

# Cultivation and Development Path of “Double-Qualified” Teachers under the Background of Vocational Undergraduate Education

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**Abstract:** Vocational undergraduate education is developing rapidly, but there are some problems in the construction of “double-qualified” teachers, such as insufficient quantity, unbalanced structure, ability and quality to be improved, and incomplete certification and evaluation system. Cultivating “double-qualified” teachers is of great significance to the improvement of education quality, the integration of industry and education and the growth of teachers. The cultivation and development paths includes admission screening to ensure the inflow of high-quality teachers, school-enterprise cooperation to promote teachers’ development, training and improvement to help continuous progress, and evaluation and incentive to stimulate teachers’ motivation. All parties should jointly optimize the training mechanism to build a team of high-quality ‘double-qualified’ teachers, promote the sustainable development of vocational undergraduate education, and better serve the needs of society and industry.

**Keywords:** Vocational Undergraduate Education; “Double-Qualified” Teachers; Current Problems; Cultivation Significance; Development Path

In the context of rapid economic and social development, vocational undergraduate education has ushered in new opportunities and challenges, and shouldered the responsibility of training high-level practical talents who can adapt to the needs of industrial upgrading. As the key force of vocational undergraduate education, “double-qualified” teachers are directly related to the teaching quality and the

effectiveness of personnel training. However, the current cultivation of “double-qualified” teachers is faced with many difficulties, such as insufficient quantity, unbalanced structure, unqualified ability and so on. The in-depth research on how to effectively cultivate “double-qualified” teachers has become an urgent need to promote vocational undergraduate education to a new height, which has far-reaching significance for promoting the deep integration of education and industry and enhancing talent competitiveness.

## 1. Current Situation of “Double-Qualified” Teachers in Vocational Undergraduate Education

### 1.1 Insufficient Quantity and Unbalanced Structure of Teachers

With the vigorous development of vocational undergraduate education, the construction of “double-qualified” teachers has a profound impact on the quality of education. However, from the quantitative dimension of the current construction of professional undergraduate education teachers, there is a shortage between the overall scale and the growing teaching demand. Some emerging or characteristic specialties, such as intelligent manufacturing engineering and digital media technology, are seriously short of “double-qualified” teachers. In terms of structure, the phenomenon of unbalanced distribution of “double-qualified” teachers in different disciplines is prominent. Science and engineering “double-qualified” teachers account for a large proportion, but “double-qualified” teachers in humanities, social sciences, arts and other fields are scarce, which restricts the balanced development of disciplines and the cultivation of students’ comprehensive quality to some extent.

## **1.2 Ability and Quality to be Improved**

Vocational undergraduate education puts forward higher requirements for the ability and quality of “double-qualified” teachers. However, although some teachers in vocational colleges have certain theoretical knowledge, their practical ability is insufficient, which makes it difficult for them to impart practical points vividly and accurately in the teaching process [1]. In addition, the teaching methods and means are relatively backward. Teachers are accustomed to the traditional teaching style, and lack innovation and flexibility, so that in the teaching process of integrating theory and practice, it is difficult for teachers to guide students to deeply understand the practical application of knowledge, and the teaching results are unsatisfactory.

## **1.3 Incomplete Certification and Evaluation System**

There are many problems to be improved in the existing certification and evaluation system of “double-qualified” vocational undergraduate teachers. The unity and science of certification standards face challenges. There are significant differences in standards among different regions and colleges, and there is a lack of clear and consistent quantitative indicators. The evaluation system is also not sound enough, which focuses more on the evaluation of teaching achievements, and fails to give full and comprehensive assessment of teachers’ performance in industry practice, technological innovation achievements and actual contributions to enterprises, thus making it difficult to accurately and objectively measure teachers’ ability.

## **2. The Significance of Cultivating “Double-Qualified” Teachers**

### **2.1 Improve the Quality of Education: Help to Cultivate Talents**

In vocational undergraduate education, with rich industry experience and professional practical experience, “double-qualified” teachers can skillfully penetrate the industry frontier knowledge and practical skills into teaching links to make the course content meet the practical needs of vocational posts, and help to cultivate talents with not only a solid theoretical foundation, but also strong practical

ability and good professional quality, which has effectively promoted the improvement and optimization of the overall quality of vocational undergraduate education.

### **2.2 Integration of Industry and Education: Strengthen School-Enterprise Cooperation**

As an important link between schools and enterprises, “double-qualified” teachers can promote the deep connection between schools and enterprises. In the construction of the curriculum system, the actual cases and standards of enterprises can be introduced. In the construction of practice and training bases, it can help create real work scenes. In promoting industry-university-research cooperation, the transformation of scientific and technological achievements can be accelerated [3]. In short, cultivating “double-qualified” teachers can accurately meet the needs of the industry, so that the cultivated students have stronger competitiveness in the education market.

### **2.3 Teacher Growth: Promote Personal Progress**

For teachers, the cultivation of “double-qualified” teachers is positively significant. In the path of career development, the cultivation of “double-qualified” teachers breaks through the limitation of traditional single learning mode and realizes diversified expansion. In the process of teaching practice, the knowledge system can be continuously updated, the teaching method can be optimized, the practical guidance ability can be improved, and the comprehensive quality can be improved [3]. At the same time, the cultivation of “double-qualified” teachers will help teachers accumulate rich connections and resources, lay a solid foundation for teachers’ long-term development, and realize the sublimation of personal value in the field of education.

## **3. The Cultivation and Development Paths of “Double Qualified” Teachers in Vocational Undergraduate Education**

### **3.1 Admission Screening: Ensure the Inflow of High-Quality Teachers**

In the construction of the training system of “double-qualified” teachers in vocational undergraduate education, the strategy of “admission screening” is the primary defense

line of the construction of teaching staff. On the one hand, it is necessary to focus on whether the applicant has a work experience in the front line of the enterprise, and whether he is familiar with the operation process of the industry and masters the core technical points. At the same time, relevant professional and technical titles are also an important sign to measure the professional ability of applicants. On the other hand, strict control should be carried out through the rigorous teaching trial, comprehensive and in-depth evaluation of teaching design and inspection of the mastery of educational psychology knowledge, etc., to ensure that the selected candidates have solid basic teaching skills, excellent classroom organization ability and efficient communication skills for interacting with students. In this way, the high quality teachers with practical wisdom and teaching charm are introduced into vocational undergraduate education.

### **3.2 School-Enterprise Collaboration: Promote the Development of Teachers**

The establishment of a stable and long-term joint training mechanism between schools and enterprises is very important for the cultivation of “double-qualified” vocational undergraduate teachers. On the one hand, teachers are selected in a planned way to carry out temporary training in enterprises, so that they are deeply integrated into the production practice process of enterprises, and actively participate in technology research and development projects, so as to update the professional knowledge structure, improve practical skills and industry sensitivity<sup>[4]</sup>. On the other hand, it can actively invite enterprise experts and technical backbone into the college to carry out practical teaching courses as part-time teachers, hold professional training lectures, and share cutting-edge industry experience and practical cases. This two-way exchange and cooperation mode not only enriches teachers’ teaching resources and practical experience, but also promotes the deep integration of enterprises and schools in talent training concepts and technological innovation, and provides a solid guarantee for the sustainable development of teachers in vocational undergraduate education.

### **3.3 Training and Improvement: Build a Platform for Growth**

#### **3.3.1 Design Industry Cutting-edge Technology Training Program**

It is necessary to closely focus on the professional field of vocational undergraduate education, deeply study the development trend of the industry, and accurately fix on cutting-edge technologies such as industrial Internet, new energy vehicle technology, virtual reality to design targeted training projects. In terms of training methods, the combination of theoretical teaching and practical operation is adopted, and senior experts and technical leaders in the industry are invited as lecturers to help teachers deeply understand the principles, application scenarios and development trends of cutting-edge technologies through diversified teaching methods such as case analysis, project simulation and field visits. It can improve teachers’ technical levels in professional fields, and enable them to integrate the latest knowledge into teaching content and cultivate students who are more in line with industry needs.

#### **3.3.2 Encourage Participation in Continuing Education Activities**

It is necessary to actively encourage teachers to participate in various continuing education activities to broaden the channels for growth. On the one hand, teachers are supported to participate in academic seminars and industry forums at home and abroad to exchange the latest research results and practical experience with peer elites, stimulate innovative thinking and broaden academic horizons. On the other hand, teachers are guided to participate in online learning courses, professional skills training and other activities, so that they can make use of digital learning resources to independently arrange learning progress, timely update knowledge structures, and improve teaching ability. At the same time, the colleges should provide necessary time and financial support for teachers to participate in continuing education, and establishes a corresponding assessment mechanism to encourage teachers to actively participate in diversified continuing education activities to achieve sustainable growth and progress.

### **3.4 Evaluation and Incentive: Stimulate Internal Motivation**

#### **3.4.1 Formulate Comprehensive and Scientific Evaluation Indicators**

It is necessary to construct a comprehensive

evaluation index system. In terms of teaching ability, in addition to considering students' academic performance and course satisfaction, it is also necessary to deeply analyze the innovation and effectiveness of teaching methods. For example, whether modern teaching methods such as project-based learning and situational teaching are adopted, and how these methods actually influence students' knowledge mastery and practical ability cultivation<sup>[5]</sup>. In terms of the evaluation on the practical ability, the depth and results of teachers' participation in actual projects of enterprises are examined in detail, including technical problem solving and contribution to new product research and development. In the dimension of social service, it pays attention to the participation and influence of teachers in industry training, technical consultation, standard setting, etc., and comprehensively evaluates the overall performance of teachers in teaching, practice and social service, so as to ensure that the evaluation results can truly and accurately reflect the double quality and comprehensive ability of teachers.

#### 3.4.2 Set up a Special Reward Fund

Colleges can set up "a reward fund for the development of double-qualified teachers". For teachers with outstanding teaching performance, such as outstanding teaching achievements and successful curriculum reform, the teaching achievement award will be given. For teachers who have made outstanding achievements in the practice, such as bringing significant economic benefits to the enterprise and making important technological innovations, the practice contribution award will be awarded. The social service excellence award will be awarded to teachers who are actively engaged in social service and have won widespread praise and high recognition in the industry. The form of reward includes bonus incentive, award of certificates of honor, and priority provision of promotion opportunities, training resources, etc. Through the dual incentive of material and spirit, teachers' enthusiasm to improve their own quality can be fully mobilized and a positive competitive atmosphere can be created to promote the overall level of teachers.

To sum up, the cultivation of "double-qualified" teachers in vocational undergraduate education is a systematic and long-term project. It is

necessary to face up to the problems in the current situation and deeply realize the importance of cultivation work. Through the implementation of a series of practical development paths such as admission screening, school-enterprise collaboration, training and improvement and evaluation and incentive, a team of "double qualified" teacher with sufficient quantity, reasonable structure and excellent quality can be constructed. Only in this way, vocational undergraduate education can find a correct position in the new era, provide a solid talent guarantee for social and economic development, achieve the collaborative development of education and industry, and finally achieve the long-term development goal of vocational undergraduate education, and contribute to the construction of the country.

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