

Research on the cultivation of "double-qualified" professional undergraduate teachers under the background of the new era

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Abstract: In this new era, to improve the quality of professional undergraduate education, the cultivation of the educator team is particularly critical. This paper first analyzes the necessity of cultivating "double-qualified" teachers, the challenges facing this work, and puts forward the specific implementation path, in order to strengthen the construction of "double-qualified" teachers and help the high-quality development of vocational education.

Key words: vocational education; double-qualified teachers; cultivation

1 Introduction

In February 2019, the State Council officially issued the *Implementation Plan for National Vocational Education Reform*, focusing on promoting experimental projects of vocational education at the undergraduate level. In order to meet the national requirements for the teacher-to-student ratio, vocational undergraduate education requires a significant influx of full-time and part-time teachers, especially those "double-qualified" teachers with a solid theoretical knowledge base and strong practical teaching skills. Therefore, under the background of the current new era, the training of professional undergraduate "double-qualified" teachers has become an urgent need, and the way of training "double-qualified" teachers needs to be explored urgently.

2 It is necessary to cultivate the "double-qualified" teachers for professional undergraduate courses

In the background of the new era, it is particularly important to cultivate professional undergraduate "double-qualified" teachers. This kind of teachers can perfectly integrate profound theoretical knowledge with rich practical skills, and directly cater to the core imperative of "applying what they learn" in vocational education. With the accelerating development of the industry, new technologies are changing with each passing day, and the requirements for vocational education are also constantly improving. "Double-qualified" teachers can keep up with the development of the industry and bring the most cutting-edge technologies and ideas into the classroom, which is crucial to improving the adaptability and foresight of education. Furthermore, cultivating high-quality "double-qualified" teachers has an immeasurable impact on improving the overall quality of vocational education and enhancing the competitiveness of international education. Through such efforts, we can provide students with more rich and practical learning experience, and cultivate more high-quality talents with both theoretical knowledge and practical operation ability for the society.

3 Challenges facing the cultivation of "double-qualified" teachers

Cultivating "double-qualified" teachers faces multiple challenges. Firstly, the realization of teachers' theoretical knowledge and practical skills is limited by training and development opportunities, especially in the rapidly evolving field of technology. Secondly, the existing training system overemphasizes theoretical knowledge and ignores the cultivation of practical ability, and the training content and methods are lack of pertinacity and practicability. In addition, the incentive and evaluation mechanism is not perfect, with too much focus on academic achievements rather than the enhancement of teaching and practical skills, failing to effectively stimulate teachers to improve the "double-qualified" ability, which affects the quality and professional professional development of teachers.

4 The specific path of cultivating the "double-qualified" professional undergraduate teachers in the new era

4.1 The construction of teacher training standards

It is necessary to implement measures that standardize professional standards, strengthen access criteria and establish evaluation criteria. Firstly, professional standards should be standardized. Based on the fundamental requirements of national "double-qualified" teachers, the scope of professional standards should be expanded to meet the needs of constantly developing industries, such as modern agriculture, manufacturing, service industry, etc. Teachers are encouraged to actively delve into new fields and new technologies, which will promote the modernization of vocational education. Secondly, rigorous access criteria must be established. Vocational undergraduate colleges and universities should establish stringent access standards and "double-qualified" teacher evaluation and employment system to ensure that teachers have good ideological and political qualities, ethical standards, and technical skills, and actively participate in teaching reform and research. Finally, the evaluation criteria should be formulated. An evaluation system guided by "teachers' ethics + skills + teaching achievements + scientific research performance" should be established. Exploring the multi-subject evaluation mode, which takes into account the characteristics of professional undergraduate students is crucial. These measures are interrelated and mutually reinforcing, so their effects should be comprehensively considered to improve the training quality of "double-qualified" teachers, and provide a solid guarantee for the construction of a high-level vocational education team [1].

4.2 Build a systematic training system

A systematic training system includes not only theoretical learning, but also the improvement of practical ability and the cultivation of educational skills. Theoretical learning provides teachers with the necessary professional knowledge base, but simple theoretical learning is often difficult to cope with the challenges in practical teaching. Therefore, the improvement of practical ability is particularly important, which ensures that teachers can flexibly apply theoretical knowledge to practical teaching, effectively solve problems and deal with various situations. The cultivation of educational skills is also an indispensable part of the training system. This training aims to improve teachers' teaching methods and strategies, enabling them to be more flexibly respond to the needs of different students and stimulate students' interest in learning and practical ability. Through the cultivation of educational skills, teachers can better guide students and promote their all-round development. In addition to focusing on teachers' educational skills and professional knowledge, the training system should also focus on the guidance of teachers' personal development and career planning. By providing personal development paths and career planning advice, we can help teachers to clarify their career development goals, provide support and guidance for their career planning, better stimulate their potential, and inject new vitality into the development of education.

4.3 Cooperation between the practice base and enterprises

First, it is essential to establish a number of high-quality practice training places. These institutes not only support enterprise operation, educational practice, public education and technical guidance, but also cater to skill training and technology development activities tailored for professional undergraduate teachers. Second, colleges and universities should set up teachers training institutes, and regularly organize activities such as ideological and political education, educational skills exchanges, industry new knowledge training and other projects, aiming to promote the overall improvement of teachers' professional quality. Third, with the help of modern enterprise apprenticeship system, industry experts and enterprise backbone can be introduced to colleges and universities to perform research, skills sharing, and establish innovative school-enterprise collaborations. This opens a broader platform for knowledge and technology exchange among "double-qualified" educators, making them to frequently contact with the industry-leading theories and leading skills, promoting the normalized operation of the two-way education mechanism [2]. Fourth, colleges and universities should facilitate the integration of enterprise resources on the campus, create a national technician lecture hall, "skill master workshop", etc. Through a series of strategies, teachers are provided with rich learning materials, so that they can deeply understand the needs of enterprises, and subsequently cultivate students' vocational skills more accurately, thereby improving the employment probability. Through these measures, the close integration of vocational undergraduate education and the industry is realized, and the construction of "double-qualified" team and the cultivation of high-quality technical talents can be accelerated.

4.4 Improve the incentive and evaluation mechanism

Building an evaluation system that is both fair and dynamic, aims to comprehensively and accurately evaluate teachers' ability in theoretical teaching and practical guidance, as well as their contributions to enhancing students' skills. In addition, this system should also consider the influence of teachers on educational innovation and the cultivation of students' creative thinking ability. In terms of incentive program design, in addition to basic salary and job promotion, multi-level incentive measures such as participating in advanced training courses, obtaining research funding and participating in domestic and foreign academic conferences should be included to meet the needs of professional growth and personalized development needs of teachers in an all-round way. For example, special funds can be set up for teachers to support their innovative projects or scientific research activities related to teaching, and encourage them to conduct in-depth exploration and practice in their professional fields. In addition, commendation mechanisms such as "Excellent Teaching Award" and "Innovative Practice Award" can be established to publicly praise teachers with outstanding performance in education, teaching and academic research, so as to further stimulate their work enthusiasm and innovative spirit. By providing a rich academic exchange platform, teachers can not only expand their horizons, but also share experience and inspire each other among peers, promoting the continuous innovation in education, teaching methods and content.

5 Conclusion

In the background of the new era, the cultivation and research of professional undergraduate "double qualified" teachers is very important. We need to deeply study the theory, practical applications and policy issues of the cultivation of "double qualified" teachers in the new era, and explore a more scientific and effective cultivation path and method. Through continuous exploration and practice, we can continuously optimize the training system of vocational undergraduate "double-qualified" teachers, cultivate more vocational education talents with excellent teaching ability and practical experience, and provide solid talent support and intellectual guarantee for the vigorous development of China's vocational education.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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