

Development of "Introduction, Education and Training" for the Innovation of "Double Qualified" Teacher Talent Training Mechanism

Henan Wu, Xiaoying Zhang, Lin Xie

Hainan Vocational University of Science and Technology, Haikou, 571126, China

Abstract: *The "double qualified" teaching team is the backbone of developing the connotation of vocational colleges, and is also an effective guarantee for the transformation and upgrading of regional economy and industry and the improvement of talent training quality. The Implementation Plan of National Vocational Education Reform (GF [2019] No. 4) specifies the important position of "double qualified" teachers in higher vocational schools, and proposes to "take multiple measures simultaneously" to create a "double qualified" teacher team. Hainan Vocational University of Science and Technology, as the first batch of vocational undergraduate pilot universities, should not only broaden the scope of running schools, but also pay attention to the depth of running schools. The establishment of a number of high-level "double qualified" teachers has an important impact on improving the teaching, scientific research and social service functions of the school. In recent years, Haikou University of Science and Technology has mainly optimized the teacher structure from three aspects of introduction, cultivation and practical training, built a multi-level and three-dimensional teacher training system, and embarked on an innovative road of cultivating a high-quality "double qualified" teacher team.*

Keywords: *Vocational College; "Double Qualified" Teachers; Personnel Training*

With the rapid development of vocational education in China, the current structure system of vocational teachers can not keep pace with the development pace of vocational education. In recent years, a large number of young talents who have graduated from high-level research universities have been recruited to the school teachers. However, due to their lack of clear understanding of vocational education, there is a certain gap between the matching degree of knowledge and ability and the requirements of vocational education, so many vocational schools are trapped in the situation of "having water but cannot quench their thirst". The shortage of "double-qualified" teachers with theoretical quality and practical teaching quality has become a bottleneck restricting the high-quality development of vocational education.

Hainan Vocational University of Science and Technology is one of the first batch of pilot colleges for vocational undergraduate education. It should undertake the historic task of cultivating high-level and high-quality technical and skilled personnel. The outstanding role of "double qualified" teachers in education and teaching is more important. In the document of the general office of the Ministry of Education, it is also clearly proposed that in the process of personnel training of the vocational undergraduate education pilot, the training teaching content should be updated in time and new technologies, new processes and new specifications should be introduced. This is a specific requirement for the pilot majors of vocational colleges to achieve "high, fine and advanced", and also a challenge for the "double qualified" teachers who have been engaged in higher vocational education for a long time.

Hainan Vocational University of Science and Technology adheres to the principle of "introduction, education and training" and comprehensively builds a high-level "double qualified" teacher team. Starting from the goal of cultivating high-level and high-quality technical and skilled personnel, the school has formulated and improved the construction plan of "double qualified" teachers, created a good atmosphere for the growth of "double qualified" teachers, revised and improved the training and improvement plan for professional teachers, as well as revised the review conditions for teachers' professional titles. We should change the academic orientation and thesis orientation, gradually increase the proportion of practical experience and technical operation ability, and boldly introduce talents from enterprises, in order to explore the construction path and implementation mode of "double qualified" teachers in vocational undergraduate colleges with distinctive vocational education characteristics, explore the development law of vocational undergraduate education and the growth law of "double qualified" teachers, and cultivate "artisan teachers", in order to give play to the leading role of "double

qualified" teachers in education and teaching.

1. Current status of teachers in vocational undergraduate colleges

For professional undergraduate colleges and universities professional construction work, professional teachers have a direct influence on teaching quality, is also an important factor affecting the ability of social and economic development, only to ensure that professional undergraduate colleges professional teachers level, to ensure that professional course education and talent training work quality, realize high quality professional construction, promote the development of professional teaching. However, from the current situation of all professional teachers in professional undergraduate colleges, there are still some problems. From the current educational level of teachers in preschool education majors, more than 65% of the teachers are undergraduate degree, and some are junior college degree, the proportion of master's degree and doctoral degree is not high, the proportion of graduates is only 51%, and many are graduated from other majors, the degree of specialization is not high. And among the teachers engaged in professional teaching work in professional undergraduate colleges, few teachers have relevant professional experience before entering professional undergraduate colleges, and many of them are directly entered into preschool education positions in vocational undergraduate colleges after graduation. They lack practical experience in professional teaching work, and the overall teaching level needs to be improved. The shortage of double-qualified teachers is one of the important factors leading to the low economic development efficiency of vocational education service.

2. Attracting -- broadening channels to "attract" talents

The school implements the introduction of high-level talents, builds nests and introduces phoenix, creates a good atmosphere in which all teachers actively recommend talents and the school actively accepts talents, and implements unconventional policies such as "one person, one policy" for high-level talents to introduces and trains excellent talents.[1] The school strictly controls the entry of talents and puts forward specific requirements on the ideological and moral character, professional ability and professional technology of new teachers.

For the majors in urgent need, the school selects and hires "double qualified" teachers from enterprises and implements preferential salary treatment. For example, the salary of double qualified teachers from shipping enterprises for navigation majors is 2.5 times that of the corresponding ordinary teachers. The salary of the "double qualified" nursing teachers with the professional title of professor and the qualification of attending physician or the experience of the director of the nursing department is twice that of the teachers with the corresponding general senior professional title, and the salary of the "double qualified" teachers of the construction specialty is increased by 30%, so as to improve the treatment of high-level talents, protect their rights and interests, and create a good working environment. It can regulate their reasonable flow, and achieve the long-term goal of "attracting, retaining, doing well and achieving results".

We should focus on the introduction of urgently needed discipline leaders. The university has introduced high-end talents and top talents throughout the country and continued to recruit young leading talents. We should boldly introduce talents from enterprises to teach in the university, give play to the flexible employment mechanism of private colleges, not only academic degrees and degrees, but also pay attention to practical experience and technical ability. In recent years, nearly 100 teachers with enterprise working experience have been introduced, all of whom have intermediate or above professional titles and professional qualification certificates, and have played an important role in the teaching reform of "combination of courses, training and competitions" and the cultivation of artisan talents.

3. Education -- innovative mechanism "cultivating" talents

The introduced talents are not a panacea, but also need scientific and effective mechanisms to attract and encourage them, so that they can fully display their abilities. Hainan Vocational University of Science and Technology has formulated talent echelon education objectives according to the development needs of existing disciplines. By building talent echelons of different levels and ages, outstanding young teachers have different growth space and development platform.

In the work of teacher training, Hainan Vocational University of Science and Technology, based on

the principle of "what you lack, what you make up; what you do, what you learn", adopts the training method of "send out, please come back" to accelerate the growth of outstanding young teachers, in order to promote the optimization of the structure of scientific and technological innovation team, and reserve the potential for sustainable development. The university actively encourages on-the-job young teachers to study for master's and doctor's degrees.[2] Up to now, the university has funded 63 doctoral students, 93 master's students and 9 visiting scholars in famous universities at home and abroad. Since the title review authority was officially delegated to the school, the school has fully organized the application, qualification review, review and other related work of the title review. Under the premise of adhering to the standards and ensuring the quality in advance, a total of 4 professors, 51 associate professors, 108 lecturers and 39 teaching assistants have been reviewed and identified.

The school pays attention to cultivating a group of professional principals, mainly "double-qualified" teachers, and assigns each new teacher an excellent old teacher with rich teaching experience and deputy senior title to conduct systematic training. In addition, it should not only strengthen teachers' education and teaching ability, improve their cognitive level of new technologies, new methods and new ideas, but also encourage teachers to take the initiative to participate in various knowledge and skills training outside the school, so as to improve teachers' practical ability. Wang Yuilei of the school was awarded the titles of "Nanhai Craftsman" and "Individual with Outstanding Contribution to National Skilled Talents Cultivation". The school and the enterprise jointly build a "double-qualified" famous teacher studio, relying on the studio to establish a "craftsman mind building" team, build a platform for the inheritance and innovation of the skills of famous teachers, do a good job in mentoring, and cultivate the "craftsman teacher" who can be retained and used. Such as Wang Yuelel "Hainan craftsman master studio" and so on. In this regard, while establishing the cooperation mechanism between school and enterprise, the relevant vocational undergraduate colleges should also constantly improve and improve the school-enterprise cooperation mechanism according to the feedback of actual teaching, build a multi-channel, multi-dimensional and practice communication platform, broaden the ways of teacher training, so as to improve their teaching and scientific research level. First of all, build a platform for education promotion, technical ability service, scientific research innovation; set up the incentive mechanism as auxiliary, campus vocational education week, students see practice and enterprise temporary exercise as part of the class requirements, focus on the construction of professional double qualified teachers, vocational college teachers actively participate in the enterprise and professional curriculum practice, to improve their education teaching ability drive. Secondly, actively expand school-enterprise cooperation to build a new pattern of win-win development. School-enterprise collaborative education is a long-term systematic cooperation mechanism, which should be promoted step by step. Therefore, based on the principle of complementary advantages and mutual benefit, backbone teachers can be selected from vocational colleges and business experts to replace them, and the team construction of "double teachers" can be continuously optimized.

4. Training - strengthen the practice of "training" talents

At present, the number of teachers in vocational colleges who really have practical experience in the front line of enterprise production is small, and they lack sufficient practical training in enterprises. There is a problem that the theoretical knowledge reserve is strong, but the front-line work experience and practical ability of industrial enterprises are not strong.

In the face of this situation, Hainan Vocational University of Science and Technology actively implements the requirements of "teachers of vocational colleges and application-oriented undergraduate colleges and universities should practice in enterprises or training bases at least one month a year" in the 20 articles of vocational education, and focuses on the construction of "double qualified" teachers. The school organizes the existing "double qualified" teachers to face the needs of emerging industries and regional economic development, and carry out re learning, re training, retraining and further improvement, so as to promote the updating of "double qualified" teachers' knowledge and professional technical ability, guide the whole process with industrial thinking, and encourage new professional teachers and existing "double qualified" backbone teachers to go deep into the production line. Turn the production site of the enterprise into a training environment, and conduct practical exchanges with the "experts" of the enterprise, so that the professional teacher training is mainly based on the technical skill standard training of the industrial enterprise.

For the "double qualified" teachers, the school has formulated and issued a special assessment and incentive mechanism to encourage and organize teachers to cooperate with enterprises through scientific research, technical services, technology development, production and education integration and other

ways to carry out extensive research and project cooperation and improve practical skills. We will provide support for "double qualified" teachers to participate in temporary training in enterprises. During the period when they go to enterprises to participate in temporary training, their salaries will be paid and their travel expenses will be reimbursed. For example, the school's navigation professional teachers all have one of the certificates of competency, such as the third engineer and the third coastal officer; The teachers went to Hainan Strait Co., Ltd. and other more than 20 water transport enterprises inside and outside the province for temporary training. Each navigation teacher worked on the ship for 12 months every 5 years, greatly improving the application ability of navigation professional technology. During the holidays, teachers of chemical engineering majors went to Hainan Sinopec Hainan Branch, CNOOC and other more than a dozen petrochemical enterprises for project cooperation and temporary training to learn new processes, new technologies and master new methods. They have obtained job skills certificates such as oil analysis senior engineer, petroleum refining and Chemical technician, chemist, chemical industry special work skills appraisal and evaluator; Teachers of other colleges have also worked with many enterprises to improve their technical ability by means of on-the-job internship guidance teachers or off-the-job training.

5. Conclusion

As a pilot unit, Hainan Vocational University of Science and Technology has gradually improved the construction mechanism of the "double qualified" teacher team, which is deeply integrated with industrial enterprises. The two-way flow channel of school and enterprise personnel is smooth, the "double qualified" structure has been significantly improved, and a preliminary innovative mechanism for the training of "double qualified" teachers has been formed. However, the training of "double qualified" teachers is destined to be a long-term process, and its training is an indispensable part of China's vocational undergraduate education. Due to its short history of development, its research is still a long way to go. In the new period 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 "double qualified" talent training channels, and promote the reform of undergraduate level vocational education, to achieve high-quality development.

Acknowledgement

Scientific Research Project of Education and Teaching Reform and Research of Colleges and Universities in Hainan Province: Research on the Construction of Practical Teaching System for Engineering Majors of Vocational Colleges with the Goal of Cultivating High-end Technical Skills and Innovative Talents (No.:hnjg2020ZD—4).

References

- [1] Zhao C, Song X, Yao J, Xia W, Hu M, Wang N. *Introducing and cultivating simultaneously to build a sustainable and strong scientific and technological innovation talent team. Agricultural science and technology management*, 2016;35(04):74-77.
- [2] Imre Dávid, László Balogh. *Talent research and teacher training for gifted education. Gifted Education International*, 2012, 29 (2): 162-173.