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# Research on the training strategy of "double qualified" teachers in Suzhou Vocational Colleges under the new normal of economy

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## Abstract

In this paper, we analyze the current situation of economic transformation and upgrading in Suzhou under the new normal, investigate the experience and influencing factors of "double-qualified" teachers training in Higher Vocational colleges, and study the countermeasures of "double-qualified" teachers training under the new normal economic development. At last, we explore a new idea of "double-qualified" teachers training under the new normal economic development.

## Keywords

"Double qualified" teachers, new normal, Higher Vocational colleges.

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## 1. Introduction

Teachers in college are the core backbone of innovative talents. Although their development has attracted wide attention, they also face many uncertainties. At present, the source of teachers in Higher Vocational Colleges in China is mainly master's degree graduates and doctoral graduates, thus there are many problems in the construction of "double-qualified" teachers. Previous works reveal that the lack of school-enterprise cooperation, the combination of production, learning and research, and the lack of opportunities for practice have hindered the development of "double-qualified" teachers in Vocational colleges. Moreover, the speed of knowledge updating is not enough in the training of "double qualification" teachers due to the influence of the traditional teachers' knowledge structure and the lack of school-enterprise cooperation, coupling with the conservative concept of teachers in Vocational Colleges and the lack of learning ability. These reasons will indirectly lead to the backward of professional knowledge and skills of students in Vocational College, these students cannot be competent for professional work in the enterprise after graduation. With the transformation of Suzhou's economic development, the cultivation of double-qualified teachers has put forward higher requirements. Therefore, it is very important to study the cultivation strategy of double-qualified teachers in Suzhou's Higher Vocational Colleges under the new normal conditions.

## 2. The current situation of training double qualified teachers

### 2.1 The current situation abroad

In the foreign higher vocational education system, the guarantee of the professional ability of the "double-qualified" teachers is mainly the working years in the enterprises. The continuing development of the "double-qualified" teachers is promoted by deep school-enterprise cooperation. Li Yang<sup>[1]</sup> have investigated the successful cases of developed countries and discussed the standards,

training system, selection and appointment system, incentive mechanism and assessment index of "double-qualified" teachers. They believe that "double-qualified" teachers should have a higher level of knowledge and comprehensive quality which contain high level ability of theoretical teaching, practical experience teaching and application research and transformation. Therefore, the evaluation index system of "double-qualified" teachers should include three specific indicators: teaching level, practical teaching level and applied research ability, only in this way can teachers' ability and quality match with the training requirements of applied talents.

The training of "double-qualified" teachers in developed countries has the following characteristics: Firstly, it pays attention to the working experience of "double-qualified" teachers. For example, Australia requires vocational teachers to have 3-5 years of professional experience, and teachers over 35 years of age should have more than 10 years of experience; Secondly, they pay attention to teaching methods. In the process of training professional teachers in the United States, they not only attach importance to the acquisition of new skills and knowledge, but also attach importance to the flexible use of teaching methods and innovative inquiry. Thirdly, they pay attention to the practical operation. The cultivation of "double qualified" teachers in foreign universities is more focused on practical operation<sup>[2]</sup>. Since there is little difference between the "double-qualified" teachers and the ordinary teachers in China, the "double-qualified" teachers with higher practical ability and technical experience will leave, resulting in poor stability of the "double-qualified" teachers. Fourthly, the "double-qualified" teachers lack innovative ability. Due to the concept of Higher Vocational education, teachers are paying more attention to technology while neglecting comprehensive quality in the process of developing and cultivating their own abilities, thus lacking innovation. Li Feng<sup>[3]</sup> believe that the problems of the current "double-qualified" teacher training base are mainly reflected in the lack of a certain normative training model, and disconnection between training content and actual situation.

## 2.2 The current situation in China

Huang Junxia<sup>[4]</sup> put forward corresponding countermeasures aiming at the current situation of "double qualification" teachers training in China. From the macro level, a policy guarantee system to promote the construction of "double-qualified" teachers should be built; from the middle level, the integration of production and teaching, school-enterprise cooperation should be strengthened, and a platform for "double-qualified" teachers should be built; from the micro level, the professional development of teachers should be encouraged and professional personality of "double qualified" teachers be cultivated. Zhang Haitao<sup>[5]</sup> believe that in order to create a successful "double-qualified" team, the following must be done: firstly, a good atmosphere for the construction of "double qualified" teachers must be created. Secondly, a firm school enterprise combination training position must be established. Thirdly, evaluation and incentive mechanism of "double qualification" teachers must be improved.

## 3. The situation of Suzhou's economic development and its new requirements for double qualified teachers

According to the international experience and general law, when the economic development reaches the middle level, the economic growth rate will decrease by 30% - 40%, with no exception in all countries and regions. From "high growth" to "medium and high growth" is an inherent trend, but more importantly, the economic structure will be fully optimized and upgraded, economic development has entered a new era of "improving quality and efficiency" and "structural optimization". Suzhou, an economic city in the Yangtze River Delta region, enjoys superior location and strong economic strength. At present, Suzhou's economy is changing from the extensive development model of labor and resources intensive to the intensive development model driven by knowledge, technology and innovation. Under the new normal situation of Suzhou's economic development, in order to form a new mechanism driven by innovation, the following points must be accomplished. Firstly, a technological innovation system with enterprises as the main body should be established, the innovation resources, innovation policies, scientific and technological services, technological research and development

institutions should be guided to gather to enterprises. Secondly, high-end innovative and entrepreneurial talents in the fields of basic research, development research, industrial research, technology research should be cultivated and introduced. Finally, the mechanism of scientific and technological input with enterprise R & D as the main body should be constructed<sup>[6]</sup>.

Vocational education is closely related to economic development. As the part providing key technical talents for enterprises, higher vocational colleges should also follow the trend of economic development into the "normal". The new normal development of higher vocational colleges should satisfy the needs of the market and enterprises, which is the basic point of specialty setting in Higher Vocational colleges. For Higher Vocational Colleges themselves, the enhancement of social recognition and reputation of higher vocational education depends on the enhancement of their talent cultivation ability, scientific research ability and social service ability. This is the basis for the transformation and upgrading of higher vocational colleges. The key factor of ability promotion is the professional ability of teachers, especially the "double-qualified" teachers who have both comprehensive theoretical knowledge and professional practice or action ability.

Therefore, under the new normal, the development strategy of professional teachers in Suzhou higher vocational colleges should adapt to the new economic environment. Training a large number of "double-qualified" teachers is an inevitable requirement of the development of Higher Vocational education, an important guarantee to improve the teaching quality of Higher Vocational education, and a key link to promote the economic transformation and optimization of Suzhou under the new normal. For many years, China's industrial development level is relatively low, and it is still in the front end of the industrial chain and the low end of the value chain. With the continuous upgrading of science and technology and economic level, China's economic development has entered a new normal, the industrial structure is facing transformation and upgrading, technological renovation is also in urgent need of professional innovative talents. At present, there are still a lot of problems in the "double-qualified" faculty in Higher Vocational colleges. For example, teachers are weak in practical ability, narrow in training channels, and unable to develop coordinately between teaching, research and practice. In view of the above problems, in order to adapt to the new normal economic environment in Suzhou, the following puts forward corresponding countermeasures to promote the development of "double-qualified" teachers in Higher Vocational colleges. Although many researches have been carried out on the cultivation of "double-qualified" teachers, there are still many problems in the cultivation of "double-qualified" teachers. Especially, it is very important to upgrade the cultivation strategy of "double-qualified" teachers in higher vocational colleges under the background of the new normal economic development.

#### **4. Training strategy of double qualified teachers in Higher Vocational Colleges in Suzhou under the new normal**

Higher vocational education is closely related to economic development. As a local vocational college, its education should adapt to the transformation of the local economic situation. Under the new normal economic development, the higher vocational colleges in Suzhou area shoulder the mission of delivering innovative talents for Suzhou economy, and are facing the test of the transformation of the training mode of "double-qualified" teachers. At present, Suzhou's economic structure is facing transformation and upgrading, and the demand for talents in the process of transformation and upgrading has changed compared with the past. In order to train qualified personnel suitable for the local economic situation in Suzhou in the new period, a group of "double-qualified" teachers with new ideas, new knowledge and new skills must be trained. The following are the strategies for the training of "double qualified" teachers in the new era.

#### **4.1 Establishing a teacher training mode for collaborative innovation and win-win cooperation**

The key to the construction of the "double-qualified" team is that both the school and the enterprise have a common goal of cooperation, and establish a win-win cooperation mode of personnel training. Generally speaking, in the process of cooperation, the interests of enterprises lie in human resources, technical services, staff training, etc., while the interests of schools lie in the quality and efficiency of personnel training. Therefore, both sides of the school and enterprise must find the combination point and balance point of interests, and carry out close and deep-seated cooperation at a price acceptable to both sides.

#### **4.2 Improving teachers' practical skills through the whole process of enterprise practice**

Through the whole process of enterprise practice, the teacher divides the real enterprise project into sub-tasks, and then divides the students into groups and assigns different roles and tasks. Teachers, enterprises and students work closely together to negotiate and make decisions. Teachers and students need to spend a lot of extracurricular time to "experience" real work situations. The work of students is supervised by enterprises, and students' abilities and teaching effects are feedback through the marketing situation of enterprises. Real working situations are helpful to enhance the actual combat ability of teachers and students. Through cooperation with enterprises, with the joint efforts of teachers and students, a number of successful practical teaching cases can be accumulated, and a large number of graduates who can solve practical problems in the real working situation can be trained. At the same time, teachers' practical ability will be enhanced.

#### **4.3 Collaborative innovation for R & D to serve industry development**

Under the new situation, enterprises in Suzhou area have urgent need for innovation. Therefore, schools and enterprises can make use of their own resources to carry out collaborative innovation projects through complementary advantages. Teachers should understand the actual needs of enterprises and market to find and solve practical problems in enterprises using the accumulated experience in the process of enterprise practice as well as their own grasp of the forefront of theoretical knowledge. At the same time, they should provide related training for enterprises and technical advice, solve practical problems in production, and put forward innovative directions and programs. In this way, the goal of coordinated development of schools and enterprises can be achieved. This innovative project-oriented model plays a significant role in improving teachers' research ability, development ability and practical ability.

#### **4.4 Condensing scientific research projects and improving teachers' theoretical attainment**

At present, scientific research plays an important role in Teachers' personal career development. Therefore, the development of teaching ability of "double qualification" teachers in higher vocational colleges is inseparable from scientific research. In the process of cooperation with enterprises, teachers can often go deep into the practice line, constantly absorb and master new knowledge, new technology, new methods and new skills. On this basis, teachers can explore and condense scientific research topics, which can not only provide services for the new product development, technological transformation and transformation of results, but also create economic and social benefits for colleges and universities.

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