

Research on the Development Path of "Dual-Qualification" College English Teachers under the Background of Industry-Education Integration

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Abstract: The "double-height" construction plan of China's vocational education reform proposes to build high-level vocational schools and high-level majors. The industry-education integration is the key task of the "double-height" construction plan, an important tool for deepening the reform of education, and a key measure to build a high level institution with Chinese characteristics and world standards. The "dual-qualification" teacher team is an important force for the internal development of higher vocational institutions and a fundamental guarantee for improving the quality of talent training. The industry-education integration is an important carrier for the construction of "dual-qualification" teachers, which realizes the organic integration of industry chain and education chain. This paper analyzes the current situation of English teachers in higher vocational institutions from the background of industry-teaching integration, and finds that there are problems such as solidified teaching concept, single knowledge structure, lack of practical ability and imperfect teacher development mechanism of college English teachers. In view of these problems, the development path of "dual-qualification" college English teachers is proposed: College English teachers need to update their education and teaching concepts, improve their comprehensive quality, and construct a perfect development mechanism for "dual-qualification" college English teachers. We hope to promote the development of college English teachers, build an excellent "dual-qualification" college English teachers' team, and help the construction of "double-height" construction plan for higher vocational education.

Keywords: Industry-education integration; Dual-qualification; College English teachers; Development path

1. Introduction

In 2019, the Ministry of Education put forward the "double-height" construction plan for the construction of high-level higher vocational schools and majors with Chinese characteristics. The industry-education Integration is the key construction task of the "double-height" construction plan, an important grasp of education deepening reform, and a key initiative to build a high-level institution with Chinese characteristics and world standards. The General Office of the State Council "Opinions on Deepening the Industry-Education Integration" clearly points out: "Deepening the Industry-Education Integration, promoting the organic connection between education, talent chain and industry chain, innovation chain, is the urgent requirement to promote the structural reform of the supply side of human resources, and is of great significance to promote economic transformation and upgrading." The Industry-Education Integration has become the development strategy and schooling orientation of education, which has been elevated to a national strategy. ^[1]

The Decision of the State Council on Vigorously Developing Vocational Education and the Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly point out that higher vocational colleges and universities should focus on cultivating "dual-qualification" teachers. ^[2] "Dual-qualification" teachers are the main force for the internal development of higher vocational institutions, the fundamental guarantee for improving the quality of talent training, and an important manifestation of the core competitiveness of higher vocational institutions. ^[3] To build a "dual-qualification" teachers' team with solid professional basic theoretical knowledge, rich practical experience and excellent vocational skills, we must conduct research based on the background of industry-education integration. ^[4] For a long time, the research on "dual-qualification" teachers in higher education institutions has been more oriented to professional teachers with distinctive professional characteristics, and little research has been conducted on the development of "dual-qualification" college

English teachers, therefore, the research on "dual-qualification" College English teachers is carried out under the background of industry-education integration. Therefore, it is important to conduct research on the development of "dual-qualification" college English teachers under the background of industry-education integration.

2. The connotation of "dual-qualification" teachers

The "dual-qualification" college English teachers are those who have practical experience in industry and teaching experience in higher vocational institutions, who are able to teach students' subject knowledge as well as combine practical experience with subject knowledge to cultivate students' practical ability and professionalism. They not only need to have solid subject knowledge, but also need to have practical experience and teaching experience in line with the industry, and have a high level of dual literacy. Therefore, the "dual-qualification" college English teachers should take the teachers' solid foreign language knowledge and ability as the basis, make them familiar with the knowledge and skills related to a certain industry field through cultivation and practice, and let them be comfortable in the education of industry English through practice and exploration, and be able to express their professional knowledge and skills more thoroughly and easily in foreign languages in teaching. The final result is that the classroom teaching content is closer to enterprises and more in line with the actual market, so that students can improve their practical application ability in learning.^[5-6]

3. Analysis of the current situation of college English teachers' development

3.1. College English teachers' teaching philosophy is solidified

Some college English teachers always think that higher vocational English is a public basic course, and they only need to teach students the basic English knowledge and skills, and they fail to consider the course orientation that public courses should serve the majors, which leads to the solidification of their philosophy. Influenced by the atmosphere and environment of higher education institutions, they do not have a strong sense of self-identity and tend to lack the sense of enterprise. The higher vocational teachers, who are subject to the multiple influences of teaching conditions in higher vocational institutions and students' lack of cooperation, are unable to have a precise and comprehensive understanding of their vocational positions, so they have difficulties in finding their own positioning in higher vocational education, and cannot fully and reasonably exert their subjective initiative, and will produce a series of vocational confusion. On the other hand, there are deviations in the understanding of college English teachers about the industry-education integration. At this stage, some college English teachers still think that the industry-education integration is mainly for professional skills-based education and teaching, and has little relationship with their own careers. Or college English teachers' own sense of responsibility and honor is not strong enough, and there are different degrees of burnout and so on.^[7]

3.2. College English teachers have a single knowledge structure and lack of practical ability

At present, most of the college English teachers graduated from English majors in general universities as public English teachers, and most of these teachers have been trained systematically in English language knowledge. They have rich professional theoretical knowledge and theoretical knowledge. They are good at English listening, reading, writing, and translating skills. However, due to the training mode of English language, they have a single knowledge structure and lack of understanding of vocational education, background knowledge and working experience in the industry, and lack of relevant professional knowledge and practical experience. Under the background of deepening school-enterprise cooperation and industry-teaching integration in higher vocational education, it is obviously not possible to cultivate students' English language skills only, but not in relation to their majors. In the process of "double-qualification" teacher team building, higher vocational institutions pay more attention to the cultivation of teachers of professional courses, and lack of the means and strength to cultivate teachers of public basic courses. English teachers have difficulty in participating in practical exercises in enterprises and lack of practical ability, which makes it difficult for English teachers to reflect professionalism in teaching English knowledge and to teach students the English knowledge and professional ability required for their future jobs.^[8]

3.3. Inadequate teachers development mechanisms

At the present stage, most higher education institutions have a single mechanism for teacher training, and the training mechanism lacks depth and comprehensiveness. The definition of "dual-qualification" teachers is not clear. Higher vocational institutions focus more on the training of English teachers' skills, which is not in line with the requirements of industry-education integration and the actual needs of students, and fail to form a scientific and reasonable teaching team structure with their own characteristics. In addition, higher vocational institutions do not have close contact with enterprises and do not form a good collaboration mechanism with them, which to a certain extent hinders English teachers from communicating deeply with enterprise personnel in their work. In addition, higher vocational institutions lack guarantee and substantial support for English teachers' training. Although the state has issued guidelines on the training mechanism of higher vocational teachers, higher vocational colleges and universities lack some relevant rules in implementing English teacher training work, and cannot fully implement the national guidelines as well as teacher training work.

4. The development path of "dual-qualification" college English teachers

4.1. College English teachers need to update their educational and teaching concepts

Updating the concept of education and teaching is an important part of teachers' professional development, and it is also the first condition to realize the improvement of their professional ability under the background of the industry-education integration. Only by ideologically agreeing with the industry-education integration and comprehensively grasping the concept of the industry-education integration, can college English teachers really feel the positive impact brought by the industry-education integration. First of all, college English teachers should try to change their roles, deeply understand the meaning of industry-education integration, especially the specific requirements put forward by industry-education integration in college English teaching, combine following the law of higher vocational English teaching and meeting the requirements of industry-education integration, achieve both language learning and professional learning, and realize integrated teaching and English teaching with characteristics of higher vocational institutions. Secondly, English teachers in higher vocational institutions should mobilize their teaching enthusiasm and motivate students with their own infectious power, so as to effectively promote the extension of the coverage of the integration of industry and education. Finally, English teachers in higher vocational institutions should clarify the teaching objectives and teaching methods of the industry-education integration in their daily teaching, and take corresponding measures to help English teachers recognize the educational purpose of the integration of industry and education.

4.2. Improving the comprehensive quality of college English teachers

Improving the professional ability of college English teachers can be started from the internal factors of teachers. Firstly, college English teachers need to broaden their knowledge and combine knowledge teaching with students' career development. In the teaching process, college English teachers not only teach language basics, but also help students improve their language application skills. This requires college English teachers to be familiar with students' professional backgrounds and development trends, and to guide students to better apply their language learning to their professional studies and work practices, so that they can have a smoother path in the workplace. Secondly, college English teachers should go deeper into enterprises, accumulate work experience, discover more suitable teaching modes of higher vocational English under industrial integration, and improve their own practical teaching ability and the practicality of the classroom; meanwhile, college English teachers should be good at using Internet technology, enhance their own information technology application ability, and carry out comprehensive information-based teaching. Thirdly, college English teachers should adhere to the principle of pragmatism, consciously participate in the scientific research activities jointly conducted by schools and enterprises, and establish their personal research direction and research goals under the integration of industry and education. At the same time, English teachers should conduct scientific research one step at a time, rising from the implementation of basic work to the upper level of construction. Fourth, English teachers in higher education should strengthen the communication with teachers in school and outside schools, reflect on themselves and learn from others' suggestions in the communication, and avoid the phenomenon of "closed door" and rigid thinking. ^[7]

4.3. Constructing a perfect mechanism for the development of "dual-qualification" higher vocational English teachers.

The improvement of mechanism is an important guarantee for teachers' development. The higher vocational institutions should provide comprehensive and in-depth training for English teachers in the form of further training, lectures, informationization training and internship in enterprises. At the same time, higher vocational institutions need to formulate the evaluation criteria for "double-teacher" teachers in the light of the actual situation of English teachers' teaching on campus, and then fully analyze the feasibility of the teaching evaluation system after assessing the professionalism of English teachers, and then establish a sound "double-teacher" teacher evaluation system that meets the actual needs. English teachers are systematically and comprehensively evaluated through the content of the completed new system. In addition, higher vocational institutions should focus on encouraging English teachers to expand their subjects horizontally and provide corresponding research orientation and ideas. Higher vocational institutions also need to integrate scientific research activities into the teacher assessment system to ensure the proportion of industry-education integration scientific research activities in the assessment system, to stimulate higher vocational English teachers' enthusiasm for scientific research and innovation in thinking, and to improve their comprehensive application ability level.

5. Conclusion

There are still some difficulties in the development of "dual-qualification" college English teachers under the background of Industry-Education Integration, and only by fully understanding the current situation of college English teachers, according to the requirements for "dual-qualification" teachers in the relevant national documents, combining the characteristics of the times, and through the joint efforts of many parties, we can build "dual-qualification" teachers. In order to build a "dual-qualification" college English teachers team that can adapt to the development of higher education institutions in the new era, we can construct a professional development path for "dual-qualification" college English teachers through the joint efforts of many parties.

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