

Construction and Application of The Evaluation Index System of Double-qualified Teachers' Professional Quality in Higher Vocational Colleges

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Abstract: In the process of establishing and using the professional quality evaluation index system of "double-qualified" teachers in higher vocational colleges, teachers should fully understand and understand the identification standards of "double-qualified" teachers in higher vocational colleges and the advanced nature, quality, and quality of their professional quality. Professional, educational and practical connotation characteristics, and combine the professional ethics of teachers with advanced teaching ideals. This paper analyzes in detail the expression and quality characteristics of "double-qualified" teachers in higher vocational colleges, and further summarizes the construction strategy of the professional quality evaluation index system of "double-qualified" teachers in higher vocational colleges based on the current situation of "double-qualified" teacher team construction.

Keywords: Double-qualified teachers, Professional quality, Evaluation index system.

1. Introduction

Higher vocational education is a high-level education in China's vocational education system. As an important part of China's higher education, vocational higher education includes: "professional degree postgraduate education, vocational undergraduate education, vocational higher education", which is the development of China's higher education. An essential type in the process. Like ordinary higher education, it shoulders the task of cultivating talents for the country's economic development and social construction. Since the beginning of the new century, the Ministry of Education of China has successively issued "Several Opinions on Further Strengthening Vocational Education", "Decision of the State Council on Vigorously Developing Vocational Education", "Ministry of Education Education Revitalization Action Plan", "Ministry of Education on Further Improving Vocational Education". Policy documents such as the Opinions on Teacher Training and Training System, etc., all clearly put forward the requirements for a "double-qualified" teacher team. Vocational higher education must innovate and develop, and accelerate the construction of a modern vocational education system. Vocational colleges and universities should focus on cultivating technical and skilled talents to serve regional development, close industry-university-research cooperation, and establish a focus to serve various enterprises, especially China, The key link is to build a high-quality "double-qualified" teacher team for product upgrade iterations and technological innovation research and development of small and micro enterprises, and to strengthen lifelong learning services and community education services for workers. The "National Vocational Education Reform Implementation Plan" (hereinafter referred to as the "Plan") issued by the State Council of China in January 2019 set a series of new goals, new judgments and new requirements for vocational higher education in the new era; the Ministry of Education of China and other related nine ministries and commissions In September 2020, the "Teacher Quality Improvement Plan in

China's Vocational Colleges" was proposed to build a "double-qualified" teacher training system, a school-enterprise joint construction of a teacher-enterprise practice base, and a "double-qualified" teacher training base. The evaluation mechanism, promotion and reform of professional teachers in vocational schools should be based on the elimination of the "five-only" tendency, and a certain proportion of specially-appointed positions should be set up, so that the engineering and technical personnel, high-skilled talents and vocational school teachers of industrial enterprises should be freed from teaching and practicing. channels to promote the two-way flow of personnel.

In recent years, a series of documents have put forward the construction of "double-qualified" teachers as an important criterion for judging the level of higher vocational colleges. It can be judged by the situation of the "double-qualified" teacher team whether the school's team building has a certain social recognition. degree and exemplary. Therefore, the quality of "double-qualified" teacher team construction has become one of the important school strength assessment objectives of higher vocational schools, and a good team construction can effectively improve the overall strength of higher vocational schools. In this regard, domestic scholars have made a series of researches on the professional quality and ability characteristics of "double-qualified" teachers. Zhang Hong and Wang Haiying (2022) conducted an over-level study on the teaching staff of vocational schools, and proposed a set of performance appraisal systems including business content, teaching services, academic activity participation and professional development potential. Duan Wei (2003) believes that performance appraisal management will promote the improvement of work efficiency and promote healthy competition among "double-qualified" teachers and peers. Zhang Min (2022) believes that attention should be paid to the participation of each subject in the process of evaluating the performance of "double-qualified" teachers, and proposes that students' evaluations should be included. Liu Yuan (2021) believes that school administrators should pay attention to their own role in the process of teacher

performance appraisal, and put forward the view that leadership participation will make performance appraisal more effective. He believes that the corresponding guiding mechanism of performance appraisal should be properly used to make performance The assessment is no longer superficial, but plays a role in guiding the in-depth career development. Wang Hao (2021) introduced a diversified evaluation and evaluation system into the performance evaluation of "double-qualified" teachers from the perspective of enterprise employee performance evaluation management, enriching the evaluation methods.

The teaching characteristics of "dual-qualified" teachers in higher vocational colleges directly determine that professional teachers in higher vocational colleges can not only bring theoretical knowledge to students in the classroom, but also teach students professional skills in practical operation. Cultivate high-quality professionals. This situation requires that teachers themselves should have noble professional ethics, superb professional ability and perfect theoretical knowledge structure,

2. The Quality Characteristics of "Double-qualified" Teachers in Higher Vocational Colleges

2.1. Superiority

In the daily teaching process of higher vocational colleges, high-quality professional and technical talents are cultivated. Therefore, in addition to building an on-campus education and training structure system, higher vocational colleges should also cooperate with enterprises externally to establish off-campus training bases. surroundings. At the same time, enterprise management personnel are hired to teach students professional technical operation skills. Therefore, if higher vocational colleges want to achieve high-quality teaching, teachers' own professional quality, professional ability and skill level become important factors in the evaluation index structure system.

2.2. Professionalism

Because the characteristics of higher vocational education further determine that teachers are not only professional educators, but also practitioners in the industry, this situation requires teachers themselves to focus on the integrity and systematization of their own courses. In addition, Zhou Kexin (2020), Wang Xuexiang, Wei Xiaoyun, etc. (2022) believe that the post ability mastered by teachers is also forward-looking, and uses this as a basic condition to fully understand the core requirements of the modern market for talents and the development trend of the entire industry.

2.3. Practical

For teachers, post-vocational education is closely related to social and economic development, so post-vocational education in higher vocational colleges is directly related to occupation. The establishment of the professional quality evaluation index system of "double-qualified" teachers in higher vocational colleges can help higher vocational colleges to take student employment as the main guiding direction, take the quality level of student job employment and the number of teaching as the core teaching conditions, and use school-enterprise cooperation, engineering and learning as the core teaching conditions. Combined with modern

apprentice training and other teaching modes, it can effectively cultivate high-level technical talents. Having superb practical ability and substantial teaching theoretical knowledge are the basic requirements for "double-qualified" vocational teachers. When higher vocational colleges actually build a "double-qualified" teacher's professional quality evaluation index system, it is not only necessary to ensure that teachers themselves have professional quality, but also to unify the professional performance, realization performance and scientific performance of their quality.

2.4. Educational

Education is the foundation of teachers' work and the core quality of "double-qualified" teachers. Yang Gongan, Liu Yun, et al. (2019) believe that in the professional courses carried out by higher vocational colleges, "double-qualified" teachers not only need to undertake tasks such as talent training and teaching research, but also need to undertake the transfer of students' theoretical knowledge and learning ideas. In order to show the professional quality of higher vocational "double-qualified" teachers.

3. Current Situation of Quality Team Construction of Chinese Higher Vocational Teachers

3.1. Lack of scientific teaching team

Based on a comprehensive analysis of the quality level of teachers in China's higher vocational colleges and the status quo of team building, most teachers in higher vocational colleges often devote themselves directly to the work of higher vocational colleges after completing their own learning tasks. At the same time, teachers do not have rich practical and teaching experience during their own learning, and cannot actually participate in the program design project. Even if some teachers have practical operation experience themselves, due to their relatively weak practical experience and time, they cannot directly contact the core of the industry, and cannot improve their comprehensive ability through practical operation, so that they cannot complete their due teaching tasks when they enter the teaching profession. When some higher vocational colleges recruit teachers, due to the short recruitment cycle of most teachers, although the focus is on practical ability, the recruited teachers can combine teaching theoretical knowledge with practice in their own jobs. However, under the background of the rapid development of modern society, the industry's demand for talents is constantly changing, and the construction environment and working atmosphere of the enterprise have been completely separated, which will lead to the gradual backwardness of teachers' teaching concepts, whether it is professional skills or knowledge reserves. Due to the gap, the theoretical knowledge and practice cannot be effectively combined, and innovative design ideas are generally lacking, and ultimately the comprehensive quality of teachers cannot meet the basic requirements of higher vocational colleges.

3.2. The campus and the enterprise cannot cooperate

The teaching particularity of higher vocational colleges itself makes the setting of classroom teaching content and the choice of teaching methods fully based on the actual needs of their own development. A stable cooperative relationship. Therefore, when teachers actually carry out classroom

teaching, they should pay attention to the communication with the industry and enterprises, so as to cultivate high-level professionals who meet the needs of social progress, and fundamentally continuously improve teachers' innovation and practical ability. Li Dong and Xiao Jingqiong (2022) The efficient cooperation between campus and enterprises can fundamentally enhance the practical ability of teachers and also fundamentally increase the skill level of enterprises. Taking into account the economic benefits of the enterprise itself, it is necessary to start with the economy to provide guarantees for the development and growth of the enterprise. If the enterprise cannot understand the economic benefits brought by the cooperation between the campus and the enterprise, there will be resistance in the school-enterprise cooperation link. , for a long time, school-enterprise cooperation has become a superficial form.

3.3. Teachers' innovative ability is weak

As teachers in higher vocational colleges, innovation ability has become one of the main factors affecting teachers' comprehensive quality and practical ability. In the development trend of higher vocational colleges that combine industrial development and technical research, in the actual construction of schools, it is necessary to make full use of diversified technical methods to establish a feasible communication bridge with industries and enterprises, such as enterprise-related design studios. In the actual implementation process, due to the obvious lack of a complete management system and teaching model in this area, teachers cannot establish a deeper cooperative relationship with enterprises and cannot improve their own innovation ability.

4. The Application Strategy of China's Higher Vocational "Double-Qualified" Teacher Quality System

The so-called "double-qualified" teachers in higher vocational colleges mainly refer to the teachers themselves not only having the ability to teach theoretical knowledge and practical skills, but also requiring teachers themselves to have the basic ability of teaching functions and practical work. In addition, as a "double-qualified" teacher in the daily classroom teaching process, it is necessary to have at least two teaching identities, two teaching and working abilities, and combine the two modes in daily teaching. Therefore, the establishment of the professional quality evaluation index system of "double-qualified" teachers in higher vocational education needs to be explored and studied from the following aspects.

4.1. Professional ethics

The professional ethics of "dual-professional" teachers in higher vocational colleges are mainly manifested in several aspects.

First, teachers themselves need to have noble character and teaching quality. Second, teachers should have the responsibility of caring for students and attaching importance to their growth. Third, as a teacher, you should have a positive belief in promoting students' learning process. Fourth, in the daily teaching process, teachers should harmonize the relationship between teachers and students. The professional ethics of "double-qualified" teachers is not only shown in the modern classroom teaching, but also needs to be further shown in educating people.

Dedicated. Dedication is not only an important part of the socialist core values, but also a sincere emotion for one's own post, which is a prerequisite for teachers to carry out classroom teaching. Teachers with their own teaching achievements often have strong professional theoretical knowledge, and apply this professional attitude, theoretical knowledge and practical skills to the practice of talent training. For the "double-qualified" teachers in higher vocational colleges, they must have a firm teaching ideal, but also need to have a professional teaching sentiment.

Love life. Teachers should love their students in the daily teaching process. For "double-qualified" teachers, caring for students is the first and foremost. On this basis, they can stimulate students' interest and enthusiasm in learning knowledge, and guide students to develop good study habits of being diligent and eager to learn. Secondly, it is also necessary to pay attention to students' personality, learning interests and hobbies, so that students can become the main participants in knowledge learning and ensure that students can improve their learning confidence. Finally, "dual-teacher" teachers should treat students equally and always believe that students have their own unique advantages. Therefore, teachers should not only impart theoretical knowledge in the process of classroom teaching, but also teach methods to guide students to develop good study habits.

4.2. Teaching thinking

Recognize the essence of teaching."Double-qualified" teachers in higher vocational colleges have a clear understanding of their professional quality needs, but the education industry cannot reach a consensus on the basic cognition of "double-qualified" teachers. Therefore, only by correctly and scientifically understanding the essence of higher vocational education, "double-qualified" teachers can effectively form a modern concept of post vocational education, and recognize the important types of post vocational education, and cultivate individualized professionals.

Focus on ability development.Nowadays, with the continuous development of science and technology, the basic requirements of talents are changing faster and faster, and it is one of the important theoretical accomplishments for teachers with strong professional knowledge to become a "double-qualified" teacher in higher vocational education. Higher vocational "double-qualified" teachers not only need to be good at learning a higher level of theoretical knowledge, but also need to stimulate students' desire for knowledge, and fundamentally increase students' innovative ability.

4.3. Theoretical knowledge

Expertise.In the process of establishing the "dual-qualified" teachers' professional quality evaluation index system in higher vocational colleges, teachers need to have professional knowledge in both disciplines and teaching. Connotation mainly refers to the ability not to use language expression, while teaching represents implicit knowledge teaching, science teaching, course content teaching, knowledge practice teaching and student management teaching. "Dual-professional" teachers can only fundamentally understand the practical role of majors in social and economic development and progress only by deeply understanding the use of professional technical means and theoretical knowledge. ways to optimize the theoretical and practical structural system of the teaching profession. In

addition, "double-qualified" teachers should also fully understand the job requirements that match the teaching profession, such as: job employment threshold, enterprise employee selection criteria, etc., to ensure that the theory and the integration can be completed in classroom teaching.

Practical knowledge. Practical knowledge mainly refers to the wisdom and knowledge realized by "double-qualified" teachers in higher vocational colleges in the process of continuously integrating knowledge and professional skills with the actual teaching environment as the guiding direction. This knowledge model is mainly divided into teaching environment knowledge and teaching strategy knowledge. The knowledge of the teaching environment mainly comes from the teaching ability and teaching wisdom of teachers. Although this kind of environment itself does not have certain rigor, but because this kind of ability comes from the special teaching environment, students' basic perception and teaching thinking will continue to follow the teaching environment. Therefore, practical knowledge has become one of the important factors reflecting the structural system of the professional quality evaluation of teachers in higher vocational schools.

4.4. Professional ability

The education industry generally believes that the professional abilities of teachers in higher vocational colleges mainly include: the teaching ability based on the market environment, the ability to cultivate students' enthusiasm for learning, the ability to evaluate students' learning level, and the ability to understand the market position of teaching content. The establishment and use of the "dual-qualified" teachers' professional quality evaluation index system in higher vocational colleges needs to start from the teachers' professional ability. Although the education industry has different plans for the professional quality of "double-qualified" teachers in higher vocational colleges, the combination of scientific and technological means such as practical ability, operation technology and management process has become the main core quality of "double-qualified" teachers in higher vocational colleges. One, need to focus on technical research and exploration.

Teaching ability. For "double-qualified" teachers, professional teaching ability and teaching content design ability are the core content of the professional quality evaluation index system for "double-qualified" teachers in higher vocational colleges, which can accurately reflect the talent training goals and fully demonstrate The real environment of the employees in the daily work process. Therefore, scientific and reasonable program design and teaching process can not only show the specific teaching mode, but also fundamentally meet the overall requirements of students for theoretical knowledge learning. According to the detailed analysis of the implementation ability of teachers' professional teaching, the modernization of the "double-qualified" teachers' professional quality evaluation index system in higher vocational colleges is mainly reflected in that the feasible evaluation content can be used to select targeted and different types of teaching content in the actual teaching process. The purposeful teaching method fundamentally stimulates the initiative and enthusiasm of students' learning and enhances the quality of students' learning. In the research link of teachers' evaluation ability, because the professional teaching ability evaluation process of "dual-qualified" teachers in higher vocational education

mainly includes: teaching self-evaluation, teacher interactive evaluation and student evaluation and other related aspects, teachers should use multi-angle, Face the students' self-evaluation in a multi-faceted and comprehensive manner, and use the evaluation results correctly.

Practical ability. In terms of personnel training, higher vocational colleges should be proficient in using professional techniques and skills on the basis of fully grasping the basic conditions of theoretical knowledge. The particularity of teaching and the requirements of the current situation directly determine that higher vocational "double-qualified" teachers need to combine teaching theory and practice, in order to better undertake the training goals and tasks of high-quality, high-quality technical talents.

Research ability. For "double-qualified" teachers, the research and use of courses mainly refers to the detailed analysis of the social environment and the core needs of students, to clarify the teaching objectives of the courses, and then to select relevant scientific teaching content according to the teaching objectives. At the same time, the program planning, content organization, teaching implementation and evaluation are carried out according to the teaching activities, and finally the whole workflow of the course teaching objectives is realized. Therefore, the research ability of teachers is one of the important professional abilities of the comprehensive quality of higher vocational "double-qualified" teachers, and improving the curriculum development ability has been listed as the primary task of the higher vocational "double-qualified" teacher quality improvement plan.

5. Conclusion

The professional quality of "double-qualified" teachers in higher vocational colleges is a complex, comprehensive, complete and comprehensive system. Therefore, it is necessary to include teachers' lofty professional ethics, excellent professional ability, reasonable knowledge structure, advanced education concepts, and high-quality professional services to construct an evaluation structure system.

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