

The way and countermeasure of double teacher module training

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Abstract: The cultivation of "double-qualified" teachers is an important part of the construction of faculty in colleges and universities. It is of great significance to establish a scientific and reasonable "double-qualified" teacher training mode and cultivate a high-quality and high-skilled "double-qualified" teacher team in order to strengthen the cultivation of educational application-oriented talents and realize the healthy and sustainable development of colleges and universities. From the present situation of teacher quality, this paper discusses the main achievements and problems in the construction of teacher team, and analyzes the reasons for the low professional quality of teachers. Based on the meaning of "double type" teachers, explaining the meaning of professional quality analyzes the composition of "double division type" professional quality, discusses the teachers' professional quality particularity lies in: higher vocational higher, vocational and technical education, and its overall teacher's professional accomplishment and body composition characteristics of professionalism. According to the particularity of teacher's professional quality in our country, and aiming at the main problems of teacher's professional quality, this paper puts forward the significance, purpose, principle, content, mode and approach of "double teacher" teacher's professional quality training.

1. Introduction

The characteristics of higher vocational education require strengthening and cultivating "double-qualified" teachers as the goal of professional teacher team construction. More and more higher vocational colleges have a growing demand for high-quality, high-skilled "double-qualified" teachers. However, in the construction of higher vocational colleges, along with the expansion of school scale, a prominent problem has also been exposed, that is, the overall level of the construction of "double-qualified" teachers is not high enough, which affects the quality of higher vocational talents training and the health and stability of higher vocational education. Therefore, it is an urgent task for many higher vocational colleges to establish a scientific and reasonable "double-qualified" teacher training mode as soon as possible and improve the professional ability and moral cultivation of "double-qualified" teachers.

According to the traditional understanding, quality usually refers to the original nature of things. According to the principles of psychology, quality refers to the certain characteristics that people are born with in anatomy and physiology. However, in the field of vocational and technical education, the current educators believe that the meaning of quality also covers people's acquired experience and skills. Therefore, when we talk about the quality of teachers in vocational and technical education, we do not only mean "certain characteristics in anatomical physiology, but also the possession and understanding level of various knowledge and skills that promote the formation and development of their own professional ability and teaching ability. Quality refers to the material basis and natural premise for the formation and development of people's ability. According to this principle, vocational and technical education teachers to have vocational and technical education curriculum development and evaluation of design ability, teaching ability, teaching ability, teaching assessment ability, development of public relations ability, guidance to the student ability and the ability of self-improvement, kind of main body ability, in addition to subjective efforts and long-term practice, more important is to have to adapt to some of the basic quality. In other words, only those who

possess considerable professional and technical knowledge and professional skills, master certain theories and teaching methods of vocational and technical education, and are physically and mentally healthy, can develop into qualified teachers of vocational and technical education.

From the perspective of students in vocational and technical education, teachers in higher vocational colleges must have good professional ethics. In addition to cultivating students' technical application ability, higher vocational education should also cultivate students' good professional quality. And the cultivation of professional quality is not overnight success, which requires teachers in teaching activities to use their own words and deeds to guide students, therefore, teachers themselves must be teachers, show good professional quality and accomplishment. In the process of teaching, professional knowledge, unite students, but also should strengthen the education of students' ideological and moral quality, cultivate student's love the motherland teachers not only impart, respect teachers, love the fine quality of labor, for their future to enter the society with a good mental outlook ready.

Finally, the professional quality of higher vocational teachers also has quite high requirements for teachers' working ability, mainly for practical teaching organization ability and research ability of vocational education. Strengthening practical teaching is an important part of higher vocational education, which requires teachers to practice teaching and students to practice learning. As the organizer and leader of teaching activities, teachers' teaching methods are not only related to the completion of teaching tasks, but also directly affect students' learning methods and the cultivation and improvement of students' various skills. The practical ability of professional and technical teachers is particularly important. The practical ability of teachers is strong and the practical ability of students is also high. Therefore, higher vocational education pays attention to the characteristics of practical teaching, which requires teachers to be familiar with practical teaching links such as practice, experiment and practical training, and have strong practical teaching organization ability. The research ability of vocational education is a professional way of life for teachers of vocational education as professionals. It refers to the ability to combine teaching practice, study the rules of vocational education, improve teaching and explore new teaching models.

2. The construction of "double teacher" teaching team of module teaching

The teaching reform of higher vocational education requires the "double-qualified teachers" to play a leading role. Higher vocational education on high quality, high skill talents training target, to professional construction as the carrier, with the aid of university-enterprise cooperation platform, reform the traditional general course, professional basic course, professional class three levels of curriculum system, establish a high-quality core curriculum as the center of modular methods such as curriculum system, course and flexible to the implementation of these modules. The modular and progressive curriculum mode is constructed to highlight skill training. Theoretical courses are constructed in modular way according to unit knowledge, while practical courses are combined in modular way according to skill requirements. Professional skills courses are divided into different levels according to the knowledge and ability level requirements of professional talents to form a new curriculum system. "Double-qualified" teachers have advantages in both profession and profession. They understand the professional direction, course structure, course content and many teaching links of professional skills in higher vocational colleges. They are practitioners and reformers in the teaching process, which determines that "double-qualified" teachers play a dominant role in the teaching reform.

Modular teaching system concrete train of thought is to consider the "double type" teachers' classroom theory teaching and practice teaching closely integrated together, to make college students with the corresponding theoretical knowledge and practical ability can survive to the development of "social person", which make the each module corresponds to students for a professional ability.

China's professional talents are application-oriented talents who can serve the local economy and society and contribute to the development of local economy. This requires that the professional teaching system must highlight the importance of practical teaching. The modular teaching system

has strong practicability for the teaching reform of the major. Actively attract students to participate in the teaching process, using virtual role or actual project participation, give play to students' subjective initiative, promote research learning, to achieve the goal of cultivating students' creative thinking. From planning and design, project bidding management, project planning and design, construction drawing design, project budget, construction organization, classified teaching module, the implementation of students for a variety of social needs of comprehensive professional and technical training, deepen the students' professional knowledge and practical skills, can very good to improve students' analysis all kinds of ability to solve various problems. To lay a solid foundation for students to engage in technical application work in the future or related fields.

Modular teaching requirements in class the teacher must have a solid theoretical knowledge and rich practical experience, and modular teaching "double type" teachers' team must be composed of two parts, the teacher also is not perfect, part of a team who can choose to lay particular stress on theory teaching, some people lay particular stress on practice teaching, but every teacher must do both, you can practice ability teaching and theoretical teaching. Therefore, it is required that teachers must be "double-qualified". Through the cultivation of teachers' "double teacher" ability, the college is conducive to the connection between full-time teachers and part-time teachers, so as to promote the real integration of full-time and part-time teachers' teaching teams.

According to each teaching module, establish a corresponding "double teacher" team. First of all, a "double-qualified" teaching team with a reasonable structure of professional knowledge and young strength, which not only has solid professional theoretical knowledge, but also can deeply practice frontline and solve practical problems, has been established, which provides guarantee for the talent and teacher team to improve students' practical ability. Secondly, a multi-level "double-qualified" teacher system with teaching leaders, core members and general team members with the titles of associate professor or above should be established. Module in this system the team leader is the core of the "double type" teaching team, must be associate professor and above title of "double type" teachers, should understand and grasp the development of the professional direction of professional development, at the same time also has the rich education teaching experience and strong practical skills, and also need to have strong organizational leadership and coordination capacity, each member of the team also need to have a combination of "double type" teachers' quality, team formation, team construction of leaders and backbone member to other members of the team must have training responsibility and form a community of interests, Establish a good circulation culture system.

In the curriculum reform, the traditional "teaching", "learning" and "doing" are combined into one, emphasizing the comprehensiveness of the curriculum. In the curriculum learning, the theory is used to guide the practice, while the practice contradicts the theory. In the promotion student to the theory understanding foundation, enhances student's practical operation ability. The course content is required to be integrated with the post requirements of future students, so that the needs of students and jobs are more similar, which greatly enhances students' employment adaptability.

Employment-oriented higher vocational education puts forward new high requirements for the teaching work of "double-qualified" teachers: in terms of teaching content, it is required that the teaching content must adapt to the local economic development, adapt to the actual needs of the professional target post group, and ensure the practicality and vocational pertinence of the teaching content. In teaching methods, and actively explore diversified open teaching method, is used for the different teaching contents in the teaching process of combination of teaching methods, highlight the teaching activities of work-integrated learning characteristics, such as case teaching, interactive teaching, simulation teaching method and situational teaching method, leading teaching tasks, trying to make notes and references are complementary, learning software and operating hardware supporting each other, paper and electronic documents complement each other and bring out the best in each other, both inside and outside, inside and outside the classroom and school in order to improve the students' interest in learning and teaching effect. In terms of teaching methods, "double-qualified" teachers are required to constantly explore teaching space, make full use of various resources such as classroom, laboratory and off-campus training base, flexibly design and organize teaching, and better realize students' demand for diversified learning forms. This requires

that "double-qualified" teachers should have strong ability to control teaching methods and social relations.

3. Conclusions

"Double-qualified" teachers have the characteristics of mastering the professional practical skills skillfully and closely connecting with the production practice. Compared with the general senior knowledge talents in enterprises, "double-qualified teachers" have higher level of culture and professional theory, and master skilled practical teaching ability. "Double teacher" teacher contains two meanings: "one is double teacher quality, one is double teacher structure. From double teacher quality, "double type" teachers in education and industry quality as its basic connotation, with teachers' title and industry technical titles as external characteristics, teachers' quality, industry quality to have higher cultural and professional theoretical level, skilled professional practice skills and the ability of practice teaching education workers. From the perspective of double-teacher structure, "double-teacher" teachers can be divided into two parts, one is the theory teacher, the other is the practical guidance teacher, can be the school, or part-time outside the school, they are integrated to form the "double-teacher" teacher as a whole.

Different from the construction of teachers in ordinary colleges and universities, the construction of teachers in higher vocational education colleges and universities is more specific. The goal of the construction of teachers is to cultivate a group of teachers with "double-qualified" quality. Teachers need to combine the theory and practice of professional teaching to ensure the practicability of vocational education. Although China's higher vocational education has made great progress in the construction of "double-qualified" teachers, but in general, it still lags behind the development requirements of higher vocational education, and there is still a big gap with the requirements of the ministry of education. Therefore, it is still necessary to pay attention to the training of existing teachers, coordinate the operation of the training system and improve the training quality. Perfect teacher qualification standard, implement teacher professional standard; Implement teacher enterprise practice system; Make full use of the resources of part-time teachers, promote the professional development of teachers, and form a professional teaching team combining full-time and part-time teachers. Only in this way can the level and quality of teachers in vocational education be effectively guaranteed.

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