

Research on the Construction of Training Models for Middle-aged and Young Backbone Teachers in Vocational Colleges under the Background of “Double High” Construction

Shan Chen

Hainan Vocational University of Science and Technology, Haikou, Hainan 571126

Abstract: This study aims to explore the training mode of young and middle-aged backbone teachers in vocational colleges under the background of double high school construction, so as to improve teachers' professional quality and teaching ability and meet the needs of vocational education in the new era. Through the literature review and the construction of the theoretical framework, this study analyzes the specific requirements of the double high construction for teacher training, discusses the challenges faced by young and middle-aged backbone teachers, and constructs the corresponding training mode. The study puts forward specific implementation strategies and puts forward targeted suggestions in the conclusion section.

Keywords: Double-high school construction; Vocational colleges; Young and middle-aged backbone teachers; Training mode

Introduction

Under the background of the deepening reform of vocational education in China and the increasing demand for technical and technical personnel training, the construction of teachers in vocational colleges is particularly important. Especially with the promotion of the "double high plan", higher requirements have been put forward for the teachers of vocational colleges. As the core force of teaching and scientific research in vocational colleges, the professional quality and teaching ability of young and middle-aged backbone teachers directly affect the education quality of schools and the training effect of students. Therefore, this study will build a scientific and effective training mode for young and middle-aged backbone teachers, in order to open up a new path for the professional growth of vocational education teachers in China, and finally realize the benign interaction between vocational education and economic and social development.

1. Theoretical framework

1.1 International research status

Internationally, the research of vocational education teacher training model has formed a relatively mature system. For example, Germany's "dual system" education model emphasizes the combination of theory and practice, and cultivates technical skills through school-enterprise cooperation. Teachers regularly practice in enterprises or participate in projects to have a deep understanding of industry dynamics and technical requirements, so as to ensure that teachers have solid professional knowledge and practical ability. Australia provides a clear career development path for vocational education teachers through the establishment of national professional standards and qualification framework, and provides flexible and diverse learning resources through online platforms; Vocational education teacher training in the United States focuses on the combination of theory and practice and the cultivation of interdisciplinary teaching ability. Through seminars, training courses and other forms, industry experts are invited to share the latest research results and practical experience, so as to improve teachers' teaching ability and practical skills. Canadian vocational education teacher training emphasizes lifelong learning and continuous professional development, and the provinces and territories have special vocational education institutions, and provide training through academic lectures, seminars, online courses and other ways. The experience of these countries provides valuable lessons for our country.

1.2 Domestic research status

In China, with the "double high plan", more and more attention has been paid to the construction of vocational college teachers. The existing research shows that the current vocational education teacher training mainly focuses on the following aspects:

One is the renewal of theoretical knowledge and the deepening of educational ideas. At present, one of the core areas of teacher training in vocational education is the renewal of theoretical knowledge. Through academic lectures, seminars and other forms, teachers are able to

master the latest educational concepts and professional knowledge. This kind of training not only involves the deepening of subject knowledge, but also includes a comprehensive understanding of educational policies and teaching theories to adapt to the new requirements of educational reform.

Second, the deepening of practical ability improvement and school-enterprise cooperation. Improvement of practical ability is another important aspect of teacher training. Through school-enterprise cooperation and project-driven methods, teachers' practical operation ability and the ability to solve practical problems have been enhanced.

Third, the cultivation of information technology application ability and the promotion of digital teaching. The application ability training of information technology is an emerging field of vocational education teacher training. Using the modern information technology means, such as virtual simulation, network curriculum, etc., to improve the teachers' information technology application ability, in order to meet the needs of information teaching. The training course system of improving teachers' information teaching ability is constructed, and according to the information teaching ability model of vocational college teachers, the training course system of improving information teaching ability is formed, including the application of teaching facilities, the application of information platform, and the construction and application of network learning space. In addition, the seed teacher training of 1 + X certificate system also includes the integration of vocational skill level certificate and professional courses, so as to further promote the improvement of teachers' information technology application ability.

Although there have been many active exploration, but the current vocational school teacher training is still facing some shortcomings. In view of this, this study will focus on the practicality and frontier of the training content, innovate the training form, establish and improve the training effect evaluation system, and strengthen the school-enterprise cooperation, so as to better promote the professional growth of vocational education teachers and promote the high-quality development of vocational education.

2. Training mode construction and implementation strategy

2.1 Theoretical basis and construction of the training mode

The construction of the training mode is based on the lifelong learning theory, ability-based education theory and constructivism learning theory. It emphasizes teachers' continuous learning and professional development, takes ability cultivation as the core, and pays attention to teachers' active participation and experience construction in training. The training content covers the updating of professional knowledge, the improvement of practical skills, the learning of education and teaching theories and methods, the cultivation of information teaching ability, professional quality and teacher ethics construction, etc. Adopt online and offline mixed training, workshops, case teaching, enterprise practice and project driven and other diversified training methods. Establish a multi-party cooperative organization and management mechanism of schools, enterprises and industry associations, strengthen the training process management and quality control, and ensure the training effect.

2.2 Implementation strategy

Set up a special training management team, responsible for the training planning, organization and coordination. Develop personalized training programs, and classify the training according to the teachers' professional background, teaching ability and development needs. Strengthen the construction of training teachers, and invite industry experts, enterprise technical backbone and education and teaching experts to give lectures. Establish the training effect evaluation index system, comprehensively adjust and optimize the formative evaluation and final evaluation, including formative evaluation, mutual evaluation, student evaluation, expert evaluation and enterprise feedback. Build a platform for teacher exchange and sharing to promote experience sharing and cooperation among teachers.

3. Study conclusions and suggestions

Through the training mode and implementation strategy constructed in this study, the young and middle-aged backbone teachers have significantly improved in their teaching ability, practical skills, scientific research level and professional quality. The diversified and personalized training modes meet the different development needs of teachers and promote teachers' active learning and professional growth. The multi-party collaborative organization and management mechanism ensures the effective integration and utilization of training resources, and improves the quality and effect of training.

Vocational colleges should attach great importance to the training of young and middle-aged backbone teachers, increase the training investment, and improve the construction of training facilities and resources. Strengthen in-depth cooperation with enterprises, establish long-term and stable school-enterprise cooperation relationship, and provide teachers with more practical opportunities and industry resources. Further optimize the training mode and content, closely follow the industrial development trend and the pace of technological change, timely update the training courses. Establish and improve the incentive mechanism for teacher training, link the training performance with

teachers; professional title evaluation, performance assessment and career development, and improve the enthusiasm and initiative of teachers to participate in the training. We will strengthen regional cooperation and exchanges in vocational college teacher training, share high-quality training resources and experience, and promote the balanced development of vocational education.

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