

The Construction for Double Qualification Teacher Team Based on Cooperation Education Between Schools and Enterprises

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Abstract: The training of double qualification teacher is the primary training target of computer science in private colleges. This paper starts from the training of double qualification teacher, and constructs the training mode of double qualification teacher based on cooperation between schools and enterprises, which developed double qualification teacher that not only with a solid theoretical knowledge but also practical skills.

Keywords: Cooperation between schools and enterprises, Practical skills, Double qualification teacher.

1. The Importance of The Construction of Double-qualified Teachers

The so-called double-qualified teachers are those who integrate theory and practical skills. Such teachers not only have professional and technical positions as teachers, but also have technical titles related to practical operation skills. Not only have advanced professional theoretical knowledge, but also have solid practical skills, can guide practical skills through theoretical knowledge, but also can summarize theoretical knowledge from practical skills. At present, the training goal of most private colleges and universities is to cultivate application-oriented talents. How to solve the construction of double-qualified teachers is imminent. Application-oriented talents training should be based on ability training and employment-oriented. Finally, to achieve the goal of talent training, to ensure that the cultivated students can meet the social needs after graduation and can seamlessly integrate with enterprises, we must strengthen the construction of double-qualified classroom.

2. Analysis on the Current Situation of The Construction of Double-Qualified Teachers in Private Colleges and Universities

At the present stage, the number of double-qualified teachers in private colleges and universities is seriously insufficient. According to the survey, double-qualified teachers only account for about 25% of the total number of teachers, and very few understand that the proportion of double-qualified teachers in colleges and universities has reached more than 30%. The main reasons for the shortage of double-qualified teachers are as follows: Teachers in private colleges and universities generally have heavy teaching workload and numerous daily affairs. Most of them are tired to deal with daily teaching and can only rely on quantity and quality in their work. Teachers have little time to participate in the learning and training of professional skills except in class, which causes great difficulties for the construction of double-qualified teachers. At present, among the double-qualified teachers in private colleges and universities, 78%

are directly taught after graduation from ordinary colleges and universities, 14% are trained from sister colleges, 3% are trained from their own schools, and 15% are trained from joint enterprises. Most teachers in private colleges and universities directly teach in schools after graduation from ordinary colleges and universities, instead of learning and training in enterprises. These teachers lack certain practical work experience and poor professional skills, which is extremely unfavorable to the cultivation of students' practical operation ability and graduation and inauguration ability. It is precisely because of the lack of teachers who pay equal attention to theoretical knowledge and practical experience that it is very difficult to build a double-qualified teacher team and fail to achieve the goal of cultivating students as first-line skilled and technical talents.

3. School-enterprise Cooperation and Its Ideas

School-enterprise cooperation is a new mode of cooperation between schools and enterprises in teaching, management and employment. My common school-enterprise cooperation modes are: combination of work and study, industry-learning cooperation, production-teaching cooperation, production-learning-research cooperation, etc. It is mainly reflected in the cooperation between universities and enterprises in personnel training, aiming at cultivating students' comprehensive practical ability and employability, and making full use of the favorable resources and environment of both schools and enterprises to achieve the purpose of win-win-win for schools, enterprises and students. School-enterprise cooperation mode means that the project engineers of the enterprise directly participate in the teaching, professional construction and curriculum construction of the school, participate in the preparation of training programs, jointly develop assessment programs, and jointly undertake teaching tasks. Meanwhile, the teachers directly participate in the project development practice of the enterprise, and timely understand the most cutting-edge development technology and the enterprise's demand for new technology. The production practice of the enterprise and the teaching of the school closely together. It involves:

1. Build a service-oriented school-enterprise cooperation

platform to enhance technical service capabilities. With the school-enterprise cooperation base as the basic form, a service-oriented school-enterprise cooperation platform has been established. The engineering training center, student management group, teacher training group, project development group and other functional departments have been set up in the university. The management of the engineering training Center is held part-time by the relevant leaders of the school and the enterprise.

2. Put forward the teaching mode of "integration of teaching and doing". The content of the course is modularized. Teachers abandon the traditional teaching methods based on textbooks, take the project as the orientation, move the classroom to the laboratory, and integrate the knowledge points in the textbooks into the project explanation. Teachers give lectures and guidance while students study and practice.

3. Build a comprehensive dynamic talent evaluation system. Establish an evaluation system based on skill examination and supplemented by ability test. Schools and enterprises should reasonably increase skills testing and carry out assessment throughout the whole teaching process. The assessment is organized according to the phased results of the project, and fixed times are specified in each semester. Each assessment accounts for a certain proportion of the total score, and each stage assessment is conducted. It is helpful to establish and perfect the evaluation system.

4. The Significance of The Construction of Double-qualified Teachers Based on School-enterprise Cooperation

With the rapid development of economic and society, there is a strong demand for application-oriented personnel with practical skills in our country. Not only vocational colleges pay attention to the cultivation of students' practical ability and application ability, but also most of the three private colleges in Hubei Province also pay attention to the cultivation of students' practical application ability. In order to achieve the goal of application talent training, the improvement of the basic quality of the teachers is the first condition to complete the goal, but also the guarantee of the quality of talent training. Therefore, most of the three colleges and universities vigorously strengthen and train the construction of double-qualified teachers, to achieve the training goal of teacher team construction, in order to promote the development of discipline construction and specialty construction. The construction of "double qualified" teachers is an inevitable trend of the development of colleges and universities. The construction of "double teachers" team under the cooperation between schools and enterprises is an inevitable way for schools and enterprises to train teachers together. The innovation and development of enterprises and universities complement each other. Therefore, it is of great significance to construct a "double professional" teacher team based on school-enterprise cooperation.

5. The Construction Strategy of Double Qualified Teachers Under School-enterprise Cooperation

1. Develop teacher training plans that match the professional construction. It is the primary task of teacher training to formulate the goal of "double qualified" teachers

conforming to their own characteristics. The different nature of the school and the different direction of the major directly determine the difference between the two kinds of teachers. Colleges and universities should know what kind of double-qualified teachers they need. Only in this way can they formulate a double-qualified team construction plan according to their own characteristics, guide the professional development direction of young teachers with school-enterprise planning, and effectively ensure that the training results of young teachers are put into practice. After a certain period of time, young teachers will be transformed into backbone teachers, academic leaders, and chief professors through the training of double-qualified teachers, so as to realize their career ideals.

2. Promote the vocational qualification examination of college teachers and promote the cultivation of practical skills. In recent years, many private colleges and universities are involved in the transformation and development, focusing on the cultivation of applied talents. They are in urgent need of dual-ability teachers who can not only teach theoretically in the classroom, but also be able to develop practical projects in enterprises. However, colleges and universities cannot train the "dual-ability" talents needed by the schools only by themselves. Reforming the professional qualification examination system of teachers is one of the dual training modes. First of all, the school establishes reasonable evaluation standards and systems for double-qualified teachers, and then the school establishes the number of teachers to be trained according to the evaluation standards, and actively organizes teachers to participate in various professional title qualifications and professional qualification training according to relevant requirements. Alternatively, teachers can obtain the same or similar professional skills and qualifications through self-study after class, so as to improve the engineering practice and application ability of college teachers.

3. Formulate a reasonable double-qualified teacher training system. In most private colleges and universities, the training of "dual-professional" computer teachers is only for teachers to take temporary job training in enterprises cooperating with the corresponding schools for half a year according to the requirements of the school, or the school invites professional and technical personnel from enterprises to take part of the post work or part of the professional course teaching in the school. Therefore, the establishment of a two-teacher co-education system can be realized from the following aspects. On the one hand, teachers of the college go to enterprises for off-job practical learning. Through the zero-distance contact between teachers and enterprise elites, they can help enterprises solve technical problems in the production process and improve their technical practical ability. In addition, college teachers can integrate the most cutting-edge scientific research results learned from enterprises and integrate them into textbooks and course content, so that classroom teaching content is closely connected with reality. On the other hand, the school employs excellent enterprise engineers to teach students project development, management and practical application knowledge in line with employment, which cultivates students' comprehensive application ability and strengthens the construction of the school's teaching staff.

4. Establish double-qualified teachers with double-tutor system through school-enterprise cooperation. Double tutor system is a new double teacher training method, which is paired one-to-one between schools and enterprises. A school

teacher and an enterprise tutor are combined into a double tutor combination. The tutors in the combination study together, communicate with each other and have one-to-one tutoring with each other. School teachers learn practical experience and technical ability of enterprise project development from enterprise mentors, learn from each other, and jointly improve theoretical knowledge and practical skills. At the same time, the two tutors jointly train students, jointly guide students' professional practice courses, jointly conduct course assessment, jointly guide students' graduation design, graduation thesis and graduation practice, which greatly improves the quality of applied talents. Therefore, it is another way to cultivate "double qualified" teachers to establish and perfect the double tutor system for young teachers.

6. Conclusion

This paper mainly starts with the training of double-qualified teachers in the school-enterprise cooperation, starts with the development of training plans, develops reasonable training plans, relies on the collaborative platform, creates a reasonable training system, and uses a variety of different training methods to build a double-qualified teacher team in line with the computer major of private colleges and universities.

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