

# *Research on the Development Strategy of Double Qualified Teachers in Secondary Vocational Schools under the Background of "Four Good Teachers"*

Minghao Zhang, Jingxia Chen\*, Kun Liu

Beijing Union University, College of Applied Science of Technology, Beijing, 100101, China

\*Corresponding author

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**Abstract:** With the national attention to the development of vocational education, vocational education teachers should also further improve their professional development level. Especially secondary vocational education plays a fundamental role in the vocational education system, the growth and development of secondary vocational teachers can not be ignored. Based on the concept of "four good teachers", this paper aims to study how novice secondary vocational teachers grow and develop into "double-qualified" teachers. Taking "ideal and belief, moral sentiment, solid knowledge, kindheartedness" as four development dimensions, and combining with the characteristics of "double-qualified" teachers, the development framework is established. The articles on the research of secondary vocational teachers in the core journals of CNKI in the past ten years were searched, and then the themes were sorted out and commented. Finally, a high quality development strategy for secondary vocational teachers is put forward.

## 1. Research Background and Significance

"Four good teachers" (hereinafter referred to as "FGT"), means "has the ideal belief, has the moral sentiment, has the solid knowledge, has the benevolence heart" the new era good teacher <sup>[1]</sup> (Later labeled as FGT). Since ancient times, teachers have always shouldered the heavy responsibility of teaching and educating people. However, excellent teachers are not achieved overnight, and every novice teacher has a process of growth and development. How new teachers grow into mature teachers or even expert teachers is always a problem that needs to be explored <sup>[2]</sup>. The "four qualities" of a good teacher from the four aspects of "ideal, morality, knowledge and kindness", explains the character and ability of an excellent teacher and points out the development direction and growth path for the majority of teachers." Double-qualified" teachers (hereinafter referred to as "DQT") refer to those who have both theoretical and practical teaching abilities <sup>[3]</sup>. For secondary vocational teachers, not only in accordance with the FGT standards strict requirements for themselves, but also to strive to grow into a high-quality "double teacher type" teacher. At present, the country is vigorously developing vocational education period<sup>[4]</sup>Therefore,

the country has issued a series of policies to increase the talent pool of teachers in secondary vocational colleges. The purpose is to build a high-quality DQT team, and in order to promote the improvement of secondary vocational education, teaching quality. At present, there are still some problems in the vocational education teacher team, such as insufficient quantity, single source, poor two-way flow of school and enterprise, prominent structural contradictions, inflexible management system and mechanism, and low level of specialization <sup>[5]</sup>. Therefore, it is necessary to improve the teaching ability and professional practice ability of teachers, optimize the structure of teachers, and improve the construction level of DQT in vocational colleges. The above measures can provide powerful guarantee for teachers to realize the modernization of vocational education in China, train a large number of high-quality technical and skilled personnel, and solve the bottleneck problem that restricts the high-quality development of vocational education.

Therefore, this paper establishes the development framework of secondary vocational teachers based on the basic connotation of FGT and the characteristics of DQT. The paper on secondary vocational teachers in the past ten years was retrieved from the core journals in the field of vocational education of CNKI, and the research topics were summarized. According to the four characteristics corresponding to the FGT, the high quality development strategy of DQT is put forward. It provides reference for novice teachers.

## **2. The Interpretation and Connection of "Four Things" Good Teachers in Secondary Vocational Schools**

The Ministry of Education has published four articles to interpret the connotation of FGT. Different stages of education require different professional standards for teachers, and the connotation of the "four qualities" of a good teacher will constantly change <sup>[6]</sup>. As for secondary vocational teachers, novice teachers should become high-quality "double teacher" teachers, whose "ideal and belief, moral sentiment, solid knowledge, kindhearted heart" connotation also has different focuses.

1) Ideals and beliefs play a leading role in the development of teachers, and they are the spiritual power of teacher development. The firm ideals and beliefs represent that teachers are still willing to assume the mission and responsibility of teaching and educating for the country after fully recognizing the essence of teachers. Moreover, they take the lead in practicing and spreading the core socialist values, and combine the professional value and self-value of teachers. Without firm ideals and beliefs, teachers are prone to burnout when faced with a large number of students' growth problems and heavy teaching pressure. Secondary vocational teachers with firm faith are teachers with lofty professional ideals, advocating professionalism, craftsman spirit and model worker spirit; Teachers who take the lead in practicing socialist core values and constantly improve their ideological and political quality; it is a teacher who can better awaken students to set lofty ideals and formulate lofty goals.

2) Moral sentiment is the basic principle of teacher development. Teachers' ethics norms are the general requirements of moral norms and codes of conduct that teachers must abide by <sup>[7]</sup> Because teachers themselves are the model of students' behavior. As teachers undertake the task of moral education, they must set an example. Therefore, a teacher with moral sentiment must be a teacher who loves his post and is dedicated to his students. He is also a teacher who constantly strengthens his self-cultivation and pursues good character through reflection. Secondary vocational teachers with good ethics can comply with teachers' professional ethics and professional quality. They advocate professionalism and dedication, adhere to moral education, self-respect and self-discipline. In their daily teaching, they treat students with equal respect and carry forward the traditional virtues of the Chinese nation.

3) Solid knowledge is an important tool for teachers' professional development [8]. Teachers can't promote the learning and development of students without solid knowledge. The concept of solid knowledge requires teachers to have profound knowledge base, excellent teaching ability, diligent teaching attitude and scientific teaching methods. It requires teachers to have profound subject knowledge and rich teaching experience, as well as to maintain the ability of lifelong learning, so that they can constantly update their knowledge in light of changes in the outside world. This connotation is applied to the secondary vocational teacher team has a difference: high-quality "double teacher" teachers not only require master teacher skills and professional knowledge, but also have a certain degree of enterprise practice and experience, in order to ensure that they can understand the basic law of vocational education and technical personnel growth law. At the same time, secondary vocational teachers are required to understand the status quo and development trend of the industry, in order to ensure that the teaching content meets the needs of secondary vocational students and enterprises.

4) The heart of love is the key to the growth of teachers, because teachers face a lot of fresh life. The diverse and real emotional flow between teachers and students constitutes the teacher-student relationship [9]. As teachers occupy the upper position in the teacher-student relationship, they are bound to treat students with kindness. Then, on the basis of mutual trust between teachers and students, students should be respected, appreciated, encouraged and understood. Teachers should be good at listening to and caring for students, and at the same time, they should give selfless and unrequited love. To be good teachers to students, secondary vocational teachers should first have affinity and sense of responsibility, which requires more energy, care and patience. Teachers should let every student get equal attention and care, and to help students, influence students, motivate students, so as to maintain a harmonious relationship between teachers and students.

Based on the above content and combined with the development characteristics of the "double teacher type" teacher, formed a moral sentiment as the bottom line, the heart of love as the core, education and industry knowledge as the wings, ideal and faith as the guidance of the secondary vocational FGT development pattern. It is shown in Figure 1.

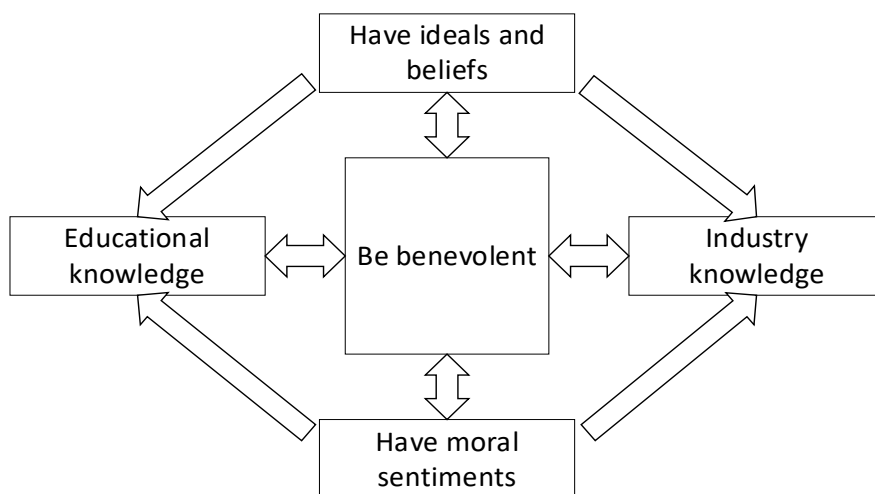


Figure 1: FGT development pattern

### 3. The Research Status of Secondary Vocational Teachers

This paper uses the literature analysis method. The author searched relevant papers on CNKI to explore the research direction and research trend of scholars on secondary vocational teachers in the past decade. And according to the research direction, the author tries to summarize it into four

dimensions: ideal and belief, solid knowledge, moral sentiment and kindheartedness. This analysis focuses on the core journal publications in the field of vocational education. 133 articles published from 2012 to 2022 are selected for summary, and the following research directions and keywords are finally obtained, as shown in Table 1:

Table 1: Keywords table

The "four things" standard	Research topics	Research Keywords
The ideal faith (19)	Professional identity	Professional identity, occupational attraction, teacher engagement, job satisfaction, subjective social status, teaching motivation
	Career development dilemma	Career development dilemma, job burnout, role confusion, motivation of teacher turnover
The moral sentiment (7)	The teacher's ethics	Teacher ethics, teacher image, professional ethics, moral demonstration
	The moral education	Training needs of moral education teachers, professional ability of moral education courses, moral education penetration, invisible moral education
Solid foundation of knowledge (90)	Education scholarship	Teaching ability, teacher skills, teaching methods, teacher competence, scientific research ability, teacher assessment, academic qualification promotion, interdisciplinary teaching, teaching reflection, teaching quality, teaching design, teacher training
	Professional knowledge	Professional knowledge and ability, on-the-job internship, enterprise practice, professional development, professional quality, practical knowledge, practical teaching, professional training for enterprise part-time teachers, school-enterprise cooperation
The heart of love (1)	Classroom management	Education wit
other (16)	A Study of the teaching Workforce	Teacher team construction, structure, configuration, policy implementation
	A comparative study	Teacher stage development, professional standards, information-based teaching ability, double teacher quality, training quality tracking

According to the number of articles, the literature on teachers' knowledge is the most. There are few studies on benevolence and moral sentiment. Among the 16 articles on other topics, 9 were about the study of teacher team. These articles investigated secondary vocational teachers as a group as a whole, which was quite different from the individual development of teachers. The other 7 articles are a comparative study of secondary vocational teachers, divided into three situations: the comparison between domestic and foreign, the comparison between secondary vocational and vocational schools, and the comparison between ordinary high schools and vocational high schools.

(1) The research content about the ideal and belief of secondary vocational teachers

This paper takes vocational teachers' professional cognition and career development dilemma as

the research content under the dimension of ideal and belief. On the one hand, vocational cognition is closely related to teachers' ideals and beliefs: vocational cognition is the value cognition of teachers' profession. Only by understanding the essential value of teachers, can teachers establish lofty ideals and beliefs, which are specifically manifested as "professional identity, career satisfaction, career attraction, teaching motivation" and so on. On the other hand, it is the dilemma of teachers' career development: compared with the improvement of teachers' status, professional environment and material conditions, teachers need to rely more on their ideals and beliefs to fill their hearts. Only with a strong heart can teachers overcome job burnout and reduce the problem of mobility. Every novice teacher in secondary vocational school stands on the platform with lofty faith and aims to cultivate aspiring talents. Teachers with the in-depth understanding of the profession, there is a big gap between the actual situation and the ideal state, the teaching task is heavy, student management is difficult, low social status. Because these problems continue to intrude on the teachers when the full of blood, so there will be a professional identity crisis - specific performance for job burnout, job satisfaction decline, poor teaching status, will produce self-denial, weariness of learning and teaching and other emotions. This kind of emotion will be brought into the daily teaching by teachers, and affect the growth and development of students to a certain extent. Therefore, attention should be paid to the ideals and beliefs of secondary vocational teachers, and teachers should be encouraged to learn the craftsman spirit and model worker spirit.

#### (2) The research content on the moral sentiment of secondary vocational teachers

In this paper, teachers' ethics and moral education training as secondary vocational teachers' moral sentiment research content. The research on teachers' ethics focuses on professional ethics: "moral sentiment" requires secondary vocational teachers to perform professional ethics, so as to imperceptibly cultivate students' professional core quality, do students' career development guidance and guide. The reason why the study of moral education curriculum is also divided into the dimension of teachers' moral sentiment is that teachers undertake the fundamental task of building morality and cultivating people. Besides moral demonstration, teaching moral education course is the most direct and effective way to improve students' moral level. Teachers must first educate themselves before they can teach students through moral education courses. Teachers should absorb and understand the content of the course and then transform it into their own thoughts, so as to cultivate students' character and ability by improving themselves. At present, there are still few high-quality researches on the moral sentiment of secondary vocational teachers. Teachers should strengthen their moral cultivation and enhance their professional teaching ability, which is conducive to establishing correct values for students.

#### (3) Research content on the solid knowledge of secondary vocational teachers

The research content of solid knowledge mainly includes the professional development of secondary vocational teachers. It can be roughly divided into two aspects: on the one hand, educational knowledge, which is mainly related to the teaching skills of secondary vocational teachers, information teaching, teacher training mode, teaching reflection, teaching design and other pedagogical fields. These studies have the following characteristics: "a long history, rich research theories, innovative research methods, and numerous research results". This content has always been the basic research content of the teacher profession, and it is constantly practicing and innovating. On the other hand, it is industry knowledge, which mainly focuses on DQT, enterprise practice, on-the-job internship, school-enterprise cooperation and other contents. It focuses on exploring diversified teaching models, making professional teachers go deep into the internal practice of enterprises or arranging professional front-line workers to teach part-time on campus. Teachers are required to update the teaching content in a timely manner to ensure that students keep up with the professional development process and understand the development status of the industry. Through the above measures to solve the problem of some professional teaching content and

technology backwardness. In particular, the state advocates that teachers become DQT, which creates a good policy environment for teachers to improve the practical ability of enterprises.

#### (4) Research content on the kindheartedness of secondary vocational teachers

There are few researches on the benevolence of secondary vocational teachers. Only one paper was searched, which is a summary of the practice of teachers optimizing classroom management by caring for students. The author believes that there are two reasons for the lack of research: First, it is difficult to define and quantify this emotional expression for investigation and research. Second, it is involved in most articles but not described in depth, which leads to secondary vocational teachers can only learn from the experience of other teachers for management and training. Scholars should increase the research content related to teachers' benevolence in the future, because the students who are difficult to manage in secondary vocational schools need to be awakened by teachers' benevolence. Teachers can find out the reasons and rules of students' difficult management by focusing on and carefully exploring, and finally summarize the research experience, so as to provide reference methods for other secondary vocational teachers to manage students.

### **4. Research on the High Quality Development Strategy of Double Qualified Teachers in Secondary Vocational Schools**

In order for novice teachers to grow into DQT, they need to formulate development strategies based on the problems in the above four aspects: in terms of rational belief, they should pay attention to the learning of excellent teacher spirit and craftsman spirit; In terms of moral sentiment, the cultivation of teachers' ethics and professional ethics should be emphasized. In terms of solid knowledge, it pays attention to the improvement of educational knowledge and professional knowledge. The humane side focuses on the different management of student and apprentice status.

(1) To learn the spirit of excellent teachers and craftsmen, so as to strengthen their ideals and beliefs

Secondary vocational teachers' firm ideals and beliefs should start from strengthening professional identity and overcoming difficulties in career development. The most effective way to strengthen their ideals and beliefs is to learn the spirit of excellent teachers and craftsmen. Being an educator not only affects the growth of a person, but also affects the future development of the whole country. At present, the problems facing China's economic development need more highly skilled people to solve, so vocational education students and vocational education will have a great future. In this environment, secondary vocational teachers play a decisive role. Therefore, every secondary vocational teacher should be clear about their position and role in the vocational education system. Teachers should connect their professional values with the meaning of life, so as to strengthen their professional identity. In order to make them more full of enthusiasm, more energetic into the work of secondary vocational education. In the face of career development difficulties, should give play to the craftsman spirit and the spirit of the model worker assiduous study character. Teachers should take the initiative to learn from the experience of outstanding predecessors and actively look for a breakthrough. In this way, teachers can grow into high-quality DQT through experience.

(2) Enhance teachers' ethics and professional ethics, so as to improve self-cultivation

The moral sentiment of secondary vocational teachers will be shown from the daily teaching words and deeds and moral education courses and affect students<sup>[10]</sup>. Therefore, teachers should understand the exemplary role they should play. Teachers should abide by the moral code of secondary vocational teachers to establish a good image of teachers. Teachers should educate students with personality charm, knowledge charm and professional charm, so as to obtain students' recognition and admiration from the heart. Teachers should pay attention to the teaching design of

moral education courses: this means that teachers should implement moral education courses, grasp moral education knowledge deeply, and transform boring teaching materials into content that students are interested in. In this way, teachers can create a harmonious and interesting classroom atmosphere, can let secondary vocational students learn professional knowledge and skills at the same time to get professional ethics training, in order to promote the development of students' professional core quality.

(3) Enhance educational knowledge and industry knowledge, and maintain lifelong learning ability

Novice teachers in secondary vocational schools should become DQT, the most important thing is the development of their own professional knowledge and ability. There are the following three measures for the content of educational knowledge: 1. Strengthen your own skills through teacher training. 2. Learn from the teaching experience of other teachers. 3. Measure your own learning by participating in competitions or tests. Through the above three measures to constantly improve the teachers' own teaching ability. The improvement measures for industry knowledge focus on secondary vocational teachers to understand the development status of the industry and the innovation of professional knowledge and skills. Teachers need to ensure that the pace of teaching is consistent with the pace of industry development, and the most direct way to ensure it is school-enterprise cooperation <sup>[11]</sup>. This means that teachers acquire practical knowledge through regular training or internships in a corporate setting and turn it into teaching content. In addition, teachers should always pay attention to the research of experts in their field. They should read relevant books and works to improve their learning ability and scientific research level.

(4) Pay attention to the transformation from teachers and students to mentors, and cherish the heart of love forever

In addition to learning public basic courses and professional theory courses, students in secondary vocational schools also need to take internships. Students go out of school and into the world during the internship to make the transition from student to apprentice. Secondary vocational teachers should also define themselves and play different roles for students at different stages of learning --- they should be teachers of students in schools and apprentices in enterprises. Teachers should help students change their mindset and adapt to the internship environment with a rigorous and responsible attitude. During the internship, teachers should stop students from making mistakes in time. Teachers should combine rewards and punishments to let students understand the mechanism of social work. In this way, teachers can make students have a strong heart and enough experience to face the social life.

## 5. Conclusion

Based on the development characteristics of secondary vocational teachers, this paper reinterprets the significance of having a good teacher. At the same time, combined with the call of vocational education for high-quality DQT, on the basis of attaching importance to the value of secondary vocational teachers, the following development strategies are put forward: teachers should firmly teach and educate people's ideal belief; Teachers should strengthen their own moral cultivation; In the process of teaching, teachers should combine the law of vocational education with teaching practice, and draw on the teaching experience of excellent teachers at home and abroad to improve teachers' skills. Teachers should combine professional theory with enterprise practice, and improve the professional level of teachers through continuous learning. Finally, teachers should treat each student from the perspective of development and establish the vocational education concept that everyone can be successful. The author believes that every teacher can become a DQT advocated by the state under the background of FGT, and strive for teaching and



educating people.

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