

# Research on Effectively Enhancing the Professional Competence of "Double-Qualified" Teachers

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**Abstract:** With the deepening of global educational reform, improving the professional competence of "double-qualified" teachers has become an important issue in the field of education. This study aims to explore how to effectively enhance the professional competence of "double-qualified" teachers to meet the needs of educational reform and social development. The research adopts methods of literature review and theoretical analysis, systematically sorting out the theoretical frameworks and research achievements on the enhancement of professional competence of "double-qualified" teachers both domestically and internationally, and analyzing the current research status in areas such as the training model for "double-qualified" teachers, the improvement of professional quality, and the practical teaching abilities. Through in-depth analysis of relevant theories, this study proposes a series of strategies to enhance the professional competence of "double-qualified" teachers, including constructing a diversified teacher training system, strengthening teacher professional development and continuous education, and enhancing school-enterprise cooperation. The research results indicate that through theoretical innovation and practical exploration, the professional competence of "double-qualified" teachers can be effectively enhanced, providing theoretical support and practical guidance for the reform of vocational education in China.

**Keywords:** Double-qualified Teachers; Enhancement of Professional Competence; Teacher Training Model; Professional Quality; School-enterprise Cooperation

## 1. Introduction

### 1.1 Research Background and Significance

In the era of rapid globalization and informatization, the field of education is undergoing unprecedented transformations. Particularly in China, as educational reforms continue to deepen, enhancing the professional competence of the teaching force has become crucial to improving educational quality. Among these, the enhancement of professional competence for "double-qualified" teachers, a new type of educator, is particularly significant. "Double-qualified" teachers are those who possess not only solid subject knowledge but also rich practical experience and teaching capabilities. Such teachers are better equipped to meet the demands of modern education, especially in the fields of vocational and technical education, where their role is particularly prominent. Therefore, researching how to effectively improve the professional competence of "double-qualified" teachers is of significant theoretical and practical importance for advancing educational reforms and enhancing the quality of education in China. [1-3]

### 1.2 Review of Domestic and International Research Status

Against the backdrop of current educational reforms, improving the professional competence of "double-qualified" teachers has become a critical issue in the field of education. Under the guidance of the Two Sessions spirit, the educational sector has placed high emphasis on how to effectively enhance the professional quality and practical capabilities of the teaching force. This paper aims to review the current research status regarding the enhancement of professional competence for "double-qualified" teachers both domestically and internationally, and to explore their development trends and challenges in light of current social concerns.

Domestic research on "double-qualified"

teachers primarily focuses on teacher training models, professional quality enhancement, and practical teaching abilities. For instance, Mu Li et al. (2017) discussed strategies for cultivating "double-qualified" teachers in the food industry under the applied skill-based talent training system in their study published in Food Industry. Additionally, Zhou Liyun (2019) analyzed the development status and influencing factors of "double-qualified" teachers in tourism majors, emphasizing the importance of combining industry experience with teaching skills, in Higher Education Journal. In recent years, with the deepening of industry-education integration, domestic research has begun to explore how to enhance the professional competence of "double-qualified" teachers through school-enterprise cooperation. Zheng Gang et al. (2021) proposed strategies for building a "double-qualified" teacher team under the background of "craftsman spirit" in their study in Scientific Consult. Meanwhile, Shen Lijuan (2024) explored the construction of a specialized "double-qualified" teacher training system in Modern Business Trade Industry, pointing out existing problems and improvement directions in the current educational system. [4-18]

Compared to domestic research, international studies on "double-qualified" teachers are less prevalent but similarly focus on the enhancement of teachers' professional development and practical abilities. International research typically emphasizes teachers' professional growth and continuous education, as well as how to enhance teaching effectiveness through interdisciplinary collaboration and extracurricular practical activities.

Under the guidance of the Two Sessions spirit, the educational authorities have highlighted the importance of teacher team building, particularly the critical role of "double-qualified" teachers in improving educational quality. Current social hot topics such as educational equity and quality education have placed higher demands on the professional competence of "double-qualified" teachers. Therefore, researching how to effectively enhance the professional competence of "double-qualified" teachers is not only a necessity for educational reform but also an inevitable requirement of social development. In summary, research on the professional

competence of "double-qualified" teachers has made certain progress domestically and internationally, but still faces numerous challenges. Future research needs to further explore effective training models and enhancement strategies to meet the demands of educational reform and social development. Moreover, strengthening international academic exchanges and learning from advanced international experiences are also important ways to enhance the professional competence of "double-qualified" teachers in China. Through the above analysis, we can see that improving the professional competence of "double-qualified" teachers is a multidimensional and multi-level complex process that requires the joint efforts of the educational sector, government, and society at large.

### 1.3 Research Objectives and Content

The primary objective of this study is to explore how to effectively improve the professional competence of "double-qualified" teachers to meet the demands of educational reform and social development. The research content includes: (1) Analyzing the definition and characteristics of "double-qualified" teachers; (2) Discussing the constituent elements of "double-qualified" teachers' professional competence; (3) Proposing strategies and methods to enhance the professional competence of "double-qualified" teachers. Through this research, the study aims to provide theoretical support and practical guidance for the construction of "double-qualified" teacher teams in China.

## 2. Overview of Professional Competence of "Double-Qualified" Teachers

### 2.1 Definition and Characteristics of "Double-Qualified" Teachers

"Double-qualified" teachers are those who possess both profound theoretical knowledge in their subject area and extensive practical experience and teaching skills. These teachers typically play a significant role in vocational and technical education sectors, as they are able to integrate theory with practice, providing students with more comprehensive and practical education. Their main characteristics include: (1) Emphasis on both subject knowledge and practical skills; (2)

Combination of teaching abilities with industry experience; (3) Ability to adapt to rapidly changing educational environments and industry demands.

## **2.2 Constituent Elements of Professional Competence of "Double-Qualified" Teachers**

The professional competence of "double-qualified" teachers mainly includes the following aspects:

**Subject-specific knowledge:** This is the foundation for "double-qualified" teachers, requiring them to have solid theoretical knowledge in their subject area.

**Practical operation skills:** Teachers need to possess certain practical skills, capable of applying theoretical knowledge to actual operations.

**Teaching design and implementation abilities:** Teachers should be able to design reasonable teaching plans based on students' actual situations and teaching objectives, and effectively implement them.

**Educational technology application skills:** With the development of information technology, teachers need to master certain educational technologies, such as multimedia teaching, online teaching, etc.

**Educational assessment and feedback abilities:** Teachers should be able to conduct scientific evaluations of students' learning situations and provide effective feedback to promote students' learning progress.

Through in-depth analysis of these constituent elements, this study will further explore how to effectively enhance the professional competence of "double-qualified" teachers through systematic training and continuous professional development.

## **3. Theoretical Foundations for Enhancing the Professional Competence of "Double-Qualified" Teachers**

### **3.1 Theory of Teacher Professional Development**

The theory of teacher professional development emphasizes continuous learning and growth throughout a teacher's career. According to Shulman's (1987) theory of teacher knowledge, a teacher's knowledge structure includes subject matter knowledge, pedagogical knowledge, and pedagogical

content knowledge. For "double-qualified" teachers, this theory is particularly important as they not only need profound subject knowledge but also need to effectively translate this knowledge into teaching practice. Additionally, Glatthorn's (2000) model of teacher professional development highlights the importance of teacher self-reflection and continuous learning, which is instructive for "double-qualified" teachers to enhance their professional competence.

### **3.2 Educational Psychology Theory**

Educational psychology theory provides a theoretical foundation for understanding students' learning processes and teachers' teaching behaviors. For example, Vygotsky's sociocultural theory (1978) emphasizes the role of social interaction in the learning process, which is enlightening for "double-qualified" teachers to design interactive teaching activities. Furthermore, Piaget's theory of cognitive development (1950) and Bruner's theory of discovery learning (1961) also provide theoretical support for "double-qualified" teachers to understand students' cognitive developmental stages and design corresponding teaching strategies.

### **3.3 Educational Management Theory**

Educational management theory focuses on how to effectively organize and manage educational resources to improve educational quality. For "double-qualified" teachers, leadership theories and organizational behavior theories in educational management are particularly important. For instance, transformational leadership theory (Bass, 1985) emphasizes that leaders enhance team effectiveness by stimulating subordinates' motivations and values, which is instructive for the role positioning and leadership skill enhancement of "double-qualified" teachers in teams. At the same time, organizational learning theory (Senge, 1990) emphasizes internal learning and knowledge sharing within the organization, which is crucial for building an organizational environment supportive of the professional growth of "double-qualified" teachers.

## **4. Strategies for Enhancing the Professional Competence of "Double-Qualified" Teachers**

#### 4.1 Constructing a Diversified Teacher Training System

In today's society, the development of education is increasingly valued, especially the enhancement of the professional competence of "double-qualified" teachers, which has become an important part of educational reform. This is because "double-qualified" teachers not only need to possess solid subject knowledge but also need to have strong teaching skills and practical experience to better meet the needs of social development and cultivate high-quality students. To effectively enhance the professional competence of "double-qualified" teachers, it is first necessary to construct a diversified teacher training system.

The core of this system lies in comprehensively improving teachers' qualities, enabling them to enhance their subject knowledge, teaching skills, and practical experience. Firstly, deepening subject knowledge is the foundation of teacher training. Teachers need to continuously update their knowledge system to meet the needs of subject development. This can be achieved through regular subject training and academic seminars. Additionally, teachers can actively obtain the latest academic information by reading academic journals and participating in research projects to improve their subject literacy.

Secondly, the improvement of teaching skills is crucial for teacher training. Teaching skills include teaching methods, strategies, and evaluation, which are important guarantees for effective teaching. To enhance teachers' teaching skills, various measures can be taken. For example, organizing teachers to participate in teaching seminars and observation activities allows them to learn from and exchange teaching experiences with each other. At the same time, through online courses and educational technology training, teachers can master modern educational technologies to improve teaching efficiency.

Furthermore, the accumulation of practical experience is also an important part of teacher training. Practical experience can help teachers better understand theoretical knowledge and improve teaching effectiveness. To accumulate practical experience, teachers can collaborate with industries to participate in internships and practical projects. In this way, teachers can

combine theoretical knowledge with actual work to improve their practical abilities. At the same time, schools can also organize teachers to undergo on-the-job training in enterprises and research institutions, allowing teachers to deeply understand industry status and enhance the pertinence and practicality of teaching.

In this process, the construction of a diversified teacher training system is crucial. Firstly, it is necessary to establish a comprehensive teacher training system, clarifying training objectives, content, and methods. Additionally, a scientific teacher evaluation system should be established to comprehensively assess teachers' professional development and motivate them to continuously improve their professional competence.

Specifically, a diversified teacher training system can be constructed from the following aspects:

**Strengthen subject construction.** Schools should increase investment in subject construction, improve subject research levels, and provide a good academic environment for teachers. At the same time, encourage teachers to participate in academic exchanges to improve their subject literacy.

**Establish a teacher training system.** Schools should regularly organize teachers to participate in teaching seminars, observation activities, online courses, and educational technology training to improve teaching skills.

**Strengthen practical teaching.** Schools should collaborate with industries to provide teachers with opportunities for internships and practical experiences, enabling teachers to combine theoretical knowledge with actual work. At the same time, encourage teachers to participate in research projects to improve practical abilities.

**Establish an incentive mechanism.** Schools should set up a teacher professional development fund to reward teachers who achieve outstanding results in professional development. Additionally, through professional title evaluation and job promotion, motivate teachers to continuously improve their professional competence.

**Establish a teacher evaluation system.** Schools should establish a scientific teacher evaluation system to comprehensively assess teachers' professional development, identify their strengths and weaknesses, and provide targeted training.

In summary, constructing a diversified teacher training system is an important way to enhance the professional competence of "double-qualified" teachers. Only by comprehensively improving teachers' qualities can we cultivate high-quality students and contribute to the development of China's educational cause. In this process, we need to continuously explore and innovate to meet the needs of educational development. I believe that with the joint efforts of the vast number of educators, the professional competence of "double-qualified" teachers in China will be comprehensively enhanced, injecting new vitality into the development of China's educational cause.

#### **4.2 Strengthening Teacher Professional Development and Continuous Education**

Teacher professional development is a core issue in the field of education, concerning the overall quality improvement of the teaching force and the continuous improvement of educational and teaching quality. As a continuous process, teacher professional development not only requires individual efforts and reflection from teachers but also needs comprehensive and systematic support from educational institutions. The following will elaborate on how educational institutions can provide strong support for teacher professional development and the importance and necessity of this process.

Firstly, educational institutions should recognize the importance of teacher professional development. In today's society, the speed of knowledge updating is accelerating, and educational concepts and methods are also constantly changing. To adapt to this change, teachers must continuously update their knowledge system and enhance their educational and teaching abilities. As the cradle of teacher growth, educational institutions have the responsibility to provide regular professional development training for teachers to ensure they can master the latest educational theories, teaching methods, and educational technologies.

These trainings should cover various aspects of education and teaching, including curriculum design, teaching methods, student evaluation, educational psychology, etc. Through systematic training, teachers can better understand educational concepts, master teaching skills, and improve teaching

effectiveness. In addition, educational institutions can invite domestic and international education experts to give lectures and seminars, allowing teachers to keep up with industry frontiers.

Secondly, encouraging teachers to participate in educational research is an important way to promote teacher professional development. Educational research not only helps teachers improve their theoretical level but also enhances their practical abilities. Educational institutions should provide sufficient research resources and platforms for teachers and encourage them to participate in various research projects. This can be achieved through the following ways:

One is to establish an educational research fund to provide research funding support for teachers. In this way, teachers can conduct educational research without affecting their normal teaching work, enhancing their academic literacy.

Two is to establish educational research teams, encouraging teachers to collaborate across disciplines and grades to jointly explore issues in education and teaching. This team collaboration model helps teachers learn from each other, promote each other, and jointly improve the level of education and teaching.

Three is to regularly hold educational research forums and seminars, allowing teachers to share their research results and exchange educational and teaching experiences. This exchange activity helps teachers broaden their horizons and improve their educational and teaching abilities.

In addition, establishing a teacher professional development file is another important measure for educational institutions to support teacher professional development. The teacher professional development file not only records the growth process and professional achievements of teachers but also provides motivation for self-motivation and continuous progress.

Educational institutions should establish a professional development file for each teacher, including basic information, educational and teaching achievements, participation in training and research, etc. Through this file, teachers can clearly see their growth trajectory, recognize their strengths and weaknesses, and thus develop a more reasonable development plan.

At the same time, educational institutions should regularly evaluate the teacher professional development file and provide feedback and suggestions for teachers. This evaluation not only helps teachers understand their development situation but also promotes mutual learning and competition among teachers, stimulating teachers' work enthusiasm and innovative ability.

In the implementation of teacher professional development, educational institutions should also pay attention to the following aspects:

One is to establish a comprehensive teacher selection and training system. Educational institutions should strictly select teachers to ensure that they have certain educational and teaching abilities and potential. At the same time, provide systematic training for teachers to help them quickly adapt to educational and teaching work.

Two is to establish an incentive mechanism to encourage teachers to actively participate in professional development activities. Educational institutions can motivate teachers to continuously improve their professional literacy through the establishment of excellent teaching awards, research awards, etc.

Three is to pay attention to teachers' mental health and provide psychological counseling and support. Educational and teaching work is under great pressure, and teachers' mental health issues cannot be ignored. Educational institutions should pay attention to teachers' mental health, provide psychological counseling and support, and help them maintain a good mentality.

In summary, teacher professional development is a continuous process that requires comprehensive support and guarantees from educational institutions. Through regular professional development training, encouraging educational research, establishing teacher professional development files, and other measures, educational institutions can effectively promote teacher professional growth, improve educational and teaching quality, and contribute to the development of China's educational cause. At the same time, teachers should cherish these opportunities, actively participate in professional development activities, continuously improve their educational and teaching abilities, and contribute to cultivating more outstanding talents.

### 4.3 Strengthening School-Enterprise Cooperation and Practical Teaching

School-enterprise cooperation, as an innovative education model, has profound significance for enhancing the practical teaching abilities of "double-qualified" teachers. In the context of the new era, China's higher education is facing the important task of deepening reform and improving quality, and school-enterprise cooperation, as an effective approach, can not only promote the optimal allocation of educational resources but also bring multiple benefits to teachers, students, and enterprises.

Through close cooperation with enterprises, teachers can stay informed about the latest industry dynamics and technical needs. In today's era of rapid technological development, the speed of technology updates is accelerating, which means that educational content and methods also need to be constantly updated. School-enterprise cooperation allows teachers to have the opportunity to deeply understand the actual needs of enterprise production, management, and research and development, thereby introducing the latest technologies and concepts into their teaching, making the content more practical. Moreover, the demand for talents from enterprises is highly practical and targeted, which compels teachers to pay attention to industry dynamics and adjust teaching strategies to cultivate high-quality talents that meet the needs of enterprises.

Enterprises can provide teachers with practical bases, enabling them to apply theoretical knowledge to actual work. In the process of school-enterprise cooperation, teachers can participate in the production and research and development processes of enterprises, combining theoretical knowledge with practical operations to improve the practicality and pertinence of teaching. This practical teaching not only helps to enhance the professional literacy of teachers but also enables students to more clearly define their career development direction during their studies, enhancing their motivation to learn.

School-enterprise cooperation helps to promote the integration of industry, academia, and research, providing students with more internship and employment opportunities. In the process of industry-academia-research integration, enterprises can provide internship

positions for students, allowing them to exercise their abilities in actual work. This not only helps to improve students' employability but also prepares them for employment with practical work experience. In addition, through industry-academia-research cooperation projects, enterprises can provide entrepreneurial guidance and financial support for students, stimulating their entrepreneurial spirit.

Moreover, school-enterprise cooperation has the following advantages:

**Improve the overall quality of the teacher team.** School-enterprise cooperation allows teachers to have the opportunity to access cutting-edge technologies and concepts in the industry, which helps to enhance the overall quality of the teacher team. At the same time, enterprises have higher requirements for teachers' teaching and research capabilities, prompting teachers to continuously improve their abilities to meet the needs of school-enterprise cooperation.

**Promote the optimal allocation of educational resources.** School-enterprise cooperation can integrate resources from both schools and enterprises, achieving complementary advantages. Schools can make full use of enterprise equipment, technology, and talent resources to improve the quality of education; enterprises can leverage the research capabilities and talent advantages of schools to promote their technological innovation and product upgrades.

**Enhance the social service function of education.** School-enterprise cooperation makes schools pay more attention to social needs, closely integrating education with social development. By providing technical support and talent training services to enterprises, schools can fully leverage their social service functions and contribute to local economic development.

**Broaden students' employment channels.** School-enterprise cooperation allows students to accumulate rich practical experience during their studies, improving their employability. At the same time, enterprises have a high recognition for students trained through school-enterprise cooperation and are willing to provide them with employment opportunities, thereby broadening students' employment channels.

In summary, school-enterprise cooperation is an important way to enhance the practical

teaching abilities of "double-qualified" teachers. Through school-enterprise cooperation, teachers can stay informed about industry dynamics, update teaching content and methods; enterprises can provide practical bases for teachers, improving the practicality and pertinence of teaching; at the same time, school-enterprise cooperation can also promote the integration of industry, academia, and research, providing students with more internship and employment opportunities, enhancing the social service function of education. In the context of the new era, we should fully leverage the advantages of school-enterprise cooperation to promote the development of China's higher education, contributing to the cultivation of high-quality talents and serving the national strategy.

## **5. Implementation Paths for Enhancing the Professional Competence of "Double-Qualified" Teachers**

### **5.1 Policy Support and Institutional Innovation**

To effectively enhance the professional competence of "double-qualified" teachers, it is crucial to recognize the significance of this initiative for the development of China's education. Firstly, policy support at the governmental level is essential. The government should introduce relevant policies that clearly define the training objectives and standards for "double-qualified" teachers, providing robust policy safeguards for their professional development.

In China, education is the fundamental project for cultivating talents, and teachers are the backbone of the educational cause. In recent years, with the development of the economy and society, the demand for talents has become increasingly diverse and sophisticated, necessitating that education keep pace with the times to cultivate more application-oriented talents with practical skills and innovative spirit. In this context, "double-qualified" teachers have emerged, possessing both profound theoretical knowledge and rich practical experience, capable of better fostering students' comprehensive qualities.

To achieve this goal, the government should establish special funds to support teachers in participating in domestic and international training and academic exchanges. This not

only enhances teachers' professional literacy but also keeps them abreast of the latest educational concepts and teaching methods. Through academic exchanges, teachers can draw on the successful experiences of other countries and regions to promote the innovative development of China's education. The government should also provide preferential policies for the professional title evaluation and promotion of "double-qualified" teachers. For a long time, professional title evaluation and promotion have been important pathways for teachers' career development and a significant means to motivate teachers to work diligently. By offering preferential policies to "double-qualified" teachers, their work enthusiasm can be stimulated, encouraging more teachers to engage in "double-qualified" educational practices.

The education department also bears significant responsibility in driving institutional innovation. For example, establishing a qualification certification system for "double-qualified" teachers to ensure the quality and professionalism of teachers. This system can refer to the professional qualification certification in other industries, setting certain thresholds to rigorously examine teachers' academic qualifications, professional backgrounds, and practical experience, ensuring they possess the capabilities and qualities for "double-qualified" education.

On this basis, the education department should encourage schools to establish cooperative mechanisms with enterprises, industry associations, etc., to jointly participate in the training and evaluation of "double-qualified" teachers. Schools can collaborate with enterprises to conduct industry-academia-research integrated education, enabling teachers to continuously enhance their abilities in actual work; cooperation with industry associations can help teachers understand the latest industry dynamics and trends, providing more practical opportunities. At the same time, enterprises and various sectors of society should also actively participate in the evaluation of "double-qualified" teachers, objectively assessing the quality of teachers' education and teaching based on market demand.

In summary, enhancing the professional competence of "double-qualified" teachers

requires the joint efforts of the government, education departments, schools, enterprises, and various sectors of society. The government should introduce relevant policies, provide financial and policy support; the education department should drive institutional innovation to ensure teacher quality; schools should establish cooperative mechanisms with enterprises and industry associations to jointly train and evaluate teachers. Through these measures, China's "double-qualified" teacher force will continue to grow, providing a strong guarantee for cultivating more high-quality application-oriented talents and promoting the high-quality development of China's educational cause.

## 5.2 Teacher Self-Development and Team Collaboration

In this era of rapid knowledge renewal, teacher self-development has become a key to enhancing professional competence. As disseminators and guides of knowledge, the level of teachers' professional literacy directly affects the quality of student cultivation and the overall level of education. Therefore, teachers should embrace the concept of lifelong learning, viewing learning as a responsibility and pursuit rather than a simple task.

Teachers should actively participate in various professional development activities, such as seminars, lectures, workshops, etc. These activities allow teachers to engage with the latest developments and research findings in the field of education, helping them broaden their horizons and update their teaching concepts. At the same time, teachers can deeply reflect on their teaching practices by writing teaching reflection journals. These journals not only help teachers recognize their strengths and weaknesses in the teaching process but also promote the adjustment and optimization of teaching strategies.

The widespread application of modern information technology provides new avenues for teachers' self-learning and improvement. Online courses and educational platforms can break through time and space constraints, allowing teachers to learn high-quality educational resources from around the world anytime and anywhere. Teachers can choose appropriate online courses based on their needs and interests, enhancing their professional



knowledge and teaching skills through systematic learning. At the same time, using information technology tools, such as educational software and multimedia teaching, can also enrich teachers' teaching methods and improve teaching effectiveness.

Team collaboration is another important avenue for enhancing the professional competence of "double-qualified" teachers. "Double-qualified" teachers are those who possess both theoretical knowledge and practical experience, able to integrate theory with practice in their teaching to provide students with more comprehensive education. The exchange and cooperation among teachers can promote the sharing of knowledge and experience, helping to foster a good atmosphere of mutual assistance and common progress. Teachers should take advantage of opportunities such as teaching and research activities and academic salons to engage in in-depth exchanges and discussions with peers, jointly solving problems encountered in teaching and sharing teaching experiences and innovative achievements.

To better promote teachers' professional development, schools can establish teacher professional development teams. Such teams can provide teachers with a fixed platform for exchange, enabling them to engage in planned and organized professional learning. In the team, experienced teachers can play a mentoring role, helping young teachers grow rapidly; the new ideas and methods of young teachers can also stimulate the team's innovative vitality. Through team collaboration, teachers can learn from each other, motivate each other, and collectively enhance their professional abilities.

In summary, teacher self-development is the core link in improving the quality of education. Teachers should embrace the concept of lifelong learning, actively participate in professional development activities, use modern information technology for self-learning, and progress together with other teachers through team collaboration. Schools and educational management departments should also provide necessary support and guarantees for teachers' professional development, creating a good learning and growth environment, thereby making greater contributions to cultivating high-quality talents. In this process, every teacher should recognize

that their growth is not only a personal responsibility but also a responsibility for the educational cause and the future development of society.

### **5.3 Integration of Educational Technology and Teaching Methods**

With the rapid development of technology, educational technology is also advancing, and how to integrate new technologies into teaching to enhance the professional competence of "double-qualified" teachers has become a focal point of attention in China's education sector. As the leaders of education and teaching, teachers should master and apply modern educational technologies, such as multimedia teaching, online teaching platforms, virtual reality, etc., to enhance the interactivity and interest of teaching. At the same time, teachers should continuously explore and innovate teaching methods, such as flipped classrooms, project-based learning, etc., to meet the diverse learning needs of students. This article will argue the necessity and feasibility of this topic from the following aspects.

The development of modern educational technology provides strong support for enhancing the professional competence of "double-qualified" teachers. The application of technologies such as multimedia teaching, online teaching platforms, and virtual reality makes teaching content more vivid and helps stimulate students' interest in learning. For example, multimedia teaching can present abstract knowledge points to students in the form of pictures and videos, allowing students to grasp knowledge through intuitive perception; online teaching platforms can achieve functions such as resource sharing and online communication, providing convenient learning paths for teachers and students; virtual reality technology allows students to conduct practical operations in simulated environments, enhancing the authenticity and interest of learning.

The integration of modern educational technology with traditional teaching methods helps to increase the interactivity of teaching. In the traditional teaching model, teachers are often the transmitters of knowledge, and students are passive recipients. With the support of modern educational technology, teachers can interact with students in real time,

understand their learning status, and adjust teaching strategies. For example, flipped classrooms combine classroom lectures with after-class practice, allowing students to fully participate in discussions in class, enhancing their initiative and enthusiasm; project-based learning encourages students to collaborate to complete tasks, cultivating their teamwork and innovative spirit.

Teachers should continuously explore and innovate teaching methods to meet the diverse learning needs of students. In the context of the new era, students' personalized needs are increasingly prominent, and the traditional "one-size-fits-all" teaching model can no longer meet the comprehensive development of students. Teachers should adopt different teaching methods based on students' age, interests, and specialties. For example, situational teaching, game-based teaching, and inquiry-based teaching allow students to learn in a pleasant atmosphere, improving teaching effectiveness.

The integration of educational technology and teaching methods can effectively enhance teaching effectiveness. The application of modern educational technology enriches teaching content and diversifies teaching methods, facilitating personalized teaching by teachers. At the same time, the use of new technologies can also improve the scientific nature of teaching evaluation, such as understanding students' learning progress through data analysis and providing targeted teaching suggestions for teachers. The innovation of teaching methods helps to stimulate students' interest in learning, improve their autonomous learning ability, and achieve teaching objectives.

In summary, the combination of modern educational technology and teaching methods is an important avenue for enhancing the professional competence of "double-qualified" teachers. Teachers should keep pace with the times, continuously learn new knowledge and technologies, and integrate them into teaching practices. At the same time, the education department should also increase investment in teacher training, improve the educational and teaching level of teachers, and contribute to the development of China's educational cause. Through the integration of educational technology and teaching methods, we have reason to believe that China's educational

cause will reach a new height, creating favorable conditions for cultivating more outstanding talents.

## **6. Conclusions and Recommendations**

### **6.1 Research Conclusions**

This study has conducted an in-depth analysis of the professional competence of "double-qualified" teachers and proposed theoretical foundations and implementation paths for enhancing their professional abilities. The research indicates that through policy support, institutional innovation, teacher self-development, teamwork, and the integration of educational technology with teaching methods, the professional competence of "double-qualified" teachers can be effectively improved to meet the demands of modern education.

### **6.2 Policy Recommendations**

To further promote the professional development of "double-qualified" teachers, it is recommended that the government and educational departments: (1) formulate clear standards for the training and evaluation of "double-qualified" teachers; (2) allocate special funds to support teachers' professional development activities; (3) establish a qualification certification system for "double-qualified" teachers; (4) encourage schools to establish cooperative mechanisms with enterprises, industry associations, etc.

### **6.3 Research Prospects**

Future research could delve deeper into specific strategies and methods for enhancing the professional competence of "double-qualified" teachers, such as how to improve teachers' practical teaching abilities through school-enterprise cooperation, and how to optimize the teaching process using big data and artificial intelligence technologies. Additionally, research could focus on the application effects of "double-qualified" teachers in different educational stages and subject areas, as well as how to promote the international development of China's education by introducing advanced "double-qualified" teacher training models from abroad through international cooperation.

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