

The Cultivation Strategy of DQ Instructors in Higher Vocational Colleges from the Perspective of Craftsman Spirit

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Abstract: Quality of dedication and focus at work is a kind of work attitude and occupation spirit of excellence, dedication and dedication, and is an important spiritual connotation of the construction of high quality and high ability Double-Professional (DQ) instructor in higher vocational colleges. This paper highlights the importance and necessity of strengthening the construction of DQ Instructor guided by the quality of dedication and focus at work, analyzes the problems existing in the construction of teachers in higher vocational colleges, and puts forward countermeasures for the construction of DQ instructor in higher vocational colleges, which meet the needs of the development of China's manufacturing power. The emphasis on the construction of DQ instructor in higher vocational colleges and the integration of quality of dedication and focus at work not only improve the level of teachers' ethics and style, but also improve the level of DQ ability, optimize the construction of DQ instructor in higher vocational colleges, and effectively promote the development of professional teaching in China.

Keywords: Quality of Dedication and Focus at Work; Institution of Higher Learning; DQ Instructor; Cultivation Strategy

1. Introduction

Currently, the economic industry chain in China is undergoing a transition from low-end "world foundry" to high-end production and research of "brand products." With the shift from "manufacturing" to "intelligent manufacturing," the demand for highly skilled and senior-level professionals is also on the rise. This is particularly true for individuals

who possess a strong sense of dedication and focus on work quality. In the realm of professional education, the role of DQ instructors is crucial for effective personnel training [1]. Given their dual role as teachers and implementers of personnel training, there is a strong focus on the effective development of DQ instructors [2]. To guide the growth of DQ instructors with a strong sense of dedication and focus on work quality, we must continue to deepen reforms in the development of professional teaching instructors. This includes a focus on enhancing the professional competence of instructors and creating an environment where DQ instructors can fully utilize their talents and abilities [3].

2. The Significance of Integrating the Development of DQ Instructors into the Cultivation of Quality of Dedication and Focus at Work

2.1 An Important Guarantee for Cultivating High-Quality Skilled Personnel

Teachers are considered the primary resource for the development of education and for improving the quality of personnel training. However, the current state of professional teaching falls short in meeting the demands for skilled talent in the rapidly growing economy. As higher vocational colleges have educational attributes, they play a crucial role in promoting the development of skilled artisans in various industries. For teachers, self-development is necessary to fulfill their subjective and objective goals, realize personal and social value, and ultimately improve the quality of talent training [4]. In this context, possessing a strong sense of dedication and focus on work quality is a key requirement for DQ instructors. This includes the ability to integrate theory and practice, a sense of responsibility and

professionalism, and a strong aptitude for technical innovation. Additionally, DQ instructors must focus on instilling in students a mindset of dedication, meticulousness, excellence, and continuous improvement. Thus, building a team of DQ instructors with a strong sense of dedication and focus on work quality is crucial for the development and personnel training of professional teaching.

2.2 The Inevitable Choice to Adapt to the Development of Professional teaching

Carry forward the connotation of the quality of dedication and focus at work, and integrate the quality of dedication and focus at work to empower the high-quality development of professional teaching. Concept is the forerunner of action, "higher vocational colleges should take the quality of dedication and focus at work as the soul, and strive to build high-quality DQ instructors. The first is to keep up with the changes in industrial development and talent demand, integrate the quality of dedication and focus at work with professional teaching, fully realize that DQ instructors are the foundation of inherits the quality of dedication and focus at work, and aim to improve the construction of teachers in higher vocational colleges. Second, quality of dedication and focus at work and DQ instructors are in essence the same line, both require practice-oriented, excellence, hard study, innovation in their own positioning and imparts knowledge, the pursuit of exquisite skills and skills improvement [5]. The high-quality DQ instructors team of "high moral and exquisite skills" is the call of higher vocational teachers for quality of dedication and focus at work, the inevitable demand for the conformal development of the DQ instructors team, and the inevitable choice to adapt to the development trend of education and social and economic development.

3. Problems Existing in the Construction of DQ instructors in China

3.1 Unreasonable Distribution of faulty members

The composition of teaching staff typically encompasses several factors, such as educational background, job title, and age demographics. In terms of DQ instructors, the structure should also consider the ratio of

full-time teachers to part-time teachers from external sources. Issues that may arise in the distribution of university teaching staff include the following:

3.1.1 Disproportion of age structure

Through the investigation of other similar schools in the province, the ratio of the three generations of teachers in higher vocational colleges is unbalanced. The average age of the old, the young and the middle-aged is 50 years old, 40 years old and 30 years old respectively, the ratio is 2:3:5. See Figure 1 for details

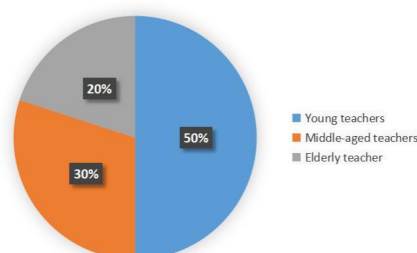


Figure 1. Age Structure of Faulty Members

The professional faulty members have the problem of youth. In fact, most teachers at this age have just stepped over the knowledge adjustment stage and just entered the stable period. They have less experience and are not focused enough on their work. They are always looking at the other side of the mountain and have poor motivation to focus on scientific research and teaching. A reasonable team of teachers should be equal in proportion to each other, so that they can better play the role of mentoring. In addition, the investigation also found that the management team of the school is also aging, and the proportion of young leaders is less, which is not conducive to the school's reform and innovation.

3.1.2 Low level of educational structure

According to the investigation of several similar higher vocational colleges in the province, less than 20% of the teachers entered the school directly after graduation, and about 50% of the teachers obtained the master's degree through further study. Moreover, these teachers only possessed the master's degree, but did not obtain the master's degree, and completed the master's degree through on-the-job graduate study, although they still had some improvement in ability. But the quality is not high. The proportion of teachers with doctoral degrees is only more than 4%, which indicates that there is a shortage of

high-level and highly educated teachers, which is not conducive to the development of high-end courses such as scientific research level and practical teaching, and even affects the construction quality of key majors [6].

3.1.3 Serious dating of title structure

Due to the imbalance of the educational background and age structure of the school, the title structure of the school's teachers is seriously dated. Generally speaking, first, there are fewer senior titles, accounting for professional teachers, fewer senior titles, a large proportion of lower support, too many young teachers with lower titles to bring a series of problems, such as title evaluation will be extremely difficult, for many young teachers may appear to give up the idea of professional title improvement, prone to occupational fatigue. Indeed, many young teachers are not very willing to evaluate the job, indicating that the competitive pressure is too great, and some young teachers can not devote themselves to work because they feel hopeless, and many teachers go outside the school to persist or start their own part-time business. In addition, for the innovation work of the campus, because the number of teachers with senior titles is too small, young teachers, especially those born in the 1980s, seriously lack rich teaching experience, lack of innovation, and only complete fixed teaching tasks, which cannot meet the needs of the school's professional knowledge update. Teachers who are relatively experienced in the golden age are allowed to lead the development of the school, and the school has also formulated policies to help young teachers, but most of them are not obvious.

3.2 Insufficient Training of Teachers

3.2.1 Poor connection between pre-service and post-service training

After the introduction of teachers, the relevant leaders of the school and the head of the personnel department should attach great importance to the post-service training of teachers. However, a certain vocational college investigated lacks systematic and scientific continuing education and training for DQ instructors, and there is a serious situation of "emphasis on introduction and light on training". Moreover, the training content is usually knowledge-based and research-based training, and the training in practical teaching

is less frequent, and there is a serious phenomenon of "light practice and heavy theory", and the training is very arbitrary. There is no systematic training plan for teachers, and the cultivate is only provided by the professional leader of the department after the entry, so there is almost no chance to go deep into the enterprise and social practice. Most post-entry training is seriously randomized and lacks systematic planning [7].

3.2.2 Poor results consolidation effect after training

The training of some higher vocational teachers goes through the motions, approving the training plan, completing the training, reimbursing the training costs, and writing a training experience is completed. Only a small number of teachers are selected to go out for training each time, and even fewer teachers participate in the training if it is an advanced training. These teachers are limited to training, but the training cannot share the content of the training within the department, and the training cannot apply the essence of the training to the actual teaching work of the department's professional construction, so the scope of benefit is very narrow, and the precious opportunity is wasted, which cannot play a good role. This phenomenon also exists in some departments of the schools investigated in this paper.

3.3 Weak Capacity for Reform and Innovation

The development of higher professional teaching must align with the needs of national economic development, and continuous innovation is a crucial aspect for the progress of higher vocational colleges. The innovation of teacher education, research methods, and student training serves as a key guarantee for the advancement of universities. Through investigations, it was discovered that a majority of teachers in higher vocational colleges tend to prioritize theoretical research, with minimal involvement in practical teaching and research innovation. Most research is focused on macro-level aspects of professional teaching or fields, while there is a lack of attention on the micro level, such as curriculum, training methods, and professional development. This lack of innovation can be attributed to both objective and subjective factors. Objectively, DQ instructors may have

a lower overall research aptitude and lack practical experience in their field. Subjectively, many teachers with senior titles and tenure may be content with the current state of their research and lack the motivation to further their studies and embrace research reform, causing wasted research opportunities.

3.4 Lack of Understanding of Quality of Dedication and Focus at Work

Professional teaching is an important position for cultivating application-oriented talents and developing quality of dedication and focus at work. Paying attention to the development of students' quality of dedication and focus at work will greatly improve the added value of the future students' human resource cost when they are employed, which is an important condition for them to go to society and establish themselves in society. Vocational teachers should deeply understand quality of dedication and focus at work and the development of their professional methods are equally important, and they should also realize that only by constantly learning and practicing quality of dedication and focus at work can they achieve the educational effect of not making it work. Moreover, the post-80s teachers occupy half of the total number of teachers, and this part of the teachers just catch up with the era of China's family planning policy, most of them are the only child. From many news media reports and social survey reports in our country, we can also understand that there are serious egoism, realism and money worship among this generation of young teachers. The sense of identity of the new force in these higher vocational teachers for quality of dedication and focus at work will be greatly reduced.

4. Take Quality of Dedication and Focus at Work as the Guide to Promote the Construction of DQ instructors in Higher Vocational Colleges

The core content of modern quality of dedication and focus at work mainly emphasizes practice-based, excellence, assiduous study, focused and patient spirit, innovative spirit, good at cooperation spirit, and unremitting pursuit of life. This spirit is lofty, awe-inspiring, and leading to The Times, so as teachers, we must have this cultural confidence, especially as higher vocational

educators shoulder the important task of cultivating high-quality talents needed by the country, we must carry the banner of carrying forward the spirit of quality of dedication and focus at work, and as researchers, we must actively explore the need to integrate the spirit of quality of dedication and focus at work into the development of DQ instructors in campus. Specifically implemented in the construction of the teaching staff, the author believes that it is necessary to carry out reform from three dimensions in order to have effectiveness [8].

4.1 National Level

4.1.1 Orientation of public opinion propaganda
By strengthening education reform and elevating the status of professional teaching, we can help diminish the impetuous atmosphere prevalent in society and promote a more stable and positive value system. This will also serve to improve the social standing of DQ instructors. By instilling a strong sense of dedication and focus on work quality in society, we can foster a sense of pride in professional teaching and shift the public opinion towards a more accurate understanding of the role of vocational teachers. This will also help vocational teachers develop a stronger sense of self-identity, utilize their personal drive, and enhance their theoretical knowledge and practical skills.

4.1.2 Provide policy preferences

The government should expeditiously establish new standards for the certification of DQ instructors. Only with clear guidelines can schools have a framework to adhere to. Schools should collaborate with the government and promptly develop policies for the qualification certification of DQ instructors. Implementation should not be superficial, and it is essential to ensure that vocational teachers possess the necessary qualifications and can be differentiated from general education teacher standards [9].

4.2 School Level

4.2.1 Reshape school philosophy

The idea of running a school affects the way of personnel training. Without the correct idea of running a school, the educational behavior of the school can only be blind. Students take planned courses in the theoretical and practical knowledge of the profession, as well as in the

social norms and ethics related to the profession. The school has also formulated a reward and punishment system to punish students who make mistakes and commend students with excellent academic performance [10]. Such year after year of study life let students develop the habit of punctuality and abiding by the rules. Therefore, school education is an important way to cultivate modern quality of dedication and focus at work.

4.2.2 Organize teaching ability competition

Various skills competitions are a good way to assess teachers' teaching ability. After all, the types of competitions outside the school and the number of participants are limited, so we should also organize various kinds of school competitions at the school level to promote construction and learning. This school-based competition is popular and popular, which means that it is more down-to-earth and can reach more teachers. In particular, the title evaluation should be linked to the results of the competition, so that everyone can really see and taste the rewards after improving their learning.

4.2.3 Pay close attention to teacher training

Vocational teachers can adopt a flexible training system, flexible training methods, the training reform into a points system, different levels of training into different points, requiring teachers to complete a certain number of credits in a year. In form, it can be flexible and diversified, such as the combination of on-campus and off-campus training. The on-campus professional general training can be arranged by the teaching unit of the school, and the practical skills training can be conducted outside the school. In terms of methods, it can also adopt the combination of online and offline, offline to the actual enterprise project-based teaching and training, online you can participate in various online courses, micro-courses, MOOC learning and so on. Various training can save time and money, and higher vocational teachers can freely choose suitable courses according to their own needs. Mobilize all teachers to actively participate in training to improve knowledge ability [11].

4.3 Self Level

4.3.1 Self-identification

Maslow's hierarchy of needs theory points out that only after the needs of the bottom level are satisfied, people will continue to pursue the highest level of self-value. The need for self-realization is the most noble pursuit in the heart of every social person, and teachers, as one of the sunniest professions in the world, have more opportunities to realize this self-need in advance. Through the investigation of some DQ instructors in campus, most of them have high professional ethics and humanistic qualities, but they all say that they cannot reach the level of quality of dedication and focus at work [12]. They need to make unremitting self-encouragement and efforts from their own level to achieve high-level professional identity and pride, and reach the highest level of professional ethics.

4.3.2 Peer Communication

Many teachers in higher vocational colleges are heavily involved in personal studies and research, leading to conflicts of interest between their job titles, topics, and projects. As a result, there is a lack of communication and cooperation among peers and teams. Due to the heavy workload of scientific research and teaching, there is little time for interaction. This invisible factor has become a significant barrier to the self-progress of DQ instructors. To overcome this, we must break the rigid working atmosphere and emphasize both individual efforts and team cooperation. This will allow for a better understanding of one's own shortcomings and provide more opportunities for improvement, ultimately enhancing work effectiveness. Therefore, DQ instructors must engage in interactive learning and exchange of superior resources to achieve their own rapid development and promote the sustainable progress of schools.

4.3.3 Be diligent in reflection

For higher vocational teachers, continuous reflection and diligent thinking are necessary to achieve constant learning and teaching, as well as a strong sense of dedication and focus at work. In future teaching endeavors, I will strive to improve my understanding of teaching concepts, the design and implementation of classroom instruction, the utilization of teaching methods, and the progress of teaching outcomes. In doing so, I can truly become a competent DQ instructor and fulfill my professional value.

5. Conclusions

This study focuses on the quality of dedication and focus at work and examines the issues surrounding faulty members in higher vocational colleges. Through a comprehensive analysis, this study explores the problematic structure of the teaching staff, insufficient training of faculty, and lack of quality in dedication and focus at work among teachers. Guided by the concept of quality of dedication and focus at work, this study presents countermeasures from three dimensions to promote the development of DQ instructors in higher vocational colleges.

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