

Problems and Solutions for Teacher Team Building in Guangxi Border Vocational College Gathering Area Under the Background of Integration of Industry and Education

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Under the trend of construction and development of education system that promotes the vocational education, in the new era, Chinese society puts forward higher requirements for the quality and efficiency of talent cultivation in higher vocational education. The industry-education integration model that integrates talent cultivation and industrial development has become an effective way to comprehensively promote higher vocational education on the modern development path of improving quality and efficiency. Under this background, to achieve the goal, it is necessary for vocational colleges to strengthen the construction of double qualified teachers team and optimize the introduction mechanism of enterprise tutors, so as to provide a solid educational foundation support for the education of vocational colleges. Based on the characteristics and advantages of the gathering area of Guangxi border vocational colleges, this paper conducts a multi-dimensional analysis, focuses on the existing practical problems, such as teacher introduction, teacher training, and teacher assessment, and puts forward targeted solution strategies from multiple perspectives, aiming to further strengthen and improve the level and quality of the teacher team in the gathering area of Guangxi border higher vocational colleges.

Keywords: integration of industry and education, Guangxi, higher vocational colleges, teaching staff

Introduction

In order to deeply implement the spirit of the 20th National Congress of the Communist Party of China, in 2023, the Ministry of Education and the People's Government of Guangxi Zhuang Autonomous Region issued "The Implementation Plan for Promoting the Integration of Industry and Education to Create an Open and Cooperative Innovation Highland of Vocational Education for ASEAN" (hereinafter referred to as the Plan).

The plan clearly points out that, to promote Guangxi's regional economic development and embark on the route of modernization and high-quality development, strengthening regional linkage and improving the quality and level of higher vocational colleges are an inevitable measure in the new era. To this end, Guangxi has carried out the project of improving the quality and efficiency of education in border areas, and concentrated superior resources to promote the development and construction in this area. To solid the construction of teachers team

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there, Guangxi has adopted a series of targeted measures to improve the border teacher allocation mechanism, improve the professional quality of teacher education and teaching, the professional development planning, assessment and incentive mechanism of teachers.

Research Method

Literature Research and Analysis

To grasp the situation and foundation of teachers team construction in the gathering area of Guangxi border vocational colleges, this paper adopts the literature research method. Wang Juyang (2022) pointed out that the current teacher training in Guangxi higher vocational colleges lacks systematic and continuous; the reserve of double qualified teachers is insufficient. Therefore, teacher training path there needs to be further improved; Xia Min (2020), taking a Guangxi vocational college as an example, pointed out that building a high-quality teacher team is the basis for promoting the development of higher vocational education. Although few scholars have focused their research on the construction of the teacher team in the gathering area of Guangxi border vocational colleges, many scholars have provided sufficient theoretical support for this thesis, and this paper will focus on the construction of the teacher team of Guangxi border vocational colleges under the perspective of industry-education integration, which can effectively fill the gap of relevant research.

Functional Analysis Method

Under the background of the continuous advancement of the “Belt and Road” strategy, comprehensively consolidating the foundation of Guangxi’s higher vocational education is an important measure to provide sufficient talent intelligent support for the development of Guangxi region. The integration of industry and education is an effective way to improve the professional ability of teacher in vocational colleges, accelerate the construction of double qualified teachers, and is also an important basic guarantee for further promoting the professional development of teachers. Based on this, this paper focuses on the practical path of teaching staff building in the gathering area of Guangxi border vocational colleges, mainly exploring the way of improving the key capabilities of teacher of vocational education under the mode of industry-education integration

Research Findings

This paper systematically analyzes the current situation and development constraints of the “double qualified” teaching team in Guangxi’s border higher vocational colleges, and finds that most of these vocational colleges have built corresponding teacher training mechanisms, but the advantages have not been fully explored. Specifically, the following outstanding problems that are still need to be solved.

Unclear Goal of Teacher Team Construction

The Guangxi border vocational college agglomeration area is jointly composed of different colleges, subject to the influence of differences in development background and teacher introduction standards, and has not yet formed a unified and clear collaborative construction goal in building double qualified teacher team. At the same time, although the industry-education integration model has been widely used in the field of higher vocational education, due to the lack of in-depth cooperation awareness in the process of school-enterprise cooperation in most vocational colleges, some teachers are prone to fall into the anxiety of unclear self-positioning, and long-term development will easily trigger a crisis of teacher competence (Chen, 2023). Based on the actual situation, this phenomenon is mainly caused by the following factors.

First, most vocational colleges and universities emphasize highly educated talents when introducing teachers, and this model with academic priority has led to the absorption of some talents who are not strongly related to the professional development of higher vocational colleges. At the same time, enterprises are constantly raising the threshold of education when selecting talents, resulting in a lack of professionals with sufficient practical experience and innovative awareness.

Second, in the process of building the double qualified teacher team, some teachers' concept and cognition lagged behind; they failed to truly base on the development needs of industry-education integration, and updated the teaching content and optimized the teaching methods with enterprises in a timely manner, resulting in the lack of adaptability and effectiveness in the integration of industry and education.

Third, enterprise mentors fail to obtain sufficient training when entering classroom, and most enterprise mentors have cognitive biases that educating people is the main responsibility of the institution; as a result, enterprises mentors tend to lack initiative to educate people, and be unable to play the effectiveness of education. The bilateral factors between teachers and enterprise mentors are one of the important reasons for the poor construction of teachers in the gathering areas of higher vocational colleges in Guangxi border. Further deepening the implementation effect of the industry-education integration model is an important basic guarantee for strengthening the construction of teachers (Pan, Xie, & Li, 2022).

Imperfect Teacher Training System

At present, most colleges in the gathering area of Guangxi border vocational colleges pay more attention to the construction of teachers team of double qualified teachers and enterprise tutors, but based on the actual situation of the development of teachers, there is still a lack of a perfect teacher training system, and the speed of teachers' professional ability development still needs to be improved. The main reason is also due to the lack of top-level design of the construction of teachers, and there are mainly the following two factors that restrict the professional ability development of teachers (Wu, 2018).

First, the heavy teaching tasks in higher vocational colleges have led to uneven development of the ability of double qualified teachers. teachers lack sufficient time to improve their self-ability, and teachers' shortcomings have limited their further development. At present, teachers in colleges in the gathering area of Guangxi border need to teach multiple courses every semester, and under the pressure of teaching assessment, teachers have two different ideological tendencies: One is to attach more importance to on-campus teaching tasks than off-campus practical tasks, failing to truly improve their industrial practice capabilities; The other is to focus on off-campus practice, neglect to control the quality of teaching in school, resulting in a continuous decline in teachers' teaching professionalism.

Second, a reasonable and perfect double qualified teacher training plan has not yet been formed between vocational colleges and cooperative enterprises. On the one hand, school teachers cannot truly participate in the core production work of enterprises, and their industrial practice ability cannot be significant improved; on the other hand, enterprises have been sending corporate mentors to serve in vocational colleges for a relatively short period of time, and most corporate mentors still focus on their enterprise work. The depth of bilateral cooperation between vocational colleges and enterprises needs to be improved, and it is necessary to further shorten the gap between teacher training and the actual needs of teachers in colleges and enterprises, and effectively improve the professional ability of education and teaching of double qualified teachers (Dong, 2020).

Lack of Incentives for Teachers' Professional Development

Compared with ordinary teachers, higher requirements for the professional quality and ability of teacher are needed in the constructing of double qualified teachers team, while a targeted double qualified teacher assessment and incentive system have not yet formed, which cannot effectively stimulate the teachers to continuously improve their professional quality. On the whole, the lack of a real assessment and evaluation system for the double qualified teacher team in line with industry-education integration is the main reason for restricting the further improvement of talent cultivation in the gathering area of Guangxi border vocational colleges, and its main limiting factors are reflected in the following two aspects.

First, scientific research achievements are still the main reference indicators for the performance evaluation and title evaluation of teachers in current vocational colleges, which leads teachers to constantly reduce the time spent in enterprise practice in order to pursue their own career development. Teachers devote time to scientific research, which is bound to compress the time for teachers to organize and guide students to participate in industrial practical and innovative practical activities, which is also one of the important factors restricting the deepening of the integration of industry and education in this area. Second, most of the enterprise teachers can only receive the subsidy for the course fee when they enter the colleges, so most enterprise tutors still focus on their company's work, and lack the initiative to help colleges with their own industrial practice advantages. Therefore, to improve the quality and level of teachers, it is an inevitable choice to build a sound and scientific double qualified teacher evaluation and assessment mechanism to effectively stimulate the cooperation and education enthusiasm of college teachers and enterprise mentors.

Research Results

Aiming at the current practical problems in Guangxi border vocational colleges, such as unclear goals for teacher team construction, imperfect training system, and incentive system, this paper puts forward an effective strategy for empowering the construction of teachers here with the integration of industry and education, and the specific practice path is as follows.

Establish Standards: Clarify the Goals of Teacher Team Building

In order to further consolidate the foundation for the construction of the teacher team in the gathering area of Guangxi border vocational colleges, regional training resources will be first coordinated to establish a scientific construction goal of double qualified teacher team, and formulate clear teacher professional standards and access rules, jointly clarifying the goal of teacher team construction together with Guangxi border vocational colleges, forming a gathering advantage for the coordinated development of regional vocational education, which is of great significance for realizing multi-effect linkage and resource co-construction and sharing. It is necessary to do a good job in the following two aspects to ensure the construction of the double qualified teacher team and the joint construction of a benign interactive development pattern among regional industries.

First, the construction of hierarchical professional standards for double qualified teachers in combination with the actual development of regional industries provides a direction guide, and provides sufficient guarantee for promoting the improvement of teachers' educational professional ability in the context of integration of industry and education. Based on the actual industrial development, an attempt could be made to set up a double qualified teacher professional standard making committee for a number of border vocational colleges, and

formulate the optimization and construction goals of the double qualified teacher team with the adaptability of the coordinated development of colleges.

Second, professionals and technical backbones from various industries are selected to participate in the construction of the goal of educating and the goal of improving the professional quality of teachers, so as to build a solid foundation for the teaching team. At the same time, the compatibility and adaptability of the directions between talent cultivation and industrial development can be improved.

Take Multiple Measures: Improve the Mechanism for Teacher Training and Introduction

Based on the actual demand for professional and technical skills talents in Guangxi's industrial development, the vocational colleges in the gathering area of Guangxi border should further deepen the collaborative development and cooperation model, make great efforts in introducing and training, and decompose the goal of double qualified teacher team construction into every key link such as pre-service, entry, and in-service training. Effectively promote the implementation of integration of industry and education with the construction of high-quality teachers, and improve the quality and effect of talent cultivation in vocational colleges.

First, Guangxi border vocational colleges should conform to the development trend of Guangxi and actively meet the needs of talents for industrial development; efforts should be made timely in improving and cultivating the competence of education and teaching. Especially under the background of the "Belt and Road" construction, it is necessary to pay attention to cultivating and strengthening teacher training for emerging industries, advanced manufacturing, and modern service industries. Through various methods such as teacher top-post practice and the introduction of professionals to carry out training, improve the educational professionalism and ability of double qualified teachers.

Second, in order to further optimize the structure of the double qualified teacher team in Guangxi border vocational colleges, it is also necessary to actively introduce high-skilled talents from local enterprises, and continuously create a new pattern of school-enterprise cooperation, giving full play to the advantages of college teachers and the enterprise mentors at the same time

Innovative Evaluation: Optimize the Assessment Mode

In order to further strengthen the internal driving force of the professional development of double qualified teachers, it is also necessary to start from optimizing the assessment mode of the teacher and effectively play the role of evaluation and incentive, while promoting the professional development of teachers, improving the stability of the teaching team of higher vocational colleges.

First, establish an evaluation system of double qualified teacher oriented by talent cultivation, form a diversified teacher evaluation, innovate the introduction of student evaluation and enterprise evaluation mechanisms, and further strengthen the supervision and promotion role of multiple evaluation in the professional development of double qualified teachers.

Second, jointly build an incentive mechanism of double qualified teacher, carry out double qualified teacher evaluation activities in semesters and academic years, give economic and honorary commendations to teachers with development thinking and innovative teaching ability, and continuously attract more outstanding talents to join the double qualified teacher team of higher vocational colleges by setting examples, so as to inject new vitality into the teaching team of Guangxi border vocational colleges.

Conclusion

The construction of the teaching team has always been the focus of the reform and development of vocational education, and building a high-quality double qualified teacher team and optimizing the introduction mechanism of enterprise tutors are the basic projects and supporting strategies for realizing the construction of the teacher team in the gathering area of Guangxi vocational colleges. Based on the background of the integration of industry and education, considering there is still room for greater improvement and development to promote the construction of the teacher team, in the gathering area of Guangxi border vocational colleges, it is necessary to further build a collaborative model between colleges, start from the introduction, training, and evaluation of teacher talents, and effectively improve the quality and level of the double qualified teaching team.

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