

Research on the path of Improving the Quality of “Double-qualified” teachers in secondary vocational schools under digital background

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Abstract: It is one of the key points in the development of vocational education to build a high quality “double teacher” team. This paper analyzes the dilemma of improving the quality of “double-qualified” teachers in secondary vocational schools, and with the help of digital technology, puts forward the strategic route of constructing a “double-qualified” teacher training system, digital files, and a unified digital platform for comprehensive training, and improving the assessment mechanism and promotion standards.

Keywords: Digitization, high quality development, “double qualified” teachers, quality improvement

Secondary vocational teachers mainly come from universities and enterprises, and the advantages of a single field are difficult to meet the requirements of “double-qualified” teachers. The Ministry of Education requires that the proportion of “double teachers” should not be less than 50%, so as to improve the quality of “double teachers” and build a team of high-quality teachers. Under the catalysis of modern scientific and technological progress and the epidemic, education has entered the digital era, changing the mode of communication, breaking the learning restrictions, improving efficiency, and providing new ideas for “double-qualified” teachers.

1.The connotation of “double-qualified” teachers’ quality

The concept of “double-qualified” teachers first appeared in the Notice on Building Exemplary Vocational Universities issued by the State Education Commission in 1995, referring to teachers with both theoretical and practical teaching abilities. The academic circle analyzes its connotation mainly includes double qualification, double quality, double source and double ability. In order to promote the high-quality development of vocational teachers, the Ministry of Education has made clear that teachers’ ethics are the primary standard. To sum up, “double-qualified” teachers should have good ethics, education and teaching ability, practical and professional ability, physical and mental quality, social and organizational coordination ability and scientific research and innovation ability.

2.The dilemma of “double-qualified” teachers’ quality improvement

In order to improve the quantity and quality of “double-qualified” teachers and promote the high-quality construction of teachers, the state and relevant experts and scholars in this field have issued a number of policy recommendations, including the establishment of school-enterprise training bases, the formulation of teacher incentive evaluation mechanisms, and the construction of training systems. However, there is still a shortage of qualified “double-qualified” teachers in secondary vocational schools. The difficulties they face mainly include:

2.1 The training funds are limited and the mechanism is not perfect

The training of “double-qualified” teachers needs the guarantee of funds and a perfect training system, but many vocational colleges are faced with challenges due to the shortage of funds and the lack of effective training system. At the same time, paying too much attention to the quantity of “double-qualified” while ignoring the quality, such as overemphasizing the qualification certificate while ignoring the practical experience and ability of teachers, and the inconsistency between the qualification and teaching specialty, are not conducive to the construction of “double-qualified” teachers and the sustainable development of vocational colleges.

2.2 The enthusiasm to participate in training is not high, and the career plan is not clear

Compared with general education, teachers in vocational schools are less active in participating in education and teaching, the reasons

include the low enthusiasm of secondary vocational students leading to poor teaching results; The shortage of professional teachers and heavy teaching tasks limit the room for improvement; Teachers think that training has nothing to do with salary promotion and lack interest; Family weight or physical condition affecting training participation; The unclear training content, methods and effects lead to wait-and-see attitude.

2.3 The support degree of relevant enterprises is not high, and the training opportunities are limited

The key to improve the quality of “double-qualified” teachers lies in the active participation and support of enterprises. Teachers are required to do on-the-job internships in relevant enterprises to enhance their professional skills. Through internships, teachers can keep up with industry dynamics and improve their professional knowledge system, so as to guide students’ practice more effectively. However, the current teachers’ professional training mainly relies on teachers’ self-contact enterprise temporary training and theoretical knowledge training, and there are few internship opportunities. Some enterprises are reluctant to cooperate for fear of leaking technical secrets, which hinders teachers’ deep learning and skill upgrading.

2.4 The method of testing the effect of training is not strict

After teachers participate in the training of double quality improvement, there will be a definition or assessment of the training effect. Now there are generally two kinds: one is to fill in the training-related forms and submit them directly; The second one is to obtain the corresponding certificate after the training. It is obviously not enough for a certificate or a certificate to test the professional quality of double-qualified teachers. However, at this stage, there are no standardized and high-quality testing methods to improve and test the training teachers’ practical skills.

3. The significance of digitization to the improvement of “double-qualified” teachers’ literacy

3.1 Break the barriers of “double-qualified” teachers’ training

Traditional training requires planning content, venue and time in advance, and teachers sometimes miss training opportunities due to geographical and time constraints, coupled with the impact of the COVID-19 epidemic. However, thanks to digitization, teachers can learn in small chunks of time, in a continuous way, which upends the traditional training model.

3.2 Sharing school-enterprise cooperation resources to increase learning channels

As the key force of talent training, “double-qualified” teachers need to take into account the needs of enterprises and theoretical practice at the same time to adapt to social development. As a bridge between enterprises and students, teachers need to improve their quality and explore multiple learning styles. With the help of digital platform, combined with school-enterprise resources and platform technology, teachers can break through internship restrictions and learn new technologies from enterprises in different places.

3.3 Make the training effect digital and transparent

Most colleges and universities organize teachers to participate in national training, provincial training, “1+X” certificate and other training, but they often stay in the form, and the results are difficult to land, which weakens the training effect. Under the influence of digitalization, the training process of “double-qualified” teachers, such as learning time, content, direction and results, can be digitized and transparent, which will help improve the training effect and teachers’ attention to training.

4. The specific path to improve the quality of “double-qualified” teachers in secondary vocational schools under the digital background

4.1 Do a good job of top-level design, and build a systematic training system for “double qualified” teachers

To reshape the training of “double teachers” in secondary vocational schools, it is necessary to carry out fine planning and implemen-

tation in combination with efficiency, timeliness and professionalism. Through standardized and quantitative strategies, we can strengthen the cultivation of teachers' professional and practical ability and meet the standard of "double-qualified" teachers. In addition, the top-level design should be combined with the teacher evaluation mechanism to maximize its promotion effectiveness.

4.2 Regular inspection and establishment of digital archives of "double-qualified" teachers

Secondary vocational schools should build a digital file system to integrate the quality, ability and scientific research data of "double teacher" teachers for in-depth analysis. Form a visual report to help schools identify the shortcomings of teachers' abilities, and implement accurate and personalized training based on this. At the same time, teachers can also find and supplement their lack of ability through the platform, so as to quickly grow into excellent "double-qualified" teachers.

4.3 School and enterprise administration resources into the network, build a unified digital platform, and carry out integrated training

In order to solve the problem of the quality of "double-qualified" teachers in secondary vocational schools and the mismatch between students and enterprises, secondary vocational schools need to build a digital platform through the Internet, integrate education, enterprise and government resources, and integrate theoretical and practical teaching methods. The platform needs to combine psychology, teacher education, academic research and development and other courses to build an integrated online teaching system. Through the platform, teachers can improve themselves, keep up with industry dynamics, optimize teaching quality to meet the needs of enterprises and achieve the goals of vocational education.

4.4 Improve the "double-qualified" teacher training evaluation mechanism and career promotion standards

Linking the training and evaluation of "double-qualified" teachers with the evaluation of professional titles and formulating a clear evaluation system can arouse the enthusiasm of teachers. While strengthening teaching supervision, secondary vocational schools should pay attention to the assessment of "double qualified" quality, and promote the continuous improvement of "double qualified" teachers through quantitative indicators, such as competition performance, practical ability and "1+X" qualification certificate.

5.The conclusion

The key to the development of vocational education is to improve the quality of "double-qualified" teachers. The use of digital platforms to break the barriers of teacher training, establish digital files for teachers, integrate the resources of schools, enterprises and government to conduct integrated training, and improve the evaluation and promotion standards is conducive to improving the quality of "double-qualified" teachers. This will enable schools and teachers to connect with enterprises and the market, make full use of digital convenience, improve teachers' literacy in an all-round way, achieve high-quality development of vocational education, train more highly skilled talents for the society, and improve the current situation of recruitment and employment difficulties.

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