

Research on the Cultivation of "Double-qualified" Art Teachers in Higher Vocational Colleges under the Background of the Integration of Industry and Education

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ABSTRACT

This study focuses on the cultivation of "double-qualified" art teachers in higher vocational colleges under the background of the integration of industry and education, and analyzes its significance for improving teaching quality, deepening college-enterprise cooperation and promoting professional innovation. This study proposes strategies from four aspects: policy and system protection, college-enterprise cooperative innovation, construction of multiple training systems, and help for teachers' self-improvement. Specially, the government and universities should cooperate to improve policies, guarantee funds and assessment. Universities and industries should jointly construct bases, share resources, and innovate models. It is necessary to integrate resources to carry out diverse training and customize personalized programs. Teachers should establish ideas, participate in practice and get support from universities. These strategies can provide comprehensive guidance for teacher training and promote the development of art vocational education.

KEYWORDS

integration of industry and education; higher vocational colleges; art; double-qualified teacher training

In the wave of vocational education innovation, the integration of industry and education has become a key driving force. The development of art majors in higher vocational colleges requires the establishment of "double-qualified" teachers. These teachers can close the gap between education and industry, improve teaching quality, expand the depth and breadth of college-enterprise cooperation, and activate the vitality of professional innovation. However, the current training work faces many difficulties. Therefore, the in-depth exploration of effective training strategies is of far-reaching significance to optimize the structure of teachers, improve the effectiveness of education, and cultivate artistic talents that meet the needs of the market, which is the core of this study.

1 The Significance of the Cultivation of "Double-qualified" Art Teachers in Higher Vocational Colleges under the Background of the Integration of Industry and Education

1.1 Improve Teaching Quality

As the key link between education and the industry, "double-qualified" teachers can skillfully integrate the latest techniques, popular trends, practical cases, etc. into the course teaching in the teaching process with their rich practical experience accumulated in the front-line of the industry and keen insight into cutting-edge knowledge^[1], so that the teaching content can break through the limitations of traditional theories, and be closely aligned with the actual work scenes and position requirements. It can help students effectively temper practical skills and cultivate innovative thinking and adaptability on the basis of reinforcing professional theories, so as to improve the teaching quality in an all-round way, and lay a solid foundation for students' career development.

1.2 Deepen College-Enterprise Cooperation

Strengthening the interaction and cooperation with enterprises in the process of teacher training can effectively break the barrier between college education and enterprise needs. On the one hand, schools and enterprises can carry out the in-depth collaboration in various fields such as curriculum development, teaching practice and technological innovation, and broaden the scope of cooperation. On the other hand, with the help of rich resources and real projects in enterprises, it can create a one-stop growth channel for students from internship and training to employment and entrepreneurship, so as to enhance the vocational competitiveness of students, and finally achieve a all-win pattern of improving the quality of college education, expanding the talent reserve of enterprises and smooth career development of students.

1.3 Innovate Professional Development

As the core force of professional construction, teachers can accurately see the changes in market demands through

actively contacting the industry's cutting-edge trends and advanced technologies^[2], which helps to integrate these fresh elements into professional construction, deeply optimize the curriculum system, and add new knowledge and skill modules with the times. At the same time, it helps to innovate teaching methods and means, and adopt project based teaching and situational teaching, etc., to stimulate students' creativity. In this way, it can promote the continuous innovation of art majors in the tide of the times, cultivate artistic talents that meet the market demand and have the creative spirit, and enhance professional competitiveness and adaptability.

2 Training Strategies of “Double-qualified” Art Teachers in Higher Vocational Colleges under the Background of the Integration of Industry and Education

2.1 Policy and System Protection

2.1.1 Guided by Government Policy

In the process of cultivating “double qualified” teachers in higher vocational colleges, the government should introduce corresponding supporting policies, which need to be detailed and accurate, in order to provide support for “double qualified” teacher training. In terms of identification criteria, teachers academic qualifications, professional skills, practical experience and teaching achievements transformation should be comprehensively measured to build a rigorous and scientific evaluation system. Rights and obligations should be clearly defined. Teachers enjoy the rights of enterprise practice subsidies and access to industry information, and undertake the obligations of participating in technology research and development in enterprises and updating teaching content. The incentive mechanism should be attractive, such as setting up high bonuses, opening green channels for the professional title evaluation, etc., to leverage the enthusiasm of teachers with policy levers, and create a good policy environment for teacher training.

2.1.2 Supported by College Systems

Higher vocational colleges are the key link for the implementation of policies. In terms of training funds, it is necessary to broaden the channels to raise funds from various sources, prioritize the college budget, and actively strive for corporate funding and social donations for teacher training. In terms of time arrangement, it should make full use of holidays to carry out centralized training, and flexibly set up practice periods during the semester to ensure the orderly connection between teaching and training practice. In the assessment and evaluation process, a multiple evaluation model should be established to comprehensively consider the knowledge growth, skill improvement, teaching innovation and student feedback after teacher training, and the assessment results should be linked to salary and welfare, post promotion, honor award, etc., to encourage teachers to actively participate in the training, and ensure the steady progress of teacher training.

2.2 Innovate through College-enterprise Cooperation

2.2.1 Build a solid foundation for cooperation

The primary task of the construction of the tight college-enterprise cooperation relationship is to build a “double-qualified” teacher training base. This base should integrate the superior resources of both sides to build a comprehensive platform including teaching, practice and scientific research. Enterprises need to create temporary training positions for teachers according to their own business scope and industry status. These positions should cover art design, creation, production and other links to ensure that teachers can fully contact the actual operation process of enterprises. At the same time, the practical projects provided by enterprises should be cutting-edge and representative, and closely integrated with the current market demand and industry development trend, so that teachers can timely update the knowledge structure and master the latest technology and concept in practice to provide fresh cases and practical support for teaching.

2.2.2 Promote Resource Sharing

The essence of college-enterprise cooperation lies in the realization of two-way empowerment and resource sharing. With rich educational resources and teachers, colleges can carry out systematic training courses for enterprise employees, which can involve the improvement of art theories, the advancement of design software, the expansion of creative ideas and other fields, so as to help enterprise employees improve their professional quality and innovation ability^[3]. In addition, the scientific research force of colleges can promote the joint research and technology research and development services for the technical problems and process bottlenecks faced by enterprises, so as to drive the

technological upgrading and product innovation in enterprises.

2.2.3 Innovate Training Paths

It is necessary to deeply explore the application of innovative cooperation models such as contemporary apprenticeship and order-oriented training in teacher training. Under the contemporary apprenticeship, teachers and enterprise masters form the dual mentor team, which is helpful for the two to learn from each other in the process of guiding students. For example, teachers can learn from masters' rich practical experience and exquisite skills to improve practical teaching ability. The order-oriented training requires that the teacher training plan should be customized according to the specific talent needs of the enterprise, and the teachers should be deeply involved in the whole process of enterprise talent training to accurately grasp the employment standards of the enterprise and industry dynamics, so as to optimize teachers' teaching content and methods, lay a solid foundation for training high-quality artistic talents to meet the needs of the enterprise, and further promote the innovative development of college-enterprise cooperation in the field of teacher training.

2.3 Diversity Training Systems

2.3.1 Resource Integration

The integration of training resources inside and outside the college is the cornerstone of building a multi-training system. The college should fully tap its own education and teaching resources, such as using professional teachers to carry out internal training lectures and workshops to share teaching experience and artistic creation skills, and integrating practical training facilities and equipment to provide teachers with site support for practical operations and teaching exercises^[4]. Outside the college, it can actively establish extensive cooperative relations with enterprises, industry associations, professional training institutions, and introduce senior designers of enterprises and industry experts to the college to give lectures and impart practical experience and cutting-edge industry information. It also can use the mature curriculum systems and training methods of professional training institutions to enrich the training content and forms.

2.3.2 Various Training Forms

It should carry out multi-level and multi-form training activities to meet the different needs of teachers. The professional training in colleges focuses on deepening art theories, innovating teaching methods and optimizing curriculum design, and improve teachers' teaching ability through special courses and teaching observation. Enterprise practical training enables teachers to go deep into production, design, marketing and other links of enterprises, participate in the actual project operation, and get familiar with industry processes and market demands. Industry seminars bring together elites from all sides to discuss industry hot spots, development trends and innovative ideas, so as to broaden teachers' horizons. The online learning platform provides convenient learning channels, so that teachers can choose massive course resources independently to carry out fragmented learning, which ensures the flexibility and extensiveness of training.

2.3.3 Personalized Program Customization

Personalized training program should be designed according to individual differences and development stages of teachers. For novice teachers, the training of basic teaching skills and professional knowledge is important. For young and middle-aged backbone teachers, the training focuses on the industry's cutting-edge technology tracking, research ability improvement and practical project management. For senior teachers, the renewal of educational concepts, interdisciplinary integration research and industry-leading ability training are necessary. The training content is closely focused on the actual needs of teachers' teaching and professional development, and pays attention to the combination of theory and practice, in order to effectively improve the enthusiasm and initiative of teachers to participate in the training and cultivate "double-qualified" teachers^[5].

2.4 Teachers' Self-improvement

2.4.1 Concept Leading and Planning First

The first step for teachers to improve themselves is to establish the concept of lifelong learning, and then formulate a personal career development plan according. In the rapidly developing art field, new ideas, new technologies and new styles emerge one after another. Only by adhering to the belief of lifelong learning can teachers keep up with the pace of the times and avoid the aging of knowledge and the rigidity of teaching. Personal career development planning should

be based on the teacher's professional expertise, teaching status and future expectations, and clarify the learning objectives, practical tasks and expected results at each stage, such as mastering the application of a certain emerging art software within a specific period of time, participating in a certain number of enterprise project practices, and publishing corresponding academic papers, so as to draw a clear line map for self-improvement.

2.4.2 Practice Participation and Exchange Expansion

Teachers should actively participate in industry practice and academic exchange activities. They should go deep into the practice places such as enterprises and art studios to experience the whole process of art creation and production, obtain first-hand practical experience and market information, and integrate them into classroom teaching, so as to enhance the authenticity and practicability of teaching content. At the same time, they can actively participate in various academic seminars, art exhibitions, industry forums and other academic exchange activities, conduct in-depth thought collision and experience sharing with peer experts, artists, scholars, etc., to broaden their academic horizons, understand the frontier trends of disciplines, stimulate innovative thinking, and constantly enrich and update their own knowledge systems and teaching philosophy, so as to promote the continuous improvement of the overall quality of teachers.

In a word, under the background of the integration of industry and education, the cultivation of "double-qualified" art teachers in higher vocational colleges is a systematic project, which needs the concerted efforts of the government, colleges, enterprises and teachers. This paper proposes that high-quality teachers can be formed by optimizing policies and systems, innovating college-enterprise cooperation, enriching training systems, and strengthening teachers' self-improvement. It not only can help to enhance the teaching quality and professional development, but also transport high-quality talents for the art industry, strengthen the supporting effectiveness of vocational education in economic and social development, and lead art majors in higher vocational colleges to a brilliant new path.

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