

Research on the cultivation strategy of “double qualified” teachers in Colleges and universities from the perspective of double first class

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Abstract: from the perspective of “double first-class”, the teaching work of various specialties in Colleges and universities is facing new opportunities and challenges. Colleges and universities need to do a good job in the construction of teachers’ team and actively respond to the new forms of the development of higher education. Through in-depth research, colleges and universities generally agree that building a “double qualified” teaching team with excellent quality, innovative spirit and vitality has very important practical significance for colleges and universities to achieve the double first-class strategic goal. Based on this, this paper explores the cultivation strategy of “double qualified” teachers in Colleges and universities from the perspective of double first-class, in order to promote the development of college teachers.

Key words: double first class; Institutions of higher learning; Double qualified teachers; Training strategy

Under the background of “double first-class”, China’s colleges and universities are keeping pace with the world’s first-class universities, actively building first-class disciplines, and achieving new development and leaps. And accelerating the construction of “double qualified” teachers in Colleges and universities is the key to create a double first-class. In recent years, most colleges and universities have attached great importance to the promotion of “double qualified” teacher training, but there are still many deficiencies. Therefore, exploring the cultivation strategy of “double qualified” teachers in Colleges and universities from the perspective of double first-class is the research content that colleges and universities need to focus on, which can effectively solve the problems existing in the cultivation of “double qualified” teachers at this stage, and promote the comprehensive improvement of college teachers.

1 Definition of the basic qualities of “double qualified” teachers in Colleges and Universities

For “double qualified” teachers in Colleges and universities, they need to organically integrate knowledge, ability and attitude, and set an example for students in production, management, service and ability improvement in related fields on the basis of solid theoretical knowledge, which can be transformed into professional knowledge and passed on to students. Therefore, in the actual teaching, the “double qualified” teachers in Colleges and universities need to be comprehensively developed and improved from four aspects: moral quality, theoretical knowledge, practical ability and psychological quality.

First of all, moral quality is the basic quality that “double qualified” teachers need to have. They should abide by the professional ethics in the professional field, guide students to be loyal to the truth according to the code of conduct and standard form of the industry, and become loyal employees of the enterprise with an honest, trustworthy, rigorous and responsible attitude. Therefore, in teaching, “double qualified” teachers need to teach students by words and deeds, and imperceptibly cultivate students’ good moral quality.

Secondly, the “double qualified” teachers need to further improve their professional theoretical knowledge. Combined with their actual teaching experience, they need to further develop their professional knowledge system vertically and horizontally, so as to keep their theoretical knowledge in line with the development of their professional fields. At the same time, “double qualified” teachers also need to focus on innovation in the professional field and actively walk in the forefront of the industry, so as to cultivate students with innovation consciousness and innovation vitality.

Thirdly, the “double qualified” teachers in Colleges and universities also need to have strong practical ability, can complete various skills and operations in a standardized way, and teach them to students as teaching content. This requires “double qualified” teachers to understand the development trend of the industry, actively establish the concept of quality, industry and benefit, and be good at running these practical contents through classroom teaching, so as to promote the improvement of students’ practical ability.

Finally, the “double qualified” teachers in Colleges and universities also need to have good psychological quality. They should not only deal with various generative classroom contents flexibly, but also actively build a good and smooth communication channel with students, discuss and study professional knowledge with students, and become the guide in the process of students’ growth. This has a very important impact on college students whose knowledge structure is incomplete and whose personality and values are not yet mature. It is conducive to shaping their sound personality and helping students achieve the overall improvement of their personal comprehensive ability.

2 Analysis of the current situation of the construction of “double qualified” teachers in Colleges and Universities

With the continuous enhancement of China’s comprehensive strength, all walks of life have put forward higher requirements for

professional talents, especially the increasing demand for compound talents, which requires colleges and universities to change the traditional mode of education and actively adapt to the new requirements of social and economic development for talents. Teachers are the direct participants in higher education, which has an important impact on the quality of personnel training. Therefore, in the context of the new era, colleges and universities need to do a good job in the construction of the teaching staff, actively build a “double qualified” teaching staff, and promote the reform and development of higher education.

First of all, some colleges and universities have inadequate understanding of the “double qualified” teaching staff. For example, taking the dual certificate qualification as the basic requirement of dual qualification violates the original intention of dual professional titles, resulting in the asymmetry between teachers’ profession and teaching profession in practical work. In addition, in order to speed up the construction, some colleges and universities have taken measures such as rewards and welfare benefits. Although it has mobilized the enthusiasm of teachers’ self-improvement to a certain extent, there is also the problem of teachers’ textual research in order to obtain certificates, which is not conducive to the high-quality development of “double qualified” teachers.

Secondly, the teacher training system needs to be improved. With the continuous expansion of the scale of colleges and universities, the teaching staff of many colleges and universities are developing in the direction of youth. This requires colleges and universities to pay attention to teachers’ training, help young teachers improve their teaching ability, and help experienced older teachers achieve the “double qualification” standard. However, many colleges and universities have not set up a special “double qualified” teacher training project, which is difficult to provide strong training and self-improvement guarantee for teachers, and has become a major resistance in the construction of “double qualified” teachers.

Finally, the structure of teachers is unreasonable. Under the background of “double qualified” teacher team construction, colleges and universities need to focus on Teachers’ practical ability and change the teaching phenomenon of emphasizing theory and ignoring practice. However, when recruiting teachers, many colleges and universities still regard education as the first factor, and do not pay attention to the evaluation of teachers’ professional practice ability. Under such circumstances, the structure of university teachers is still in the original state, and it is difficult to reach the double first-class construction level.

3 Cultivation strategy of “double qualified” teachers in Colleges and universities from the perspective of double first class

3.1 Cultivating "double qualified" teaching staff based on system improvement

1. formulate the overall plan and relevant systems for the “double qualified” teaching team

Colleges and universities can set up a working group specially responsible for the construction of “double qualified” teaching staff, and set up a special person in charge to make overall arrangements for the development of various work, and train teachers of various specialties in strict accordance with the assessment process and assessment standards. At the same time, the working group also needs to actively organize teachers to make them have a profound understanding of “double qualified” teachers, and urge teachers to actively change their ideas, strictly demand themselves according to the standard of double qualified in their daily work, actively participate in the training work organized by schools and the state, and continuously improve their comprehensive ability. In order to better adapt to the development of higher education and the reform needs of the teaching staff under the background of double first-class.

2. Build a “two-way” training mode for “double qualified” Teachers

In the process of building a “double qualified” teacher team, colleges and universities need to actively combine the actual needs of enterprises and the general trend of the development of various industries, carry out training and assessment of teachers, and constantly adjust and improve the assessment system to promote the construction of a “double qualified” teacher team. At the same time, formulate the overall plan for the construction of “double qualified” teachers in enterprises, pay attention to the development of teachers’ practical ability, and let in-service teachers apply professional theoretical knowledge to practical work. At the same time, schools and enterprises can formulate the selection criteria of “double qualified” teachers according to the educational background, working years, professional knowledge and practical ability of teachers and employees. Different basic conditions for the admission of “double qualified” teachers are formulated for different majors. The qualified teachers and employees are comprehensively assessed. The candidates are determined through the operation assessment and the selection of the best in the trial. After passing the assessment, they are officially determined as “double qualified” teachers.

3. Strengthen the training of professional teachers’ teaching theory

“Double qualified” teachers need to have rich practical experience, which requires colleges and universities and cooperative enterprises to establish a systematic training mechanism, and actively employ experts with industry expertise inside and outside the school to train in-service teachers. We can also organize online and offline exchange meetings, and design targeted training programs for professional teachers with the help of experience sharing, special topic discussion and famous teacher demonstration courses, so as to improve teachers’ teaching specialization and standardization level, promote them to actively change their teaching ideas and innovate teaching methods, and realize the comprehensive improvement of teaching ability.

4. Formulate incentive mechanism

In terms of mobilizing teachers' enthusiasm for self-improvement, colleges and universities can develop corresponding reward mechanisms based on the development needs of "double qualified" teachers' team construction, apply financial support to teachers' training, provide strong financial support for teachers' scientific research, teaching reform, and the setting of excellent courses, so that in the process of carrying out various work, Able to focus on personal ability improvement. At the same time, colleges and universities can take "double qualified" teachers as an important reference basis for the evaluation of professional titles, awards and excellence, so as to encourage teachers to actively participate in the training work of "double qualified" teacher team construction. Through these incentive mechanisms, colleges and universities can effectively ensure the construction quality of "double qualified" teachers, mobilize the enthusiasm of all staff, and promote the smooth development of various work.

3.2 Based on the ability improvement to build a "double qualified" teacher training approach

1. Improve the theoretical teaching ability of teachers' professional courses

The goal of building a "double qualified" teaching team in Colleges and universities is to build a teaching team with solid professional theoretical knowledge, outstanding practical ability, the combination of full-time and part-time, and reasonable structure. This requires colleges and universities to actively improve teachers' professional teaching ability, improve their extraction and processing level of knowledge points, and guide students to synchronously improve their theoretical knowledge learning and practical ability in the classroom with high-quality teaching design and diversified teaching methods. In order to achieve this teaching effect, teachers need to skillfully use various advanced teaching methods, actively use modern information technology teaching methods, and improve the classroom teaching effect.

2. Cultivate professional ability through multiple channels

Under the background of the construction of "double qualified" teachers' team, colleges and universities can tap the potential of teachers with the help of competitions and encourage them to actively innovate teaching methods. For example, designing multimedia courseware making contests, teaching method application contests, etc., to increase the competitive consciousness of teachers in various specialties, so that they can reflect on their own shortcomings in the competitive environment, and actively look for gaps and make up for shortcomings. Through various forms of competition activities, young teachers are promoted to rapidly grow into backbone teachers and become the reserve force of "double qualified" teachers.

3. participate in the deep interaction of personnel from other colleges and Universities

Colleges and universities can regularly organize exchanges between colleges and universities at all levels, and the school can send excellent teachers to other colleges and universities for targeted learning. With the help of seminars and workshops, the overall improvement of personal ability can be realized. At the same time, colleges and universities can also carry out in-depth interaction to further improve the structure of "double qualified" teachers, and jointly look for the entry point of progress. In addition, colleges and universities can also invite "double qualified" teachers from other colleges and universities to carry out training for their teachers, help their teachers quickly and accurately master their job skills, deeply understand the job standards of "double qualified" teachers, and then identify the direction of self-improvement in future teaching and research work.

4. cultivate "Four Haves" good teachers

Put the political standards and teachers' morality and style of work in the first place in the construction of "double qualified" teachers' team, guide teachers to establish themselves and teach with morality, and cultivate "Four Haves" good teachers in the new era. At the same time, colleges and universities need to do a good job of educational administrative supervision, dynamically monitor and evaluate teachers' morality and style, and provide special education activities for teachers. For example, teachers' ethics lectures and theme speech competitions are held regularly to improve teachers' Ideological and political quality and professional ethics, and integrate the construction of teachers' ethics into the whole process of the employment and assessment of "double qualified" teachers, so as to emphasize teachers' sense of responsibility, highlight the importance of teachers' ethics and style, and strengthen teachers' self-awareness.

epilogue

To sum up, under the background of the new round of "double first-class" construction, colleges and universities focus on building a "double qualified" teaching team, which helps to improve and ensure the level of running a school, strengthen the professional quality of teachers, and cultivate and export applied talents. In the process of improving the quality of teachers in an all-round way, colleges and universities need to do a good job in the collaborative training between colleges and enterprises, jointly formulate the training mechanism of "double qualified" teachers, and continuously improve the overall level of the full-time and part-time "double qualified" teachers.

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