perspective of the construction plan of the new era double qualified teacher team, colleges and universities should attach importance to the introduction of front-line skilled talents in enterprises, and increase the proportion of part-time teachers on the original basis. Only the introduced part-time teachers must have rich teaching experience and practical experience, and must have strong skills and quality. The reason why part-time teachers with rich professional practical experience and superb technical level are introduced from the enterprise is to let these part-time teachers participate in innovative research, play their role, coordinate and unify their theoretical knowledge and practical ability, and optimize the teaching of practical courses according to superb skills and technology after understanding the market^[6]. Colleges and universities actively create conditions for the construction of a team of double qualified teachers. Based on the effective cooperation with local enterprises, they deepen the professional exchanges between enterprise talents and teachers in the school, seamlessly connect the theoretical information of double qualified training in the school and the latest technology in the market, highlight the advantages of part-time teachers, and fully understand and understand the market environment. Adapt to the market with the best attitude, stabilize talents, and build a highly skilled teaching team.

2.3 The government, enterprises and schools work together to attract people

In the 21st century, all countries, regions and fields have obviously entered the competition for talents. In the final analysis, ordinary colleges and universities are still weak even if they gradually improve their competitiveness under the curriculum

reform. Therefore, colleges and universities need to give play to their own advantages, introduce talents according to local policies, understand the actual needs of enterprises in production and scientific research, adhere to the purpose of win-win cooperation, and integrate multiple resources; Give full play to the ability of high-level talents with double qualifications, promote the economic development of the government, optimize the industrial upgrading of enterprises, and meet the needs of teaching and research in colleges and universities. We should build a double qualified teacher team to achieve efficient education reform and development, and improve the structure of the double qualified teacher team with the improvement of the scientific research and innovation ability of the double qualified teacher team. At the same time, all kinds of relevant subjects need to establish a good cooperation relationship, establish a team, identify the leaders, introduce high-quality professional talents, innovate the work form, determine special posts, and establish goals by introducing, retaining, and going out when giving play to the value of high-level talents, so as to share with all parties. According to the post design of fixed posts+mobile posts, meet the needs of the three parties and achieve a win-win situation for the government, enterprises and universities ^[7].

3. Improve the cultivation of double qualified teachers

3.1 Increase the scale of teacher enterprise practice

In view of the problems such as the lack of practice level of the double qualified teachers team in ordinary colleges and universities, the lack of front-line experience in enterprises, and the unreasonable number and structure of teachers, colleges and universities have increased the efforts of teachers to enter the front-line training of enterprises, strengthen teacher guidance, cultivate teachers' practical ability with an increased scale of teacher enterprise practice, and change professional teachers into double qualified teachers. After strengthening the cooperation with enterprises, colleges and universities should establish a school enterprise cooperation platform, carry out systematic training for teachers based on the construction of double qualified teachers, improve the teacher training system based on post job training, and improve teachers' professional practice ability through continuous training and training. Colleges and universities should also innovate their programs, imitate the double qualified teacher training method used in Germany and Japan, send teachers with high professional titles or young teachers to work as front-line staff in enterprises, and complete the requirements in the short, medium and even long term of further education, so as to improve the practical effect.

3.2 Actively build an innovative team of double qualified teachers

The construction of innovative teams is not only to break the shackles of the traditional cultivation of the innovative ability of the double qualified teachers, but also to improve the development peak of the double qualified teachers. Therefore, in the new era, colleges and universities understand the orientation and professional characteristics of the school, and build a national teaching innovation team by year, batch and specialty after innovating ideas ^[8]. Define the backbone of the team, and employ teachers in a unified internal and external introduction way, with double qualified teachers and excellent part-time teachers as members, highlighting the level of knowledge and skills of the team. At the same time, colleges and universities should strengthen the connection with local key professional clusters, expand teaching channels after optimizing the teaching system, update the teaching mode, strengthen the communication between schools and enterprises, highlight the relationship between various relevant subjects in society, timely and accurately understand the current demand for talents, promote the combination of production and teaching, organize education and teaching activities, create a good atmosphere for the cultivation of dual qualified teachers, and use teamwork to build a unified information sharing platform. Gather all kinds of talents to create a high-level innovation team. The team members improve the teaching quality by learning the advanced experience of developed countries, and play a leading role in demonstration to achieve the goal; After the construction of a double qualified teacher team, we will strengthen the innovation awareness of the teaching staff, provide adequate financial support and talent support in an optimized way, standardize the management of the double qualified teacher team with comprehensively improved teaching ability, training ability, etc., and promote the sustainable development of the school.

4. Epilogue

In a word, it is a very important task to build a team of double qualified teachers in colleges and universities. For this topic, colleges and universities should focus on education reform and increase investment after innovating ways, updating means, changing ideas, strengthening ideas, and defining the conditions for the construction of a double qualified teacher team. Integrate resources with regional economic advantages, introduce talents with effective experience, improve the system and strengthen the cultivation of teachers' ability level. Build a team of double qualified teachers to provide talent guarantee for the

progress and development of society.

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