

# **On the training mechanism of "double-master-type" teachers in Vocational Schools under the background of the integration of industry and education**

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**Keywords:** Integration of industry and education; Double-master-type; Cultivation mechanism

**Abstract:** In view of the problems of backward talent training concept and weak practical ability in the current construction of "double-master-type" teachers. It is the general trend to broaden the ways of talent introduction, deepen the cooperation between schools and enterprises, improve the evaluation and incentive mechanism and the integration of industry and education. As a type of education to cultivate skilled talents, vocational education realizes coordinated development with industry enterprises. Taking a variety of effective measures to strengthen the construction of "double-master-type" Teachers Based on the integration of industry and education can significantly improve the professional level of teachers in vocational schools. Building a "double-master-type" teacher team and building a "double-master-type" teacher identification standard system to maximize the role of double-master-type teachers is also an issue that schools should focus on. Only by building a high-level, professional "double-master-type" team, exercising good teaching and training ability, strengthening the construction of teachers' morality, further promoting the integration of production and education in higher vocational education and school-enterprise cooperation, and improving the professional development system can we undertake the overall functions of scientific and technological innovation, talent cultivation and serving the society.

## **1. Introduction**

At present, the demand for high skilled talents in various industries in society is very large. The goal and focus of talent team construction in vocational schools has become the construction of "double-master-type" teachers. It is not only an important guarantee for vocational schools to achieve connotative development, the main force for Vocational Schools to achieve talent training objectives, but also an important manifestation of the core competitiveness of vocational schools. The key to the success of the construction of applied technology-based institution of higher learning is to have a high-quality double-master-type teacher team. Building a "double-master-type" teaching staff has also become a key issue that schools should pay attention to. It is not only a necessary component of today's education, but also a leader in campus education. As the development of vocational education has a close path dependence on industry, cultivating double-master-type teachers has become a key factor to realize the integration of production and education. Each vocational school keeps pace with the times, grasps the development direction, and strengthens the construction of "double-master-type" teachers. In order to realize the reform of vocational education in the new era, it is necessary to take the integration of teaching and learning as an important direction, and have strict requirements for the level of teachers and the quality of teaching in vocational schools, that is, teachers should have both strong theoretical knowledge teaching ability and strong professional ability. The number of "double-master-type" teachers continues to increase, but the problem is that the overall quality needs to be improved. To realize the organic integration of the two, we must take the only way to build a "double-master-type" teaching team.

## **2. Connotation and importance of double-master-type teachers**

"Double-master-type" teacher is a concept used to describe teachers in Vocational Schools in a specific situation in China. From the individual point of view, "double-master-type" teachers refer

to teachers who are based on theoretical knowledge and can have good practical skills to carry out more efficient teaching activities by ensuring the organic integration of the two; Structurally, "double-master-type" teachers are mainly "double-master-type" full-time teachers trained in the school and part-time teachers hired outside the school from enterprises. Double-master-type teachers are the lubricant of communication between Vocational Schools and industry enterprises, and can better deepen school enterprise cooperation on the basis of win-win. Construction is the core factor to ensure the quality of vocational education, the key to achieve the core goal of improving the quality of talents and enhancing the effectiveness of talent training, and the urgent need of economic and social transformation and upgrading. Double-master-type teachers develop and manage resources in the resource sharing platform built between schools and enterprises, so that students' theory and practice should be reasonably integrated, and students' basic needs for practical ability can be met. It can not only train applied talents with the development of regional economic construction, but also meet the educational objectives of vocational schools, better cultivate students' practical ability, increase employment rate, meet the educational objectives of vocational schools, and make full use of the resources and environment between schools and enterprises to promote the development of vocational schools and the growth of students, so as to achieve a win-win situation among schools, enterprises and students.

### **3. Current situation of the construction of "double-master-type" Teachers**

#### **3.1. Limitations of "double-master-type" Teachers**

Teachers in many vocational colleges are from ordinary institution of higher learning. The number of vocational colleges has increased, but the level of teachers has remained stagnant. After graduation, students find it difficult to find jobs, but there is a big gap in enterprises. The talents needed by enterprises should have strong practical skills, while vocational schools don't pay enough attention to students' internship projects. Most of these teachers are fresh graduates with little practical work experience and poor practical teaching experience. In some schools, the lack of sufficient welfare and treatment will lead to teachers' negative psychology of waiting for employment. Teachers' participation is not high. In addition, the frequency of school training is less, and the reasonable design of professional title appointment, annual assessment and other links is not scientific enough. The lack of industry leading talents and famous teachers is an important challenge for the construction of "double-master-type" teachers in vocational schools.

#### **3.2. Limitations of the personnel structure of double-master-type teachers**

Double-master-type teachers lack leaders, their development direction is unclear, and their motivation for progress is insufficient. Vocational schools need to cultivate technical talents with strong practical ability for the needs of enterprises, and the number of double-master-type teachers is huge. Most of the new teachers are newly graduated college students, who have no experience in enterprises, and the pre-service training does not attach importance to the practical training. For part-time teachers from industrial enterprises, due to the insufficient stability of their working state, the assessment and evaluation are mostly formalistic and lack of incentive mechanism, the school does not pay enough attention to the evaluation and incentive of part-time teachers, the management of part-time teachers is chaotic, and part-time teachers are marginalized in the school. Teachers in many schools bear great pressure on teaching and scientific research, and have no time to participate in the training organized by vocational schools and enterprises.

### **4. "Double-master-type" teaching staff construction measures**

#### **4.1. Deepen cooperation between schools and enterprises, integrate industry and education**

In the context of the integration of industry and education, teachers should first go to the corresponding enterprise unit or practice unit for training. Each member of the team is not required to become a "all-round talent", but teachers who are good at theoretical research can be encouraged

to master the necessary practical operation skills. The interpretation of double-master-type teachers can be carried out from the theoretical level and the practical level. The "double-master-type" teacher team based on professional groups has expanded the range of cross-border members and the number and types of professional teachers in the team. Only by following the development and progress of the times to improve one's ability and accomplishment can one become a more comprehensive "double-master-type" teacher. Through talent sharing, mutual training, mutual employment and two-way flow, the school and the enterprise jointly undertake the tasks of the school's curriculum teaching and the enterprise's product research and development, production practice, technology promotion, etc., and the two sides cooperate and develop.

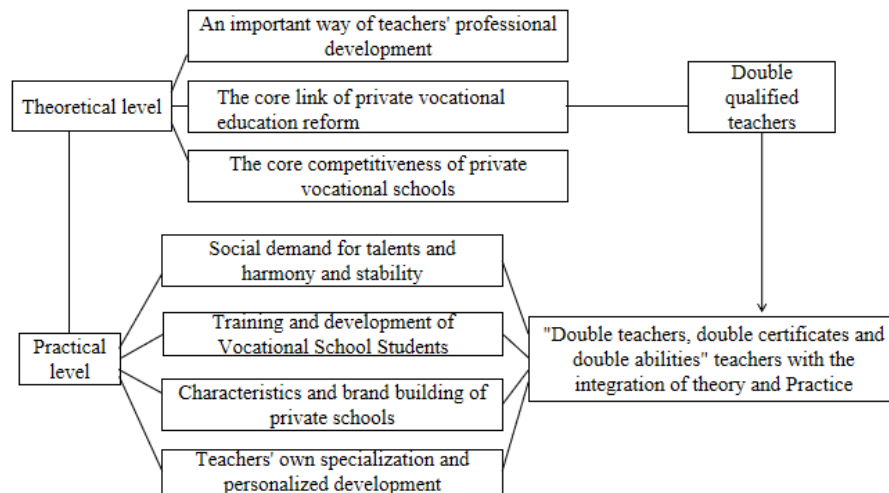


Figure 1 Double-master-type teachers in theory and practice

#### 4.2. Establish and improve the incentive mechanism and cultivation mechanism

In order to give "double-master-type" teachers a certain policy preference in various evaluation and selection activities, vocational schools must adhere to the principle of "full-time and part-time combination, introduction and training combination and integration of industry and education", guide the "double-master-type team" to establish the relationship of equal cooperation, enhance the awareness of team cooperation, innovate the system and mechanism, and promote the growth of "double-master-type" teachers. Schools and enterprises should establish a joint research mechanism and formulate a unified, scientific, reasonable, clear and comprehensive "double-master-type" teacher recognition standard. "Double-master-type" teachers should not only have rich theoretical knowledge, but also have superb practical operation ability. In the pre-service training of new teachers and the training of young teachers' teaching ability, teachers' moral education is listed as a compulsory subject, and schools, enterprises and industries have made joint efforts to build a series of more scientific and reasonable evaluation mechanisms for teachers.

#### 5. Conclusions

To sum up, the construction of "double-master-type" teachers can effectively improve the effect and quality of teaching. Vocational schools should build a diversified "double-master-type" teacher training platform in combination with the characteristics of local economic development and vocational education development, undertake the educational, R & D and service functions under the integration of industry and education under the joint efforts of team members, improve the identification standards of double-master-type teachers and broaden the path of talent introduction. Only by optimizing the structure of "double-master-type" teachers, perfecting the guarantee mechanism for the construction of double-master-type teachers and improving the evaluation and incentive mechanism, can we comply with the development trend of industry and education and realize the demand of the times for talent development. When formulating and studying the construction of double-master-type team in institution of higher learning, when paying attention to the requirements of academic qualifications and professional titles, the work experience

of enterprises should be regarded as a necessary condition for the introduction of teachers, and the channels for introducing talents should be expanded to improve the structure of double-master-type team. Deepen the mode of school-enterprise cooperation and expand the scale of "double-master-type" teachers. Double-master-type teachers are of great significance to the development of applied technology-oriented institution of higher learning. The construction of excellent production and teaching teams has a long way to go, so as to maximize the role of double-master-type teachers and truly realize the important significance of double-master-type teachers in teaching and research.

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