

Study on the Construction of Teaching Staff in Maritime Vocational Colleges based on the Cultivation of International Shipping Talents

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Abstract. According to the definition of international shipping talents, this paper analyzes the deficiencies in the construction of the teaching staff of maritime vocational colleges, and puts forward the countermeasures and suggestions for the construction of the teaching staff of maritime vocational colleges.

Keywords: International shipping talents; Teaching staff construction; Maritime vocational colleges.

1. Introduction

Economic globalization is the most important feature of the contemporary world and the irreversible development trend in the historical process. It can be said that the development of shipping industry has become the vane of global economic development. It is very important for the development of the shipping industry whether the maritime vocational colleges can realize the main goal of training international shipping talents. Graduates of maritime major should not only have solid theoretical knowledge, but also have strong practical ability. This also puts forward higher requirements for the teachers of maritime vocational colleges.

2. Definition of International Shipping Talents

At present, the definition standard of international talents is not unified. Some scholars define international talents as "talents with higher education background, understanding of international common rules, and familiar with modern management concepts, rich in professional knowledge, strong innovation ability and cross-cultural communication ability."

Based on the investigation of many international shipping enterprises, we conclude that international shipping talents should have the following abilities:

①First of all, they must meet the requirements of international conventions and be competent for the management of modern ocean-going ships [1].

②Next, they should be able to cooperate and communicate with partners of different cultural backgrounds and native languages in English easily, and have the general ability for work needs.

③What's more, the international shipping talents can quickly adapt to the management of international shipping enterprises and Port State Control, and their behavior conforms to the laws and regulations of relevant countries or regions.

④Last but not least, they should have a clear career planning, have the enthusiasm and ability to continue learning, be able to set practical goals and achieve them continuously, and dare to innovate in work.

3. Problems in the Construction of Teaching Staff in Maritime Vocational Colleges

In order to cultivate international shipping talents, it is necessary to build up a teaching staff with international vision and teaching ability. However, there are still some problems in the process of the construction of the teaching staff.

3.1 Insufficient Teachers

Most teachers of the undergraduate maritime universities have an average teaching workload of about 200-300 class hours per academic year. They have ample time to participate in various training, forum, conference, seminar and other activities, and can improve their personal quality, teaching level and scientific research level through various ways. It is understood that, compared with the undergraduate maritime vocational colleges, the teaching workload of the teachers in maritime vocational colleges are generally heavier. Most of the teachers' average teaching workload per academic year is more than 400 class hours, and the total number of teachers is relatively insufficient, which makes the teachers have to be tired of coping with the teaching work and affects the steady improvement of the teaching quality and the cultivation of the teachers' innovation ability [2].

Due to the heavy teaching task, it is difficult for the teachers of maritime vocational colleges to have enough time for systematic scientific research or training and further study. They can only use the fragmented time to complete other work and training. Because there is not enough time to guarantee, its efficiency and quality can be imagined, which seriously restricts the cultivation of international shipping talents.

3.2 Unreasonable Structure of Teaching Staff

The recruitment of teachers in maritime vocational colleges is mainly carried out in two aspects: firstly, the introduction of fresh graduates with high academic qualifications who hold the certificate of seaman, and secondly, the recruitment of management level seamen who have many years of experience in ocean going seaman. Although the education background of the young teachers is generally high, which can meet the talent introduction requirements of the local education department, this part of teachers generally lack of practical experience on board, coupled with the lack of systematic practical planning of teachers on board in most maritime vocational colleges, the practical experience of this part of teachers is difficult to be improved rapidly. However, most of the experienced captains, chief engineers and other management level crew are over 40 years old when they became teachers, who are generally lack of scientific research ability and most of them have bachelor degree, so it is difficult to obtain senior titles for them. This has resulted in the phenomenon that most of the maritime vocational colleges have: the teachers with high academic qualifications and titles have little practical experience, while the teachers with rich practical experience have low professional titles and qualifications.

3.3 Imperfect Shipboard Practice System

The teachers' on-the-job practice in maritime vocational colleges is mainly to engage in seamen's work on board ships. However, due to the nonstandard practice system of teachers' boarding system in many maritime vocational colleges, it is really not easy.

On the one hand, the teachers who hold the certificate of seaman were lack of willingness to get on board the ship. Working as seamen for a long time before engaged in education, they can't spend enough time with their family, so most of them tend to work on land rather than get on board ship practice. Therefore, even at the end of the validity period of the certificate of seaman, they are seldom willing to work on board, and most of them apply for the new certificates by passing on land knowledge update test and simulator training organized by China MSA. The disadvantages of this situation are that teachers can't practice on board all year round, lack of first-line practice, and can't grasp the new development of technology and knowledge in time, thus affecting the cultivation of international shipping talents.

On the other hand, the courses of maritime vocational colleges are generally heavy, the workload completed by teachers in each academic year is high, and it is difficult to find other teachers to replace or share their workload. Most maritime vocational colleges only consider to arrange teachers to get on board practice when the teachers have surplus, which makes it difficult for many young teachers who want to get on board to improve their practical experience. Due to the lack of practical experience of young teachers, there must be a phenomenon of emphasizing theory and

neglecting practice when they are teaching, which goes against the original intention of maritime vocational education and is difficult to cultivate international shipping talents.

3.4 Inadequate in English Ability

To cultivate international shipping talents who can communicate in English fluently, it is necessary to use the English version textbooks or add English teaching to all professional courses, which requires teachers to have a high level of translation and spoken English. However, as far as the current situation is concerned, the professional courses and professional English courses of most maritime vocational colleges are carried out separately. The professional courses are usually undertaken by teachers with qualifications of seamen, because most of the professional teachers do not have overseas education background or lack of special training in English, they do not have the ability to teach in English accurately. In fact, the professional English courses in most maritime vocational colleges are taught by English teachers who have little experience in maritime service and do not familiar with the equipment and systems of merchant ships. So, it is difficult to say the teaching effect and quality, and cannot achieve the teaching objectives of professional courses well.

3.5 Lack of Teaching Theory and Skills

Because most of the maritime teachers are not teacher-training majors, so the education theory is relatively lacking. At the same time, long-term working on board ship, because of the working environment is relatively simple, which leads to the lack of the education and teaching skills of the teachers. According to statistics, the proportion of teachers with better education theoretical background is less than 20% in maritime vocational colleges [3]. Although they will receive a relevant post training before being real teachers, because the short training time, their teaching theory and skills are not systematic, it will affect the improvement of education quality to some extent.

Most of the teachers in maritime vocational colleges are “double qualified teachers”. One identity is teacher and the other is a seaman who have certificates and should be managed by China MSA. Although the relevant documents of the maritime administration have made clear provisions on the updating of the knowledge of the crew, and the maritime vocational colleges must also implement the provisions, the teachers should regularly update the knowledge, most of the updating is only for the purpose of fulfilling the conventions of the International Maritime Organization and keeping the certificates valid. There are some requirements for the qualification of teachers in maritime vocational colleges made by MSA, for example, the maritime service area and level of the certificate held by the teachers should meet the requirements of the MSA, but there is no clear requirement for the teaching and management levels and no training or planning to promote these levels. As a result, the construction of teachers' team in most maritime vocational colleges is only based on meeting the minimum requirements of the MSA, and lacks the motivation, guidance and scheme to improve the teaching and management levels.

4. Countermeasures and Suggestions for the Construction of Teaching Staff

In view of the problems existing in the construction of teaching staff in maritime vocational colleges, we put forward the following countermeasures and suggestions:

4.1 Policy Support from Maritime Departments

It is suggested that the maritime department, together with the education department, the financial department and the local relevant enterprises, should coordinate and formulate relevant policies to solve the problems, such as the shortage of teachers and the unreasonable structure of teachers in the process of the construction of the teaching staff in maritime vocational colleges. There are many solutions, such as the increase of special financial appropriation, the increase of the number of in-service teachers, and the sponsorship given by the international shipping enterprises. Meanwhile, it can also be used to select the management level seamen in the enterprises who are

suitable for training international shipping talents as external teachers to solve the problems in the process of construction of the teaching staff of maritime vocational colleges to a certain extent. At the same time, the maritime administrative department should issue the applicable maritime education and teacher training plan to guide the construction of the teaching staff of the maritime vocational colleges.

4.2 Improving of the System of Teachers' Shipboard Practice

In the process of the construction of the teaching staff, maritime vocational colleges should establish or improve the management system of teachers' shipboard practice, and at the same time, they should cultivate the practical ability of teachers in a planned way and step-by-step. For example, for the fresh graduate teachers who have just graduated or recruited within 5 years, they should first go on board to practice for 1-2 years, and then they can be arranged to take the teaching task after obtaining the certificate of competency of management level seaman. Besides, several teachers should be arranged to practice on board every year, and each teacher should practice on board at least twice within 5 years on average, so as to ensure the availability of the certificate of competency, at the same time, it can update the shipping knowledge and strengthen the teachers' practical skills. For teachers with low-level crew certificate, they can also apply for high-level crew examination and evaluation.

4.3 Strengthen the Training of Teachers

The human resources department of each maritime vocational college should make a long-term development plan for the construction of teaching staff. Under the premise of ensuring the completion of normal teaching tasks, maritime vocational colleges should strengthen the training of in-service teachers, such as regularly carrying out the training of improving teachers' teaching ability and English level, assigning teachers to relevant colleges and foreign colleges to study and investigation, systematically cultivating teachers and comprehensively improving teachers' theoretical level, practical level, teaching level, English level and scientific research level.

5. Summary

It is a long-term work for the construction of teaching staff in maritime vocational colleges. Maritime vocational colleges should look at the construction of teaching staff from the perspective of development, continue to conduct in-depth investigation and research, develop and innovate, explore the construction mode of teaching staff, constantly optimize the structure of teaching staff, improve the quality of education, so as to adapt to the international development of shipping industry.

Fund Projects

(1)"13th five-year plan" Tianjin higher vocational education teaching reform research project "Development of teaching standards for internationalization of ship electronic and electrical technology" (Project No.: 2018111).

(2)China Transportation Education Research Association 2018-2020 education science research project "Research on selection and management of part-time teachers in maritime vocational colleges" (Project No.: Transportation Education Research 1802-156).

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