

# *Discussion on the Training of "Double Professional" Teachers in Clothing Specialty of Secondary Vocational Schools*

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**Abstract:** With the continuous development of social economy, the increasing demand for technical talents and the country's emphasis on vocational education, vocational education has shown a good development trend in recent years. Due to the intensification of social competition, the requirements of various employers for the quality and professional skills of technical personnel have been significantly improved, which has prompted various vocational schools to constantly summarize, reform and practice, and explore a variety of effective methods for education, which is conducive to the continuous improvement of the "double-master" education industry. Through school-enterprise cooperation, teachers can learn about advanced new technologies, new knowledge, new processes and new methods from the garment industry and enterprises, and make full use of opportunities for industry-university cooperation to directly acquire advanced technologies and knowledge. From the production management experience to the realization of teaching objectives, it has laid a good foundation and cultivated high-quality talents needed by enterprises and institutions. Therefore, this article elaborates on the training of "double-qualified" teachers of clothing specialty in secondary vocational schools.

## **1. Introduction**

At present, in the teaching process of secondary vocational colleges, it is not only necessary to cultivate students' certain vocational skills, but also to emphasize "professionalism" in the process of education. According to the professional characteristics of secondary vocational colleges, quality education and vocational skills run through the whole process of teaching. Therefore, students should not only have a solid career understanding ability and the ability required by the position, but also must have strong operational ability, organizational ability and the ability to deal with emergencies, so as to promote students' career growth and career development ability. In order to be competent for the education and teaching work centered on vocational skills education, "double-qualified" teachers in secondary vocational colleges must have deep professional knowledge, professional skills, and knowledge, methods and specialties for students' employment guidance. This makes the professional development of "double-qualified" teachers in secondary vocational schools take into account both educational ability and professional ability, and realize the

unity of teaching and professional knowledge.

## **2. The relationship between the source of teachers and "double-qualified" teachers**

"Dual teacher" refers to a teacher who has deep and solid professional skills and knowledge, can impart knowledge to students in a clear and flexible way, and can use the professional knowledge and skills learned, but also accumulate experience in how to explain knowledge effectively and succinct in practice, so that students can understand and master the professional knowledge and practical skills of various positions taught by the teacher. "Double-qualified" teachers must first have certain professional achievements and professional technical ability, master the corresponding technology and knowledge, and must have high comprehensive business skills and the ability of mutual penetration and integration<sup>[1]</sup>.

In recent years, secondary vocational schools have sprung up like bamboo shoots, because the society generally needs composite talents, "double-qualified" teachers are a combination of talents with teaching ability and work experience, which is crucial to improve the teaching level of vocational education. Therefore, many college students want to study in enterprises, which is expected to become the source of "double-qualified" teachers. "Double-qualified" teachers should not only have solid professional skills, but also have received formal education and have rich teaching experience. The teachers who originally taught cultural subjects have become professional subject teachers. Although these teachers have rich experience in education and teaching, there are some problems in teaching. Therefore, whether it is a teacher without practical experience or a student just commissioned by the unit, it is necessary to go to the forefront of the clothing, production and enterprise management department for training, master the latest operational skills, and obtain the relevant professional level certificate and technical skills certificate as soon as possible, and organically combine the certificate with practical skills training. We form as soon as possible to meet the needs of vocational education, "double-qualified" teachers<sup>[2]</sup>.

## **3. Training mode of "double-qualified" teachers in secondary vocational schools**

### **3.1 Provide corresponding positions for "double-qualified" teachers**

In vocational education, teachers not only need to have traditional teacher qualifications, but also need to have rich practical work experience and professional skills. In order to better improve the core quality of teachers, not only need to have a wealth of clothing professional teaching knowledge, but also need to constantly improve their professional level. The requirements of this goal require teachers to have rich practical experience, and improve their competitiveness and core literacy in the work, to meet the needs of secondary vocational schools for "double-qualified" teachers. In order to meet the training objectives of "double-qualified" curriculum, secondary vocational schools must closely link certification training, practical operation and other ways in order to quickly build a "double-qualified" curriculum teacher team in line with the current development of vocational education. At the same time, secondary vocational schools must also adopt more flexible human resource management measures, including fixed positions, mobile positions, full-time or part-time positions and other forms of assessment, so that schools can recruit according to the situation. In order to improve the quality of education, secondary vocational schools should support teachers with higher levels of professional knowledge and skills, and provide more job opportunities for these teachers<sup>[3]</sup>.

### 3.2 Connect the "double-qualified" teachers with the clothing profession

With the development of The Times, the development of the garment profession has received more and more attention. Due to the fierce competition in the market and the continuous expansion of enterprises, the number of students of the garment profession is gradually decreasing, which brings great pressure to the development of the garment profession. Therefore, the development of the garment profession must rely on the support of enterprises. Through the cooperation between secondary vocational colleges and garment enterprises, teachers can have a deeper understanding of the development of enterprises, and can use the information more effectively to broaden their teaching horizons, which also makes the professional development of clothing in secondary vocational colleges more promising and can achieve the expected educational results more quickly. In order to meet the growing demand for outstanding professionals in social development, secondary vocational schools will not only recruit excellent experts to give corresponding guidance, but also arrange teachers to take important positions in the garment industry, so that teachers can master the latest professional skills and enhance the competitiveness of garment enterprises in the market<sup>[4]</sup>.

### 3.3 To formulate the evaluation standards for the professional titles of "double-qualified" teachers

Due to the development of science and technology, the diversity of positions in modern society is also increasing, and the professionalism of all walks of life is also increasing. Especially, the requirements of all walks of life are more diversified and the professional requirements of different industries are more clear, so that the positions of all walks of life are more targeted. Due to the development of society, teachers in secondary vocational schools need to have rich professional knowledge, master various professional processes, and good practical application ability<sup>[5]</sup>.

However, due to the lack of a perfect system to measure the performance of teachers in secondary vocational schools, the government should take more active measures to establish a set of perfect "double-qualified" norms, so as to provide a more fair and just environment for current teachers, so as to encourage teachers to better play their strengths and make more contributions to society. In order to enable "double-qualified" teachers to grow better, secondary vocational schools need to support the growth of teachers through various ways, such as investing more funds in horizontal and vertical investment and research, or carrying out corresponding teaching reform and creating excellent "double-qualified" courses, so as to formulate the evaluation standards for double-qualified teachers' professional titles. Thus, the "double-qualified" teachers are encouraged to work harder to cultivate their professional skills and contribute their own strength in the actual education process<sup>[6]</sup>.

### 3.4 Cultivate and introduce academic talents simultaneously

An excellent vocational college needs to have a group of outstanding educators, researchers and outstanding talents in other fields, these staff will generally conduct in-depth discussions with other teachers at the same time, share experience and explore new knowledge, in order to cultivate a good talent with innovative spirit. When the secondary vocational schools plan to carry out the "double-qualified" teacher training program of professional courses, the secondary vocational schools need to pay attention to the perfection of the on-campus training places, and also need to consider the personnel suitable for training "double-qualified" teachers in the secondary vocational schools. Secondary vocational schools will give priority to workers or teachers from factories, farms or other industries, because teachers are valuable resources in secondary vocational schools,

which requires teachers to have a certain degree of professionalism.

In view of the training of "double-qualified" teachers of clothing major, schools should first strive to improve the practical training environment of clothing major, so that the practical training environment can better help teachers and students to carry out corresponding operations, and allow teachers to better grasp educational knowledge. Secondly, secondary vocational schools should carry out continuous reform and innovation in the education of clothing major, strengthen the training of information technology and practical ability, and establish a comprehensive system in line with the development of the clothing industry. Moreover, teachers of clothing major in secondary vocational schools should also have a solid foundation of modern education and be proficient in advanced teaching methods. And proficient in a variety of practical technologies closely related to the field, and strive to cultivate creative and practical clothing talents to meet the growing requirements of the clothing industry for high-quality professionals.

## **4. Training strategies for "double-qualified" teachers of garment major in secondary vocational schools**

### **4.1 Define the training objectives of "double-qualified" teachers**

#### **4.1.1 Reanalyze majors and teachers**

Each school has a group of outstanding teachers who have excellent performance in their professional fields and are also first-class talents in teaching. In order to better train these excellent teachers, the school should make full use of the existing resources and establish a complete training system to meet the professional needs of the school. After a comprehensive analysis, secondary vocational schools can clearly know that in the current development process, the demand for teachers in schools will be different, so secondary vocational schools should work out specific training goals, content and forms according to this information. Because there are too many kinds of clothing majors, covering multiple professional technologies, such as painting design, plate making, sewing technology, etc., a professional teacher cannot teach all of them. According to the actual clothing design and production process, the required ratio of professional teachers is planned, and each professional teacher is accurately positioned to carry out targeted training for the professional technologies they are good at.

#### **4.1.2 Take project teaching reform as a breakthrough**

In this rapidly changing era, secondary vocational colleges must pay attention to the training of teachers' theory and practical operation. In order to ensure this, secondary vocational schools need to carry out various forms of training in teaching and research groups, lesson preparation groups, and laboratories to improve the teaching level of secondary vocational schools. The teachers of the "double teacher" course should keep up with the curriculum changes of the school, adopt the project-style teaching method, design the project-based teaching courses according to the personality and ability of each teacher, and arrange the teachers to participate in the teaching of each course, so as to improve the quality of the "double teacher" course. The garment major needs to strengthen the construction of comprehensive teaching staff and optimize the age structure of teaching staff. Experienced teachers are generally at the forefront of accelerating professional construction, not only have rich teaching and practical experience, but also have higher professional titles, and are good at training young teachers. Therefore, it is necessary to ensure that the clothing major has a "leader" to lead young teachers to learn.

### **4.1.3 The key is to improve and adjust the status quo of teachers**

Each secondary vocational school has its own characteristics or specialties, of course, the ability of teachers in each department is also different. Therefore, in the process of training "double-qualified" teachers, the clothing major needs to investigate the current situation of the teachers in detail, fully understand the first-hand information of the teachers, adjust the professional modules and professional posts of teachers according to their professional skills and strength, and make full use of existing resources to do a good job in teacher training. Professional equipment is very complete, and teachers with weak skills must make good use of school resources to constantly improve their professional skills and strength. The clothing profession should also carry out training, counseling, leading training work, etc., so that different professional teachers can guide weak teachers, and experienced teachers can guide young teachers. In the actual teaching work, the comprehensive quality of teachers needs to be improved, and teachers must actively carry out practical teaching tasks. In the course design, graduation design and practical training teaching links, work and study should be combined with reality as much as possible to ensure the quality and effect of "double-qualified" teacher training.

### **4.2 Improve the "double-qualified" teacher management mechanism**

In the course of education and development of garment specialty in secondary vocational colleges, the sustainable development of "double-qualified" teachers is closely related to the policy orientation of our country. In the practice of "double-qualified" teacher qualification certification, it is necessary to introduce relevant policies to encourage teachers to participate in the certification, and take the requirements for "double-qualified" teachers as the driving force for teacher training and development. The specific management mechanism includes that teachers need to adhere to the combination of professional degree certification and evaluation, and all professional teachers must meet the relevant requirements of "double-qualified" teachers when promoting professional degrees. The certification standards are divided into primary, intermediate and senior, and teachers can register for the corresponding level according to their own circumstances. This will help motivate teachers to pursue excellence continuously, improve their own teaching level and professional level, and also benefit the management of "double-qualified" teachers. Teachers with "double teacher" qualifications can enjoy appropriate salaries, subject leaders, academic leaders and other teachers who have obtained "double teacher" qualifications should be reviewed accordingly, and on this basis, the management mechanism of "double teacher" qualifications should be improved to ensure that teacher management is effectively carried out.

### **4.3 Focus on strengthening the construction of "double-qualified" teachers**

There are two types of teacher competition, one is teaching level competition and the other is professional skill competition. In order to achieve excellent results at the teaching level, secondary vocational schools will organize all teaching and research group teachers to participate in the competition through layers of screening, repeated training, inviting teaching experts or excellent teachers and other measures. Through this form of collective teachers' participation, collective teachers can be effectively encouraged to improve their teaching ability. At present, vocational skill competitions at all levels have various forms, extensive content and high difficulty. Whether teachers participate in or guide students to participate in the competition, if they want to win awards, they must increase the difficulty of learning before. Only through their own efforts can they achieve corresponding results and constantly improve their professional skills.

In addition, secondary vocational schools can also implement backbone teacher training and

in-service teacher training bases, hire experts from external training bases or professional and technical personnel with rich practical experience as training instructors, or regularly organize in-service teachers to visit the training base. Using spare time to focus on the construction of "double qualified" teachers, improve the management system and policy mechanism of "double qualified" teachers, formulate practical and feasible methods for the construction of "double qualified" teachers, and ensure that the relevant information of the system can be effectively implemented. Provide specialized training for teachers with poor expertise, and provide diversified training opportunities and platforms to improve teachers' professional skills quickly and effectively. This can not only improve the practical ability, but also obtain the corresponding vocational and technical qualification certificate, which can quickly improve the comprehensive quality and ability of "double-qualified" teachers.

#### **4.4 Actively encourage teachers to develop into "double-qualified" teachers**

Secondary vocational schools should analyze the training mode of "double qualified" teachers from the perspective of policy and economy, and encourage teachers to actively develop into "double qualified" teachers. Now schools have a large amount of financial expenses for training "double qualified" teachers every year, such as selecting teachers to go abroad for further study, participating in "Sino-foreign cooperation" training courses, going out for exchange and study, etc., which can not only broaden teachers' horizons, but also broaden teachers' horizons. It can also build on this to improve the ability of teachers. Let teachers cherish all training and learning opportunities, so as to train better and more "double-qualified" teachers. In addition, secondary vocational schools can adopt an integrated approach to cultivate "double-qualified" teachers, organically combine teaching and professional teams, integrate theory and practice, design and production, teaching and scientific research into all aspects of vocational college education, and require teachers to learn corresponding knowledge in practical work and engage in appropriate teaching in the form of professional curriculum teaching projects. The scientific research results combining theory and practice are transformed into real educational methods, thus creating greater social value. Professional teachers need to go through a certain amount of practice training to grow into "double-qualified" teachers, and teachers themselves need to invest a lot of time and energy. Schools need to give "double-qualified" teachers certain rewards and salaries, so that the "double-qualified" teacher training process will form a virtuous circle, providing a strong guarantee for the sustainable development of "double-qualified" teachers. In this context, garment teachers must actively go out, use various channels to understand the development trend of the garment market, timely understand the industry information, update the knowledge reserve, change the teaching concept, optimize the teaching program and teaching materials, and ensure that personnel training meets the needs of the garment industry.

#### **5. Conclusion**

Throughout the whole text, in the current process of education in the secondary vocational schools, its educational characteristics and goals determine that the secondary vocational schools need to take reasonable methods and steps to strengthen the vocational skills training and teaching ability training of "double-qualified" teachers. This is a systematic engineering, not only need the secondary vocational colleges and teachers' own efforts, also need the government, enterprises and society, and for the "double type" teacher training work also put forward higher requirements for teachers themselves, need to let teachers learn more theoretical knowledge, and according to the theoretical knowledge of corresponding practical work, it will also for secondary vocational colleges and national economic development to provide useful talents.

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