

# Integration of Industry and Education in Local Application-Oriented Universities and Construction of "Double - Qualified" Teachers

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**Abstract:** *To optimize and adjust the structure of higher education can meet the needs of China's further economic development. Double-qualified teacher team is formed through practice in the new era, which can effectively improve the quality of education and provide support for local application-oriented undergraduate industry-education integration. This paper briefly introduces the connotation of double-qualified teachers, analyzes the integration of industry and education and the construction measures of double-qualified teachers in local application-oriented undergraduate colleges, hoping to provide support for the development of local application-oriented undergraduate colleges.*

**Keywords:** Undergraduate institutions; Integration of industry and education; Double.

## 1. INTRODUCTION

A dual teacher team mainly refers to teachers who not only need to have professional certificates and teacher qualifications, but also need to combine the knowledge, skills, and attitudes that teachers can use. The integration of industry and education is an effective way to build a dual teacher team, which can provide favorable conditions for the smooth implementation of education reform, the construction of a sound education system, and the cultivation of comprehensive talents, and promote the development of local applied undergraduate colleges.

## 2. THE CONNOTATION OF A DUAL TEACHER TEAM

The connotation of a dual teacher team can be summarized into two levels:

- (1) Analyze from an individual perspective.
- (2) Analyze from a holistic perspective [1].

Building a highly professional, proficient in applying skills, and structurally sound individual dual teacher team is a suitable model for application-oriented undergraduate colleges in building a dual teacher team. Because local applied undergraduate programs are based on new undergraduate institutions, they place greater emphasis on academic research. However, there are relatively few teachers who possess both practical skills and theoretical knowledge. From the perspective of applied undergraduate colleges, a dual teacher team not only needs to have strong professional skills, but also needs to have overall strength in order to adjust its own structure.

## 3. PROBLEMS IN THE CONSTRUCTION OF A DUAL TEACHER TEAM

Although some universities in China pay more attention to the construction of a dual teacher team, there are still many shortcomings in the construction of a dual teacher team due to certain factors, which can be manifested in the following aspects:

- (1) The established admission mechanism is not scientific.

From the current situation analysis, it is found that most undergraduate colleges have not established a sound mechanism for the admission of dual qualified teachers. Most teachers are graduates of universities and lack work experience. In the process of carrying out their work, they will be affected by work tasks and subsequent educational arrangements, and cannot participate in practical activities, which is not conducive to the smooth development of subsequent teaching. The relevant departments in our country pay more attention to this issue and

have introduced relevant policies. However, in reality, there are still many problems in the construction of dual teacher teams that need to be improved by relevant personnel.

(2) The evaluation criteria formulated are relatively rough

Some scholars have learned from foreign training and management experiences when building a dual teacher team, which has attracted attention from relevant departments in China. However, there is still no detailed evaluation standard for dual teacher teachers in China, and relevant personnel need to further refine it.

(3) The management system used is relatively outdated [3]

When constructing a dual teacher team in universities, it is difficult to clarify some standards, which can be manifested as the following:

Firstly, due to the lack of standardized management for vocational skill certificates in China, the scope of certificate recognition is not clear.

Secondly, although teachers have accumulated certain experience in enterprises or industries, there is a lack of comprehensive standards for conducting evaluations and assessments, which makes it difficult to control their discretion.

Thirdly, some teachers believe that the title of dual teacher only has a certificate and does not have a driving effect on their own practical development, lacking development space, and the incentive system constructed is relatively one-sided.

Fourthly, the training and management system needs to be further optimized, and the constructed dual teacher type teachers are still too formal to provide guarantees for the smooth implementation of related work.

(4) Lack of sufficient funding as support.

Although some universities have issued relevant documents to promote the development of dual qualified teachers, the subsequent policies and systems are not sound, and there is insufficient funding as a guarantee, which leads to a shortage of available funds for the development of dual qualified teachers and seriously restricts the development of the dual qualified teacher team.

#### **4. CHARACTERISTICS OF DUAL QUALIFIED TEACHERS IN THE INTEGRATION OF INDUSTRY AND EDUCATION IN LOCAL APPLICATION-ORIENTED UNDERGRADUATE COLLEGES**

##### **4.1 Personnel complement each other.**

In the traditional mode, most undergraduate colleges take individuals as the starting point, analyze the problems in the process of teacher team building, and focus on individual teachers. Firstly, the important task of teachers is to cultivate students, and they cannot engage in long-term practice in enterprises. Even after a long period of learning, there is still a certain gap between them and technical talents in enterprises. Secondly, industry experts lack sufficient time to carry out teaching research and development in the process of development, and there is a gap between their analysis and interpretation of teaching laws and the quality of classroom teaching they carry out and that of school teachers. In this situation, building a dual teacher team can effectively improve the problems that arise between the two.

##### **4.2 Its value is consistent.**

A dual teacher team has a relatively consistent goal, loves the education industry, and is willing to contribute their own strength in the education industry. Practical activities can have an impact on each other, thereby enhancing the overall strength of both parties. Dual qualified teachers require personnel from different work backgrounds to establish connections and efficiently carry out their work under the guidance of the same goal. Firstly, providing sufficient talent for social development should be regarded as an important goal. Secondly, we need to provide

support for product innovation and transformation and upgrading of enterprises, in order to promote further socio-economic development.

#### **4.3 Achieving the goal of resource sharing**

The personnel composition of the dual teacher team is relatively complex, including technical personnel from enterprises, industry experts, and teachers from schools. This has caused a certain impact on the traditional organizational framework and no longer has identity limitations. It can be transmitted through measures such as openness and sharing to provide conditions for the emergence and development of new knowledge. From the perspective of enterprise staff, they can use their dual teacher identity to communicate with university teachers and share more emerging technologies and operational methods. Moreover, the mentorship system can enhance students' practical operational abilities. From the perspective of school teachers, targeted use of teaching methods can enhance students' theoretical knowledge reserves, improve members' tacit understanding, and better organize students to participate in learning. From the perspective of researchers, analyzing the methods used and the final results can enhance the research capabilities of enterprises and promote product upgrades. Therefore, it can be found that a dual teacher team can achieve the goal of resource sharing and progress together.

#### **4.4 Diverse Tasks**

In the process of exploring and building a dual teacher team, it is generally recommended to invite enterprise personnel to conduct training to provide support for the implementation of practical teaching. The emergence and development of dual teacher teams have enriched the original job content and diversified the values displayed.

- (1) By collaborating efficiently to complete teaching tasks, students' theoretical and practical abilities can be enhanced.
- (2) It can provide support for the transformation of scientific research achievements, enabling them to create practical value.
- (3) Being able to present the real situation of the industry in teaching, ensuring that the teaching carried out can meet the talent needs of enterprises in the new era.
- (4) We can increase our efforts in technology research and development to help enterprises optimize and adjust their production methods.
- (5) Provide suitable venues for teacher and staff training, ensuring that schools and staff training have sufficient talent as a guarantee.

#### **4.5 Can develop together**

The identities of members in a dual teacher team are relatively complex, and building a dual teacher team can not only enhance theoretical knowledge, but also strengthen professional abilities. In the process of demonstrating their technical abilities, industry experts can also demonstrate their teaching level and provide support for the development of their work. During this process, students can also enhance their professional abilities. Therefore, the dual teacher team, as a new organizational form, can meet the future development needs of enterprises and schools.

### **5. MEASURES FOR THE INTEGRATION OF INDUSTRY AND EDUCATION AND THE CONSTRUCTION OF DOUBLE QUALIFIED TEACHER TEAMS IN LOCAL APPLIED UNDERGRADUATE COLLEGES**

#### **5.1 Promote the in-depth integration of industry and education**

5.1.1 The government should give full attention to the integration of industry and education, and formulate appropriate measures to promote its development

The interests between enterprises and universities are not aligned, and they are relatively passive in cooperation. They do not pay attention to the cooperation between both parties, and there are few cooperation mechanisms. In this situation, only the government can play its own role, guide it, and introduce relevant policies, so as to fully reflect the advantages of the dual teacher team and strengthen the connection between universities and enterprises.

#### 5.1.2 Industry associations should demonstrate their role

Industry associations generally reflect the development direction of enterprises and play an important role in supplementing market and government work. When carrying out the integration of industry and education, industry associations can build a platform for school enterprise cooperation, coordinate the interests of universities and enterprises, and fully demonstrate their advantages in talent exchange and base construction.

#### 5.1.3 We should also pay attention to the market and reflect its role in it

Applied undergraduate programs focus on cultivating talents who can carry out management, production, and service work in an orderly manner, providing high-quality services for the development of society. With the transformation and upgrading of the industry, there have been some changes in the requirements for positions, and there is a need for applied talents as a guarantee. In this situation, universities and enterprises share the same goal of building a community of shared interests between schools and enterprises, taking the market as the leading factor, and innovating the model of industry education integration, which is a more effective measure to build a dual teacher teacher team.

### **5.2 To improve the training system**

#### 5.2.1 From the perspective of course teaching platforms, it is necessary to attach importance to the introduction of applied professional talents

This type of talent not only possesses practical and theoretical teaching abilities, but also has the ability to research and develop emerging technologies. In this situation, teachers should be incentivized to actively participate in the development of applied curriculum systems, thereby integrating industry and education and enhancing their practical operational abilities.

#### 5.2.2 Need to build a training base

When building a training base, enterprises should be responsible for funding, projects, and equipment, schools should be responsible for the venue, and provide training opportunities for teachers to support their learning. In this process, students can also be organized to participate in the actual operation of the enterprise factory, guided by teachers to ensure that teachers can benefit from their guidance, provide support for the development of students and teachers, and ensure that equipment, funds, personnel investment, etc. can fully play their role.

#### 5.2.3 Enterprises need to build practical platforms

When carrying out the integration of industry and education, it is necessary to establish a teacher training base within the enterprise and organize targeted teachers for reference to ensure that teachers can understand the development of the enterprise, thereby enhancing their practical operational abilities and providing a suitable environment for the construction of a dual teacher teacher team. This is also an effective way to enhance the overall strength of teachers and promote the development of dual qualified teachers.

#### 5.2.4 A specialized platform should be established for technology research and development

In the context of the integration of industry and education, enterprises and universities should start from the reality of the market, analyze the further development needs of the industry, apply for scientific research projects, enable teachers to join the practice of enterprises, and obtain more accurate data in the process of practice, providing support for the development of technical research work. The implementation of scientific research projects is an important way to enhance teachers' research abilities.

### **5.3 Carry out the selection and recruitment of teachers effectively**

Firstly, there are certain differences between the requirements and talent development plans formulated by applied undergraduate colleges and vocational colleges when carrying out talent cultivation work, and there are also new standards for teachers' professional level, ability, education level, etc. In this situation, it is necessary to develop appropriate standards for evaluating the teacher team based on the reality of applied undergraduate colleges. In general, a dual teacher team is composed of part-time staff and teachers, with a larger number of full-time teachers. Relevant personnel can carry out teacher recruitment work through the evaluation criteria of dual qualified teachers, thereby enhancing the overall quality of the teacher team.

Secondly, from an individual perspective, there are certain standards for the quality and ability of dual qualified teachers. Currently, the number of dual qualified teacher teams is relatively small. In this situation, undergraduate institutions can analyze the types and quantities of teachers needed, in order to reasonably control the number and source channels of part-time teachers, select experienced and high-quality management talents to participate in the work, and optimize the structure of the teaching staff. In this process, work can be carried out from the following points:

- (1) It is necessary to clarify the selection and standards for part-time teachers to ensure that their abilities meet the standards in all aspects.
- (2) We need to dynamically monitor the teaching conducted by part-time teachers and provide targeted guidance to ensure that the quality of teaching conducted by part-time teachers meets the requirements.
- (3) To classify the management work for part-time teachers and ensure that they can maximize their advantages in the teaching process.
- (4) We should also optimize the channels for talent introduction, change the original measures of introducing college graduates for teaching, attract more high-quality talents from enterprises to participate in education, and pay attention to the training of part-time teachers, so as to ensure their overall strength can be improved and achieve better development.

#### **5.4 To improve the incentive system**

In order to fully demonstrate the value of integrating production and education, and to encourage teachers to actively participate in the integration of production and education, efforts will be made to build a dual teacher teacher team. Universities need to formulate relevant policies, improve systems, and have the government guide the integration of industry and education to ensure its implementation. For example, teachers are required to have practical experience and research achievements when applying for professional titles, in order to participate in the selection process. For dual teacher teachers, provide material and spiritual support to ensure their satisfaction and willingness to carry out their work. In addition, subsidies should be provided for dual teacher teachers, which can help more teachers deepen their understanding of dual teacher teachers and actively participate in the integration of industry and education.

## **6. CONCLUSION**

Based on the analysis above, with the deepening of education reform, application-oriented undergraduate colleges need to actively transform and build a dual teacher team with scientific structure and strong overall strength. They should integrate industry and education, efficiently carry out talent cultivation work, and ensure that the talents they cultivate can meet the needs of further economic development. In this situation, universities should also strengthen cooperation with enterprises, explore within enterprises, focus on product research and development, and provide favorable conditions and support for the further development of local applied undergraduate programs.

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