

The Construction of the Cultivation Mechanism of "Double-Qualified" Teachers of Teacher-oriented English Major under the Cooperation between Secondary Schools and Colleges

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Abstract: In order to meet the needs of the development of the times and effectively improve the teaching effect of English teachers in teacher training colleges it is urgent to cultivate the "double-qualified" teachers. The purpose of this paper is to explore how to better complete the training of "double-qualified" teachers in teacher training colleges and universities from the construction of a "double-qualified" teacher training mechanism.

Keywords: Normal English Majors; "Double-Qualified" Teachers; Construction of Training Mechanism

1. Introduction

At present, Education of teacher-oriented English majors in teacher training colleges in China is facing a series of difficulties. After relevant discussion and analysis, the author attempts to solve the current dilemma by constructing a "double qualified" teacher training mechanism, in order to promote the development of "double qualified" teachers of Education of teacher-oriented English majors in teacher training colleges.

2. The Predicament of the Training of "Double-Qualified" Teachers of Teacher-oriented English Majors in Teacher Training colleges

Education of teacher-oriented English majors in teacher training colleges in China has always aroused the thinking and attention of many teachers and scholars. The author has made relevant discussions and analyses on the current problems which are related to the education of teacher-oriented English majors in teacher training colleges and tried to solve the current dilemma by constructing a "double-qualified" teacher training mechanism.

2.1 Current Situation in Teacher Training Colleges and Universities

The demands of teacher training colleges for the training of "double-qualified" teachers mainly include two aspects: the improvement of teaching quality and the long-term sustainable development of teacher training colleges. In terms of teaching quality, the strength of teachers is a necessary guarantee for cultivating high-quality graduates. The purpose of teacher training colleges is to train students to be the practical talents who can combine knowledge in books and practice. Therefore, the demand for "double-qualified" teachers is particularly urgent. ^[1]However, teacher training colleges have encountered many problems in the process of cultivating "double-qualified" teachers. First of all, various concepts of "double-qualified" teachers emerge endlessly, but the specific training methods and assessment methods of each university are different. So finally, it results in the fact that final training of "double-qualified" teachers has become a formality, lacking height and practical significance. Secondly, the evaluation of "double-qualified" teachers is not linked to or equal to the evaluation of professional titles, so college teachers lack self-motivation to obtain this title. Thirdly, the development and implementation of a new project cannot do without the support of university funding; however, it is difficult to follow up the funding due to systemic issues such as training.

2.2 Current Situation in Secondary School

The secondary schools are generally not very enthusiastic about college teachers who just take temporary post in the secondary schools. First of all, these temporary teachers from colleges needs financial support. This presents practical difficulties for secondary schools. Secondly, secondary education has its particularities. Secondary school teacher not only teach professional knowledge, but also shape the quality of children of different ages. However, it is difficult for temporary teachers from college to establish emotional bonds with secondary students due to their short stay in secondary school. Therefore, the secondary school is not relatively enthusiastic about the temporary teachers from colleges. ^[2]

2.3 Current Situation in Government

The lack of systematicness and integrity in the training of "double-qualified" teachers makes it more difficult to implement subsequent training. First of all, non-governmental organizations on cooperation between secondary schools and colleges are less developed in China, and China is a country under the rule of law, the government is the political guarantee for cooperation between secondary schools and colleges. However, under the environment of market economy, the government has a limited role, and there is no thorough and scientific policy to guide and supervise the overall development of "double-qualified" teachers. Secondly, like a saying goes: food and fodder should go ahead of troops and horses. The guarantee of funds is a favorable guarantee for the development of "double-qualified" teachers. However, due to the incomplete training mechanism, the guarantee of funds is not in place. There is no clear standard and guidance for various funds from teacher training to teacher subsidy.

3. The Construction of the Operating Mechanism of "Double-Qualified" Teachers of Teacher-oriented English Majors

Constructing a "double-qualified" teacher operation mechanism for teacher-oriented English majors in teacher training colleges is one of the effective measures to solve the current predicament. The author will analyze the construction of the operating mechanism of the "double-qualified" teachers of teacher-oriented English majors in teacher training colleges from three aspects: supply and demand evaluation, coordinated actions by all parties, and cooperative effect evaluation.

3.1 Supply and Demand Evaluation

The modern society is an information society, and the information sharing platform is a bridge between teacher training colleges counterpart middle schools and society. The three parties can assess the needs of all parties in a more targeted manner under the information sharing mechanism according to their own needs. Specifically, at first, set up a separate information column on the campus portal website for cooperation between secondary schools and colleges to train "double-qualified" English teachers; secondly, cooperate with the media to propagate the training of "double-qualified" teachers in schools. ; Thirdly, set up a public open day to let the public and peers have an in-depth understanding of teacher training and teaching. With the help of information sharing, teacher training colleges and middle schools can evaluate their own supply and demand demands based on their own interests. The resources of the secondary school include: 1) Provide a real teaching place for teachers in teacher training colleges. Teaching is learning, only in a real teaching environment can the teaching level of college teachers be truly improved, and cultivate high-level "double-qualified" teachers who combine theory and practice. 2) Senior teacher. There are many senior teachers who has rich English teaching experience in secondary schools. Under the guidance and mutual communication of senior teachers, the teaching experience and understanding of the teaching material system and curriculum standards of college teachers will be greatly improved. The needs of secondary schools are mainly reflected in training services. Teachers in teacher training colleges have profound theoretical knowledge of English teaching, which is what the first-rate teachers lack and urgently need to improve. Therefore, teachers in teacher training colleges can provide training for middle schools and improve the overall level of teachers. ^[3]On the other hand, the resources of teacher training colleges include: 1) Training services. Teacher training colleges have sufficient teachers with profound theoretical knowledge, and can provide regular and systematic theoretical training for cooperative middle schools to improve the overall quality. 2) Technical services. Teachers in teacher training colleges can bring the most advanced theoretically guided teaching practice to middle school students and improve the overall teaching

performance of the school. The needs of teacher training colleges and universities mainly include the following aspects: 1) The middle school cooperates in the training of college teachers and provides a practice place for teacher training; 2) Jointly build a curriculum system for the training of "double-qualified" teachers with the help of middle school teachers.^[4]

3.2 Coordinated Action by All Parties

First of all, the training of "double-qualified" teachers should still rely on the teacher training colleges themselves. Therefore, in order to promote the training work and improve the subjective initiative of teachers themselves, teacher training colleges and universities should continuously improve their own strength. On the one hand, they should improve the competitiveness of soft power. School culture is a spiritual wealth that can be continued and passed on. Teacher training colleges should build their own cultural system based on the principle of students' "professional standard" and teachers' "professional quality". Within the school, they should improve the "double-qualified" teacher title evaluation system, management system and training system, and train high-quality teachers for the school from the aspects of themselves. On the other hand, improve hard power competitiveness. For normal English teaching, the 21st century is the era of information education. Teacher training colleges should also keep pace with the times and introduce information-based teaching equipment, such as seewo whiteboards, so that "double-qualified" teachers can truly combine practice and theory. Secondly, starting from the government, promulgating interest incentive policies, giving certain economic incentives to "double-qualified" teachers, rationally stimulating the internal drive of "double-qualified" teachers, and speeding up the construction of "double-qualified" teacher training bases. Provide a long-term and sustainable training base for the training of "double-qualified" teachers. Thirdly, reasonably guide the interest demands of middle schools. The government should give appropriate practical rewards and honors to secondary schools that cooperate in training "double-qualified" teachers, so as to further stimulate the enthusiasm of secondary schools to participate.

If teacher training colleges and middle schools have a point of interest, then there is the possibility of cooperation. Teacher training colleges and middle schools make comprehensive judgments based on the teaching philosophy, willingness to cooperate and social reputation of both parties, draw on each other's strengths, formulate relevant cooperation documents, develop "double-qualified" teacher faculty plans, cooperation plans, etc. And they finally conduct comprehensive consultations, sign an agreement to use legal weapons to protect the legitimate rights and interests of both parties.

3.3 Evaluation of Cooperation Effect

Any test of the effectiveness of cooperation needs to rely on an evaluation mechanism. Therefore, establishing a good evaluation mechanism to regularly check and evaluate the effectiveness of cooperation is a prerequisite to ensure the smooth progress of cooperation. The evaluation work is mainly organized by teacher training colleges and universities, with the participation of all participating entities and professional committees. First, evaluate teachers of English majors in normal schools. In the training, you can pay close attention to the training effect of the training teachers by filling in the form. The ultimate goal of "double-qualified" teacher training is to change teaching behavior and improve teaching effects. Therefore, after the training, the results of the training can be displayed in the form of public lectures and papers, and the facts can be used to speak. At the same time, questionnaires can be conducted on colleagues and superiors to evaluate the effects of changes in teacher behavior. Secondly, evaluate the counterpart middle school: On the one hand, starting from the economic benefits, evaluate the cooperation cost and benefit of the counterpart middle school.^[5]The cost of cooperation mainly includes the class hours and performance appraisal allowances brought by the introduction of teachers, as well as the mastery and adaptation of teachers in teacher training colleges to the junior high school classroom. On the other hand, from the perspective of social benefits, it mainly includes cooperation to enable the counterpart middle school to establish a good image in the society and attract more excellent students and teachers. Social benefits are difficult to quantify in a short time. Therefore, it is necessary to use information sharing platforms to strengthen the connection with the society, establish the image of the school, and expand the social impact. Through the evaluation, the satisfaction of each participant is finally obtained. If the participants' satisfaction is relatively high, they can continue to carry out cooperative projects, and if they are low or dissatisfied, they can try to improve the cooperative projects.

4. The Construction of a Guarantee Mechanism for "Double-Qualified" Teachers of Teacher-oriented English Majors in Normal Schools

The training of "double-qualified" teachers is inseparable from the escort of the guarantee mechanism. The operating mechanism is the internal driving force for the training of "double-qualified" teachers, and the guarantee mechanism is the external driving force for the training of "double-qualified" teachers. The author will analyze the four aspects of government functions, third-party supervision mechanism, institutional system and funding input.

4.1 Government Functions

The exercise of government functions is the most powerful guarantee for the training of "double-qualified" teachers. Among them, whether the overall plan is able to drive the overall situation is the key to reflecting the government's ability. For teachers of English majors, the government can focus on improving the requirements of middle schools for new teachers to promote the development of "double-qualified" teachers. As long as the relevant policies have higher requirements for the teaching practice of English teacher graduates, the inevitable result will be the deepening of the training of "double-qualified" teachers. Subsequently, if the government can establish a model and commend the advanced in terms of employment rate or the performance of new teachers in schools, it will inevitably have an incentive effect for the training of "double-qualified" teachers. In addition, local education bureaus can influence the ideological tendencies of middle school principals through various channels. The overall view and ideological height of school principals in the mouth has a significant impact on the training of "double-qualified" teachers in normal schools. Third, the times are developing, so the government should follow the trend and amend relevant legislation and regulations. The government should legally promote the development of "double-qualified" teachers, and encourage teacher training colleges and middle schools to participate in the training of "double-qualified" teachers in all possible ways.

4.2 Third-Party Supervision Mechanism

The development and progress of everything is spiraling upwards. Therefore, in addition to the legal recognition of the status of secondary teachers in the training of "double-qualified" teachers and the regulation of rights and obligations, the restraint mechanism is also indispensable. In actual situations, some middle schools or teachers themselves may experience negative cooperation. They may only start from immediate benefits, lack a sense of social responsibility, and develop together with society. To cope with this situation, we should have a corresponding guidance and supervision mechanism to establish a more effective regulation of the behavior of middle schools and teachers, so as to ensure the quality and sustainable development of the training of "double-qualified" teachers. First of all, the government can encourage third-party industry organizations or professional famous teacher studios to give them corresponding legal status and responsibilities to participate in the evaluation and management of "double-qualified" teachers. Through the supervision of these organizations, further standardize and promote the training of double-qualified teachers. Secondly, with the increase of credibility of these organizations and famous teacher studios in the education industry, model and excellent colleges and universities have been established as models for industry learning and recognition, and a good atmosphere has been formed in the education industry. With the growth of third-party organizations and famous teacher studios, their functions can be gradually expanded, such as formulating "double-qualified" teacher training procedures and overall regulations, coordinating training costs, and establishing regular cooperation between teacher training colleges and middle schools. Expand its influence and improve its reputation in the industry. While safeguarding the interests of both parties, it also fulfills the obligation of restraint.^[6]

4.3 Institutional System

Establishing a system of "double-qualified" teacher training is conducive to coordinating various interest systems, relying on the system for guidance, and creating a good development environment. Specifically, on the one hand, it can start from tax revenue. Preferential tax policies will be given to middle schools that cooperate in training "double-qualified" teachers, especially private middle schools. With reference to the preferential taxation policies that have been implemented in the past, the implementation of the preferential tax incentives for the "double-qualified" teacher training school. On the other hand, it is possible to promote the group operation of teacher training colleges and

universities. The group-based school is based on a backbone normal college as the center, formed by related teacher training colleges and cooperatively cultivated middle schools. After forming a large community of interests, coordinate internal resources, better realize resource sharing, and jointly cultivate more excellent teachers and graduates, and become famous in the education industry.

4.4 Funding Input Mechanism

The guarantee of funding is an important guarantee for the training and development of "double-qualified" teachers. At the current stage of our country, the funding for education of teacher training colleges basically comes from the "education expenditure" in the government's fiscal budget, but there are still practical difficulties in implementing the overall development and operation of the school. Under such circumstances, it is particularly urgent to establish a system that relies mainly on financial appropriations and supplemented by other channels to raise education funds. On the one hand, the development of education of teacher training colleges is conducive to increasing employment, maintaining social stability, and ultimately ensuring the long-term stability of society.[7] Therefore, it was decided that the government should mainly increase its financial investment. More specifically, a special fund should be implemented for colleges and universities that have "double-qualified" teacher training. Different areas can be treated from a practical perspective, and there are some differences. On the other hand, we should give full play to the enthusiasm of social forces in running schools, transfer part of the education responsibility to the society, and emphasize flexible and diversified cooperation between the government and society. Specifically, it is possible to encourage and guide the investment of private funds in education, to promote diversified school running through joint ventures, joint stocks, etc., or to provide financial support for the training of "double-qualified" teachers through fund management.

5. Conclusion

Normal "double qualified" teachers undertake the mission of cultivating the country's next generation of talents, so our country needs to cultivate a group of high-quality college talents with excellent professional knowledge and practical knowledge. This paper discusses how to better complete the training of "double qualified" teachers for teacher-oriented English majors in teacher training colleges from the construction of the training mechanism of "double qualified" teachers. Practice is the only criterion for testing truth. Therefore, there will be many problems in the actual process of training mechanism construction. However, author believes that as long as we focus on the problems and actively solve them, we can provide greater impetus for China's talent training.

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