

# TEACHING FOR TOMORROW: RESEARCH ON ADVANCING CORE SKILLS OF 'DOUBLE-QUALIFIED' TEACHERS IN VOCATIONAL INSTITUTIONS

**Huang Fang, Li Jing and Wang Li**  
Changchun Polytechnic, Jilin, Changchun, China,

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## ABSTRACT

The development of core quality in "double-qualified" teachers is a continuous and essential process for vocational colleges. Recognizing the significance of this development in accordance with their unique circumstances and growth requirements is imperative for institutions. Emphasis should be placed on enhancing the quality and effectiveness of training, particularly for teachers' areas of weakness. Additionally, education authorities should establish consistent and comprehensive training standards to promote the standardization of core quality advancement for "double-qualified" teachers.

**Keywords:** double-qualified teachers, core quality improvement, vocational colleges, training standards, education management

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## 1. Introduction

The improvement of the core quality of "double-qualified" teachers cannot be accomplished overnight, but is a long-term project, which requires vocational colleges to correctly recognize the importance of improving the core quality of "double-qualified" teachers according to their actual situation and development needs, attach great importance to it, and improve the quality and efficiency of training for teachers' weak links. Education management departments should formulate unified and unique training standards for "double-qualified" teachers to promote the standardization of core quality improvement and development of "double-qualified" teachers.

## 2. Research Significance

Vocational education plays an indispensable role in the sustainable development of China's social economy and science and technology. Through such stages as short-term adjustment, innovation, transformation and upgrading and sustainable development, it constantly expands the scope of education and has a great influence on China's higher education. At the same time, it plays a vital role in personnel training. It is closely related to the development of social economy and industry, and promotes the popularization of higher education in China with a lower entrance threshold, which is conducive to a more balanced level of education in society and an all-round improvement of social civilization. The status of vocational education has become increasingly prominent, the Party and the government attach great importance to it, point out new development directions for it, and put forward higher development requirements for the teaching staff of vocational colleges, and clearly state that "double-qualified" teachers are the focus of cultivation and construction, so that the number of "double-qualified" teachers keeps increasing, but the overall core quality level needs to be improved [1]. Therefore, in the process of the construction of "double-qualified"

teachers, we need to attach great importance to the improvement of core literacy, promote the innovation and reform of vocational education, and achieve leapfrog development.

To carry out the research on the improvement of core quality of "double-qualified" teachers in vocational colleges is conducive to the implementation of relevant policies of vocational education. In the reform and development of vocational education in our country, the relevant policy documents fully reflect the important role of "double-qualified" teachers, and put forward the corresponding construction requirements and development routes. Therefore, to carry out the core quality analysis of "double-qualified" teachers and grasp their current situation is the policy need to adapt to the development of vocational education under the new normal. In addition, the research on the improvement of the core quality of "double-qualified" teachers is conducive to enhancing the comprehensive strength of vocational colleges and improving their core competitiveness. As for the analysis of vocational colleges, "double-qualified" teachers are the basis and guarantee of talent training in vocational colleges, and the core quality is the core content of "double-qualified" teacher training, so as to actively explore measures to improve the core quality, provide a strong guarantee for talent training, improve the comprehensive strength level of vocational colleges, and promote the healthy and sustainable development of vocational colleges. In addition, the research on the improvement of the core quality of "double qualified" teachers is conducive to providing reference and help for the relevant research on vocational education and "double qualified" teachers, expanding the research perspective, enriching the research objects, providing decision-making reference for the education authorities to formulate and implement policies, and extending the research theory and practice paradigm of "double qualified" teachers in vocational colleges. It fully highlights the theoretical and practical significance of the research on the improvement of the core quality of "double-qualified" teachers.

### **3. A basic overview of the core literacy of "double-qualified" teachers**

#### **3.1 "Double-qualified" teachers**

"Double teacher" is a meaning with the characteristics of Chinese vocational education, which has gradually attracted people's attention, but people have not made a unified and clear definition of its concept. Relevant scholars have different understandings of the concept: teachers are considered as "double-qualified" teachers when they obtain "dual certificates" such as vocational qualification certificate and college teacher qualification certificate; The teacher has the dual quality of teaching and practice, which is the "double teacher type" teacher. Teachers with "double certificates" and dual ability of teaching and practice are "double teachers". In short, "double-qualified" teachers are a special type of teachers in vocational colleges, showing their general attributes and professional characteristics. They need to have a higher level of knowledge and culture, rich professional theoretical knowledge, teaching skills and comprehensive literacy. Therefore, the "double-qualified" teachers in this study are interdisciplinary talents with both "double certificates" and "double abilities".

#### **3.2 Core literacy elements**

Quality literacy. Quality literacy is a kind of personality literacy and internal recessive quality, which has certain professional significance, and plays a very important role in the professional development ability system of "double-qualified" teachers in vocational colleges. It is mainly political literacy, professional concepts and characteristics with "teacher ethics" as the core, which

mainly determines the substantive issue of "cultivating talents for whom". It is fully reflected in many aspects such as political stance and belief, moral cultivation and people cultivation. Vocational concept is mainly the value orientation presented by teachers for the education and teaching of vocational colleges, which is mainly reflected in the humanistic thought, educational concept, career planning and other aspects [2]. Professional characteristics are mainly the comprehensive abilities of logical thinking and teaching innovation that teachers should have in the actual teaching process. Professional quality, mainly including professional knowledge level and practical ability, is the core quality that vocational college teachers must have. The attribute of "dual teacher" determines that teachers need to possess professional knowledge, dynamic development of the industry and professional development knowledge. Meanwhile, the attribute of integrating theory and practice in talent training in vocational colleges determines that teachers need to have strong practical teaching ability and relevant qualification certificates.

Educational literacy is an important ability of professional teachers in vocational colleges, which mainly includes educational knowledge and ability, classroom teaching and teaching construction ability, which requires teachers to master scientific and effective teaching measures, have advanced teaching concepts, and master students' psychological characteristics and development laws, so as to provide high-quality teaching services for personnel training. In addition, teachers need to have the ability of teaching design, organization, implementation and evaluation to better meet the needs of modern talent training.

Service literacy is the key content of professional development of vocational college teachers, mainly including research innovation and social service literacy, the two have a close relationship. Research innovation literacy is mainly reflected in the aspects of technological innovation, project research and development and results refining, etc. Therefore, teachers are required to actively learn new knowledge and technical skills in their professional fields, constantly improve and perfect themselves, and at the same time be able to display results and communicate results.

#### **4. New requirements for the improvement of core quality of "double-qualified" teachers in vocational colleges in the new era**

With the rapid development of new industries and technologies in our country, teachers in vocational colleges need to have the characteristics of teaching, practice and research, which puts forward new requirements for teachers' professional development. Vocational colleges have gradually entered a period of high-quality and standardized development, and the state attaches more and more importance to it. It puts forward the requirements for the construction of "double-qualified" teachers, encourages vocational colleges to actively explore new paths for construction and development, and actively creates a team of high-quality and high-ability "double-qualified" teachers to provide a strong guarantee for the transformation and development of vocational colleges [3]. Teachers are the key resources and important construction whole for the long-term development and personnel training of vocational colleges, and their core quality has a decisive impact on the construction and development of vocational colleges. "Double-skilled" is the essential characteristic of teachers in vocational colleges, and "four qualities" is the key quality of teachers. At the same time, teachers need to have good teaching and educating ability, have a high level in classroom teaching and practical training teaching, and combine their technical skills to better serve

enterprises, which is conducive to enterprises to achieve key technical research, so as to promote sustainable social development.

## **5. There are problems in the core quality of "double-qualified" teachers in vocational colleges**

### **5.1 Lack of innovation in educational concept and weak core literacy**

In the actual teaching process of vocational college teachers, combined with professional requirements and their own actual situation, the gradually formed education and teaching concepts and methods belong to the important elements of teachers' core quality structure. For "double-teacher" teachers, the education concept mainly includes correct teacher, ability, students and learning concept. Combined with relevant information and data survey, it is found that "double-teacher" teachers generally have a good teacher and student concept, but there are certain deficiencies in ability and learning concept. For example, some "double-qualified" teachers lack the awareness of lifelong learning, and the supportive quality of professional development is not in place. Only a few "double-qualified" teachers always pay attention to the development trends of their profession and industry, and constantly improve their professional quality through various ways, while most "double-qualified" teachers do not take the initiative to learn and research new knowledge and skills. The understanding and grasp of education are not comprehensive, and the innovation of educational ideas is lacking. At the same time, some "double-qualified" teachers lack strong innovation ability, which is difficult to meet the needs of the modern development of vocational education in the new era. They lack innovation awareness and ability in actual teaching, have not made great breakthroughs in teaching and research projects, and have many problems in the teaching and practical application of innovation and entrepreneurship.

The core quality of "double-qualified" teachers in some vocational colleges is not a concept, and different majors have their own unique characteristics, and the core quality of "double-qualified" teachers determines the future career value and significance of students to a large extent. According to relevant investigation and analysis, the humanistic quality of "double-qualified" teachers in vocational colleges is low, mainly due to the simple knowledge structure of teachers, incomplete grasp of humanistic knowledge, insufficient humanistic care in the teaching process, and no high attention to the physical quality and psychological development of students, which reflects the weak core quality of teachers and needs to be further improved.

### **5.2 Lack of core literacy awareness and insufficient construction of "double-qualified" teachers**

In the context of the development of the information age, "Internet Plus" mainly focuses on advanced technologies such as big data, cloud computing, the Internet of Things, and artificial intelligence, which has a great impact on People's Daily production and life concepts and habits, while promoting the innovative development of education and bringing new challenges to teachers. Vocational college teachers can reasonably apply information technology, take the initiative to realize self-change, improve their own learning ability, update their teaching concepts, and flexibly apply information technology in actual education and teaching activities [4]. However, some "double-qualified" teachers in vocational colleges lack the construction of their team and pay insufficient attention to their core literacy. As a result, "double-qualified" teachers do not have a comprehensive understanding of professional and technical literacy, do not actively learn

information technology, and are difficult to master new teaching modes such as multimedia. Their literacy in media and data analysis and processing needs to be further strengthened and improved.

### **5.3 The basic professional quality is low and the knowledge ability needs to be improved**

The basic professional quality of most "double-qualified" teachers in vocational colleges is relatively low, especially in professional knowledge and ability. ① The structure of professional knowledge is unreasonable. Relevant scholars analyze the basic professional quality of "double-qualified" teachers, and believe that teachers need to have certain knowledge of pedagogy and psychology, and be proficient in the relevant knowledge and skills of their professional teaching field. Teachers not only need to impart relevant professional knowledge and skills to students, but also need to have good logical thinking and innovative exploration ability to further promote students' active learning, which requires teachers to master rich professional knowledge and ensure the rationality of professional knowledge structure, so as to obtain ideal teaching effect. However, according to the analysis of the basic professional quality of "double-qualified" teachers in vocational colleges, in addition to the knowledge of teaching disciplines, some teachers lack the knowledge of other arts, psychology, philosophy, humanities and history, etc., the knowledge of basic education is very scarce, and even the knowledge and skills of the teaching of this major are not fully mastered. It is difficult to effectively adjust and optimize the teaching system, teaching standards and content of professional courses and achieve the expected teaching goals without timely attention to the development trends of the industry and the demand for talents. ② Lack of professional ability. In the course of education and teaching in vocational colleges, affected by the professionalism and uniqueness of education, teachers are required to have various types of professional skills, such as the comprehensive ability of professional technology practice, innovation and creation, research and service. Teachers' professional competence has a direct relationship with the teaching level of vocational colleges and the training effect of talents, and is a very key ability in the professional development of "double-qualified" teachers. However, some "double-qualified" teachers in vocational colleges lack professional ability and perform poorly in professional practice, research and service ability. For example, "double-qualified" teachers lack scientific research ability and do not actively participate in teaching and research activities related to professional construction, textbook compilation, project research and development; In terms of professional practice, most of the "double-qualified" teachers lack practical experience, short practice time in enterprises, and lack of experience, which has a great impact on the training effect of vocational education talents.

## **6. Countermeasures and suggestions for improving the core quality of "double-qualified" teachers in vocational colleges**

### **6.1 Innovative education concept, self-learning reflection**

"Double-qualified" teachers should actively innovate their educational concepts, change their professional values, appropriately adjust their working mentality, work diligently in the professional positions of education and teaching, gain the respect and high recognition of the public, gain the great attention of the state, improve their salary and welfare benefits, better meet the material and spiritual needs of teachers, and fully demonstrate the social value of teachers. At the same time, in education and teaching, teachers use their own technical skills to serve the society, contribute their own strength and value to the development of the country, provide a strong guarantee for talent



training, form correct professional values, find the meaning and value of their own existence, enhance the sense of honor and pride, and love education more. In the process of improving the core quality of "double-qualified" teachers, teachers are required to have a high spiritual pursuit, constantly expand their knowledge horizons, hold a serious and responsible attitude toward education, sincerely treat teaching, professional practice, scientific research and other work, give full play to their own talents, show the charm of teachers' personality, and promote students' initiative in learning professional knowledge and skills. Inspire students' love and desire for professional knowledge, form good teacher ethics, and consciously develop core qualities. In addition, "double-teacher" teachers need to adjust their own working mentality, actively learn mental health and other related knowledge, maintain a positive and healthy mental state, rationally look at the difficulties encountered in the education career, timely adjust their mental state, more calmly face the glory and loss, enhance the self-confidence of education and teaching profession, firm ideals and beliefs, and better growth and development.

"Double-qualified" teachers should establish the concept of lifelong learning, actively learn new knowledge and skills through various ways in daily education and teaching, expand their knowledge horizons, master basic education knowledge such as pedagogy and psychology, learn more about humanistic history, political economy and other aspects of knowledge, constantly accumulate and update knowledge, and have a richer amount of knowledge [5]. The growth and development of "double-qualified" teachers need long-term persistence and accumulation, which is a gradual process. Teachers learn independently in educational practice, constantly reflect and summarize, have rich educational and teaching experience, analyze and master the characteristics of students' times, and improve their own professional theory and practical skills teaching level. Teachers learn more basic knowledge, expand knowledge fields, create a diversified knowledge system, practice in professional related enterprises, enrich practical experience, improve practical ability, master the dynamic development of confidence in relevant industries, advanced technology, talent needs, etc., so as to adjust the education concept, teaching form and teaching content in education and teaching.

## **6.2 Strengthen the awareness of core literacy and increase the construction of "double-qualified" teachers**

Vocational colleges should correctly recognize the importance of improving the core quality of "double-qualified" teachers, pay enough attention to it, increase the construction of "double-qualified" teachers, and create a good environment for the improvement and development of "double-qualified" teachers' core elements.

First of all, to create a good development environment for "double-qualified" teachers and provide conditions for practical scientific research, vocational colleges need to increase capital investment, improve teaching infrastructure and equipment, optimize school conditions, provide advanced equipment, equipment and teaching AIDS for "double-qualified" teachers' education, teaching, professional practice and scientific research, and comprehensive vocational education and training resources. At the same time, vocational colleges can invite experts from relevant industries to set up famous teacher studios, clarify the goals of modern vocational education, create "smart campus" and "smart classroom" with the help of modern advanced Internet information technology, build digital and information-based teaching resource libraries, promote teachers to actively learn advanced technology teaching measures, and improve teachers' professional quality [6]. In addition, in order

to promote the continuous improvement of teaching quality, teachers should constantly reflect on the teaching work, identify the shortcomings in the teaching process, and then optimize and improve the teaching content in a targeted way. Therefore, vocational colleges should regularly organize "double-qualified" teachers to carry out exchange activities, share teaching experience and teaching methods, and truly learn from each other and develop together, and this activity can also promote the emotional exchange of teachers, thus creating a good learning atmosphere in the teaching and research department.

Then, the perfect training system is an important basis for promoting the development of "double-qualified" teachers and improving the teaching quality, and the development of vocational colleges should pay more attention to this work. In the process of constructing the "double-qualified" teacher training system, vocational colleges should optimize and perfect the training system based on the actual training needs of "double-qualified" teachers and the ability growth needs of students, ensure the diversity of training modes within the system, and promote the further development of "double-qualified" teachers' teaching ability and professional quality. In the course of actual training work, teaching and research activities, business learning activities and academic learning activities should be organically combined, so that "double-qualified" teachers can comprehensively improve the core quality of "double-qualified" teachers with the support of multiple training forms. Vocational colleges should help "double-qualified" teachers change their teaching concepts, integrate various teaching methods, and effectively establish the consciousness of lifelong learning, so that "double-qualified" teachers' professional competence can be continuously developed. In addition, in order to ensure that "double-qualified" teachers can make full use of their spare time, vocational colleges can provide online training resources for teachers to fully meet the actual needs of "double-qualified" teachers to improve their core qualities, and thus provide sufficient guarantee for the high-quality and efficient development of vocational education and teaching.

Finally, improve the introduction of "double-qualified" teachers. Some vocational colleges often have some problems in the introduction of "double teacher type", such as insufficient introduction, single way and obsolete form, which have a certain impact on the overall level of "double teacher type" teachers' core quality. Therefore, vocational colleges need to innovate the introduction methods and methods of "double-qualified" teachers, increase the introduction of talents, constantly expand the size of the "double-qualified" team, inject new vitality into the teaching team, and promote the sustainable development of the core quality of "double-qualified" teachers. Vocational colleges should combine their own conditions and development goals, analyze the dynamic changes of relevant professional industries, changes in talent demand, requirements for professional construction and other aspects, formulate a reasonable and perfect plan for the construction of "double-qualified" teachers, standardize the design of employment plans, and increase the introduction of "double-qualified" teachers purposefully, consciously and categorically [7]. In addition, vocational colleges should actively innovate the "double teacher" recruitment thinking, organically integrate various types of talent introduction methods, in the process of formulating talent recruitment plans, appropriately tilt the technical and technical outstanding talents with rich experience in relevant industries, so as to absorb more high-skill and high-level high-end talents, and improve the construction level of "double teacher" teachers.

### **6.3 Establish a sound system and improve teachers' knowledge and ability**

First of all, take development as the orientation, improve the learning and education mechanism. Theoretical learning and training education is the key system to promote the core quality of "double-qualified" teachers. Guided by the improvement and development of the core quality of "double-qualified" teachers, vocational colleges analyze the development law of "double-qualified" teachers, constantly improve and perfect the learning and education mechanism, comprehensively integrate the improvement of core quality into the professional career of "double-qualified" teachers, promote the organic combination of the two, and improve the training system and archives of "double-qualified" teachers. Promote the normalization of the core quality improvement of "double-qualified" teachers. In addition, with the continuous progress and development of the society, the improvement of the core quality of "double-qualified" teachers has been highly valued by vocational colleges and the country, so it is necessary to base on the long-term, enrich the learning content and requirements from the perspective of development, focus on following the requirements of core quality improvement, combine the development requirements of "double-qualified" teachers and the actual situation of work, and innovate diversified teaching modes. Such as centralized learning, case sharing and communication, film and television materials learning, etc., to enhance the "double-qualified" teachers' comprehensive cognition of core literacy.

Then, adhere to the people-oriented principle, improve the evaluation and incentive mechanism. Vocational colleges conduct comprehensive assessment and evaluation of the core quality of "double-qualified" teachers, effectively test the effectiveness of improvement, identify the shortcomings, and continue to improve and optimize. Vocational colleges constantly innovate and improve the evaluation methods of "double-qualified" teachers' core literacy, comprehensively consider the characteristics and development of "double-qualified" teachers, formulate scientific and reasonable evaluation standards, ensure the scientific rationality of evaluation, enhance the core literacy awareness of "double-qualified" teachers, and improve the knowledge and ability level of "double-qualified" teachers [8]. In addition, vocational colleges give play to the advantages of the "double teacher" group, create a suitable incentive and constraint mechanism, mobilize the subjective initiative of "double teacher" teachers, and promote "double teacher" teachers to actively and efficiently practice various requirements.

Finally, we will improve the supervision and guarantee mechanism. Vocational colleges have developed a perfect supervision and guarantee mechanism for the improvement of core quality of "double-qualified" teachers, which plays a good guiding role for "double-qualified" teachers, and promotes strict self-discipline, active learning, and improvement of knowledge ability.

### **7. Conclusion**

To improve the core quality of "double-qualified" teachers in vocational colleges, teachers need to continuously learn relevant professional quality theories and improve their own core quality in teaching practice. Meanwhile, vocational colleges should combine the professional characteristics of "double-qualified" teachers and the actual situation of colleges and universities to formulate diversified measures to effectively promote the formation and development of "double-qualified" teachers' core quality.

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