

Construction of "Double-qualified" Outstanding Faculty in Preschool Education Major

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Abstract: The construction of "Double-qualified" is the basic guarantee for higher vocational colleges to provide high quality education. It is an urgent task for the development of vocational education and an urgent need for personnel training to form a "double-qualified" excellent teacher team with good quality, reasonable structure, full-time integration, distinct and stable characteristics. Taking preschool education as an example, this paper aims to clarify the connotation of "double-qualified" excellent teachers, explore the problems in the process of building the teaching staff, and make suggestions for the construction of "double-qualified" excellent teachers in preschool education.

I. Preface

In 2014, in order to promote the comprehensive reform of teacher education, the Ministry of Education launched the excellent teacher training plan, and put forward the reform mode of classified promotion of excellent teacher training to meet the needs of education development. In 2018, in order to deepen the collaborative education and innovation mechanism mode, the Ministry of Education issued the excellent teacher training plan 2.0, which pointed out that schools should improve the teaching level of teachers through centralized training, school-based teaching and research, internship observation and other aspects; on the other hand, they should strengthen school enterprise communication, in-depth cooperation, and build and optimize the teaching staff. The Ministry of education and other five departments issued the action plan for the revitalization of Teacher Education (2018-2022), in which they proposed to innovate the teacher education mode, coordinate the education, pay attention to the basic teaching and practical teaching ability of teachers, improve the quality of teachers in vocational colleges, and lead and drive the construction of high-level "double-qualified" teachers. In order to meet the needs of the development of modern vocational education, it is necessary to establish and improve the cooperative and cooperative training mechanism between schools and enterprises, take the initiative to meet the needs of the development of strategic emerging industries, explore the training mode of high-level teachers, and build a "double-qualified" excellent teacher team.

At present, the cause of preschool education in China is developing rapidly, the scale of preschool education is expanding rapidly, and the resources of preschool education teachers are in short supply. Teachers are too busy with their daily work to participate in practical exercises in kindergartens or enterprises, and their quality cannot be improved. Most of the teachers have obtained the qualification of teachers and relevant professional qualification certificates, but they lack of practical experience and do not have the ability of "double-qualified" teachers in a real sense. In the face of the huge teacher resources of preschool education in China, the construction measures of "double-qualified" teachers will vigorously promote the expansion of the scale of "double-qualified" teachers, the improvement of their quality and the optimization of their structure, which are the strong support and guarantee for the rapid development of Vocational Education

2. The Connotation of "Double-qualified" Excellent Teacher

"Double-qualified" excellent teacher is a proper term proposed on the basis of learning from the construction of foreign vocational education teachers and according to the characteristics of Vocational Education in China. Generally speaking, we can understand its meaning from two aspects: individual and group. As far as individuals are concerned, "double-qualified" excellent teachers refer to professional teachers who can not only impart professional theoretical knowledge, but also guide professional practice, and have "double qualified" knowledge, quality and ability. As far as the group is concerned, it mainly refers to the "double-qualified" excellent teacher team composed of some full-time teachers with solid professional theoretical basic knowledge and rich teaching experience and some part-time teachers with rich professional practice experience hired from enterprises. At present, there are two concepts in academic circles: one is "double professional title type", that is, teachers need to obtain another professional title in addition to their professional title; the other is "double-quality type", that is, teachers should have both the quality of professional theory teaching and the quality of professional practice teaching.

In this paper, "double-qualified" excellent teachers refer to those who have both the teacher qualification and professional qualification and are engaged in vocational education. In the field of higher vocational education, there is a special requirement, that is, teachers of professional courses should have two aspects of quality and ability: first, they should have higher professional theoretical knowledge and level; second, they should have skilled professional practical skills and the ability and quality to guide students to start their own businesses and obtain employment.

3. On the Construction of "Double-qualified" Excellent Teachers in Preschool Education

1. There is no unified standard for defining the concept of "double-qualified" excellent teachers. At present, "double-qualified" excellent teacher is an important concept in the field of vocational education. However, in the process of specific use, there are still controversies about the definition standard of related concepts.

2. Preschool education teachers are lack of systematic training mode and corresponding practical experience, so they go to work directly. The professional development of teachers plays an important role in the development of vocational education. In order to establish a perfect training model, we should first establish the purpose of training. However, some schools are still lack of data statistics on the rate of return on talent training, and the lack of pertinence of teacher training and the lack of identification of teacher training needs, resulting in the lack of practical experience on the basis of direct front-line work of the corresponding teachers.

3. Lack of effective cooperation units. Effective cooperation is actually a process of making use of each other's advantages and resources and making up for each other's inadequacies to achieve greater benefits. However, it is still difficult to find an effective cooperative unit for some schools to build a "double-qualified" excellent teacher team. How to have a group of excellent cooperative teams and work with schools to build a "double-qualified" excellent teacher team is crucial for the survival and development of schools and relevant cooperative units.

4. Lack of reasonable incentive mechanism, lack of motivation for teachers' development. Many schools lack a reasonable incentive mechanism, which results in young teachers' psychological deviation in the process of teachers' professional development, and their work enthusiasm is hit, which often leads to negative teaching or job transfer, resulting in serious waste of talents.

4. Approaches to the Construction of "Double-qualified" Excellent Teachers in Preschool Education

1. First of all, young teachers should have the awareness and motivation of independent growth, as well as the planning and action of independent growth. Therefore, it is very important to establish the goal, and we should make great efforts for the goal. We should not be complacent with the current situation and lack the internal power of independent growth. Young teachers should first understand the relevant theories of the professional growth of "double-qualified" teachers, analyze the actual situation of their own professional growth based on the principle of seeking truth from

facts, judge the current stage of their own, and predict the future growth direction, and make short-term and long-term growth goals and growth programs, in practice for the practical needs and problems of continuous exploration and try to constantly reflect on their own educational practice and continuous improvement, to promote their own professional growth.

2. Strengthen the pre job training and training, and actively promote the system of professional qualification certificate. From the perspective of the essential characteristics of vocational education, teachers of preschool education should not only have the qualification of teachers of general education, but also have the practical work experience corresponding to the teaching work they are engaged in or have the corresponding professional and technical level certificates, such as nursery staff, nursery teacher or dean's certificate, etc. It should be noted that both the old teachers who lack practical experience and the new teachers who just take part in the work need to practice in the front-line posts of preschool education to master the latest operating skills, in order to make full preparation for being put into the teaching front line as soon as possible in the future, we should get the relevant work license or professional technical grade certificate as soon as possible, and combine the certificate with the actual skill training organically.

3. Pay attention to give full play to the role of the school's existing experimental training base. Strengthen the construction of experimental training base in the school, regularly organize professional teachers to participate in the technical training guided by experienced teachers of experimental training, and master the experimental or practical teaching ability. Strengthen the teaching and research activities of each major. The professional theory teachers and professional practice teachers learn from each other's strengths and weaknesses, and learn from each other. Like many pre-school education majors in Colleges and universities, our school has also revised the professional teaching plan, increased relevant practical courses, equipped with corresponding training rooms, and carried out "interactive growth" observation class activities in accordance with the needs of relevant posts in pre-school education. And the corresponding professional teachers are selected to study the embedded professional knowledge, which provides these teachers with the opportunity to carry out "double-qualified" excellent teacher quality training.

4. Combined with the cooperative education of production, teaching and research, the "double-qualified" training base outside the school is established. We will implement the "school enterprise" and "school school" industry university research cooperation projects. Give full play to their respective advantages, form a powerful advanced system of research, development and production integration, and embody the comprehensive advantages in the process of operation as an effective way to promote the transformation of achievements in Colleges and universities. For this reason, we can actively learn from foreign models, such as American enterprises supporting universities in scientific research, universities participating in enterprise scientific research and building science and Technology Parks Based on universities; Japan's cooperation in personnel training and exchange means that universities are open to the society, and universities recruit teachers and scientific and technological personnel from non-governmental enterprises to universities for further study, or non-governmental enterprises invite university teachers to give lectures, and college students to enterprises for internship to carry out personnel training and exchange. The school should adopt the policy of "going out and inviting in". On the one hand, it should send excellent young teachers to the corresponding factories and enterprises for on-the-job study and training, so that the young teachers can be familiar with and master the development of the profession and the forefront of the industry; On the other hand, invite and absorb qualified experts or senior technicians from factories and enterprises to teach in the college, enrich the teaching staff, enrich the teaching means, enhance the connotation and level of Vocational Education in Colleges and universities, and improve the practical ability of students. At the same time, further implement the "school enterprise" cooperation, run the workshop of the enterprise to the school, send the talents of the school to the enterprise, and realize the win-win situation between the school and the enterprise; in the construction of characteristic specialty and excellent course, it is suggested to seek the cooperation and exchange with the similar specialty of the school, try to establish the related specialty group across the school, share the teachers, have or have nothing to

do with each other, combine the strong and develop together.

5. We should establish an innovative leadership mechanism for "double-qualified" excellent teachers and give full play to the important role of the leadership mechanism. The school set up a leading group for the construction of the "double-qualified" excellent teacher team, which is responsible for the organization and implementation of the construction of the "double-qualified" excellent teacher team in the whole school, and has effectively promoted the construction of the "double-qualified" excellent teaching team and achieved results. Conscientiously implement the leadership mechanism, solidly promote the construction of excellent teachers, and strive to achieve the desired goal in order to achieve fruitful practical and theoretical results.

6. We should establish and form a scientific evaluation mechanism for the construction of "double-qualified" excellent teachers. Evaluation is an important part of the construction of "double-qualified" excellent teachers, a means to understand the suitability and effectiveness of the construction of excellent teachers, and actively adjust and improve the construction of teachers. Therefore, university administrators, teachers and students are all participants in the evaluation. The perfect evaluation mechanism has the important functions of appraisal, diagnosis, improvement, encouragement and guidance for the construction of "double-qualified" excellent teachers.

7. The basic guarantee for the implementation of the training of "double-qualified" excellent teachers is to increase the investment of funds and the strength of commendation and reward. For example, the relevant teachers who are out of work to practice in the enterprise will be given corresponding subsidies during the practice period when the benefits and treatment they originally enjoy remain unchanged. Teachers who participate in the professional skills training organized by the Ministry of education and obtain the certificate of competency will be reimbursed by the school. In addition, according to the construction of "double-qualified" excellent teacher training base and the development of teacher training work outside the school, the school gives certain funds and rewards for the base construction.

5. Conclusion

The construction of "double-qualified" excellent teachers in preschool education is a continuous process and a necessary measure for the development of education and vocational education in China. Therefore, it is an urgent task to explore a reasonable way for the professional development of "double-qualified" excellent teachers in Colleges and universities.

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