

Strategies for Enhancing the Competence of Vocational College Teachers Guided by the Demand for Hainan's Featured Industries

Hongguo Guan^{1,*}, Zhengjun Zhou¹

¹Hainan Vocational University of Science and Technology, Haikou, Hainan, China

*Corresponding author

Abstract: This study focuses on the development pattern of Hainan's characteristic industries, deeply analyzes their demand characteristics for vocational college teachers' abilities, reveals the gap between current teacher abilities and industry demands, and proposes targeted improvement strategies from the dimensions of training system optimization, deepening school enterprise cooperation, building practical platforms, and improving evaluation incentives. The aim is to enhance the ability of vocational college teachers to serve Hainan's characteristic industries, promote the coordinated development of education and industry, and provide solid talent guarantee and intellectual support for the prosperity of Hainan's economy and society.

Keywords: Hainan's characteristic industries; Vocational college teachers; Ability enhancement; Collaborative development

1. Introduction

Hainan occupies a unique position in the national development strategy, with its characteristic industries such as tourism, tropical agriculture, marine industry, modern service industry, etc. flourishing, and the demand for high-quality technical and skilled talents rapidly increasing. As an important battlefield for cultivating skilled talents, vocational colleges have a direct impact on the quality of talent cultivation based on the abilities of their teachers, which in turn affects the sustainable development of Hainan's characteristic industries. Therefore, exploring how to effectively enhance the capabilities of vocational college teachers based on the needs of Hainan's characteristic industries has become a key issue that urgently needs to be addressed. This study conducts in-depth analysis and exploration on this topic[1].

2. Analysis of the Development Trend and Talent Demand of Hainan's Characteristic Industries

2.1. Tourism industry

Hainan's tourism industry is moving towards internationalization, high-end, and diversification, expanding from traditional coastal vacations to new formats such as health tourism, cultural tourism, sports tourism, and smart tourism. This requires tourism professionals to possess cross-cultural communication skills, innovative design capabilities for tourism products, information management capabilities for tourism, as well as rich knowledge of tourism culture and high-quality service awareness. For example, in the context of smart tourism, practitioners need to proficiently use big data to analyze tourist behavior preferences, accurately push personalized tourism products and services, which poses new challenges for teachers' knowledge updates and skill teaching[2].

2.2. Tropical characteristic agriculture

With superior natural conditions, Hainan's tropical characteristic agriculture is transforming towards scale, standardization, branding, and greening, covering the planting and breeding of tropical fruits, winter melons and vegetables, southern medicine, flowers, as well as agricultural product processing, agricultural technology services, and other fields. Industrial development requires teachers to be proficient in both traditional agricultural techniques and modern agricultural production and operation

models, agricultural e-commerce operations, agricultural biotechnology, and cutting-edge knowledge of agricultural ecological protection, in order to cultivate composite talents who can promote the upgrading of the agricultural industry[3].

2.3. Marine industry

The development potential of Hainan's marine industry is enormous, including marine fisheries, marine oil and gas industry, marine tourism industry, marine transportation industry, marine engineering equipment manufacturing industry, marine new energy and other fields. Relevant professionals need to master the basic theories of marine science, marine engineering technology, laws and regulations for the development and management of marine resources, as well as possess awareness and practical skills in marine environmental protection. This requires teachers to have a solid knowledge system of marine science and rich practical experience, and be able to provide students with teaching content that is closely integrated with practical work.

2.4. Modern service industry

The rapid development of modern service industry in Hainan covers multiple fields such as finance, logistics, e-commerce, information technology services, cultural creativity, etc., presenting the characteristics of knowledge intensive, technological innovation, and integrated development. The talent demand focuses on compound talents with interdisciplinary knowledge, innovative thinking, information technology application ability, and good teamwork spirit. Teachers should be able to integrate multidisciplinary knowledge, impart emerging technologies and innovative ideas to meet the dynamic demand for talent in the industry.

3. Examination of the gap between the current situation of vocational college teachers' abilities and industry demand

3.1. Lag in updating professional knowledge

Some teachers have long relied on traditional textbooks and teaching resources, and have paid insufficient attention to the new technologies, processes, and standards of Hainan's characteristic industries, resulting in outdated teaching content and inability to integrate the latest industry trends into classroom teaching. For example, in tourism education, there is a lack of in-depth explanation on the application of technologies such as virtual reality (VR) and augmented reality (AR) in tourism experience; In agricultural majors, students lack sufficient knowledge of intelligent agricultural equipment and agricultural big data applications, which leads to a disconnect between what they learn and the actual industry.

3.2. Weak practical skills

Many teachers lack practical experience in enterprises and have limited practical skills, making it difficult to provide accurate and effective guidance to students in practical teaching. In practical teaching, it is impossible to simulate real work scenarios and processes, resulting in insufficient cultivation of students' practical abilities. If ocean engineering teachers have not participated in actual engineering projects, when teaching courses such as shipbuilding technology, they can only stay at the theoretical level, making it difficult for students to master practical operational skills and quickly adapt to the needs of enterprise positions after graduation.

3.3. Lack of integration ability between industry and education

Vocational college teachers face problems such as poor communication, single forms of cooperation, and insufficient depth of cooperation when collaborating with enterprises. Teachers lack a deep understanding of the employment standards, production processes, and technological innovation needs of enterprises, and fail to fully consider the actual situation of enterprises in curriculum design and teaching method selection, resulting in difficulties in achieving seamless integration between talent cultivation and industry demand in school enterprise cooperation. At the same time, teachers' ability to provide technical services and solve practical problems for enterprises also needs to be strengthened.

3.4. Traditional methods of education and teaching

Some teachers have outdated teaching methods, mainly relying on lecture style teaching, neglecting the students' subject status and interest in learning, making it difficult to cultivate students' innovative thinking and self-learning ability. Traditional teaching methods cannot meet the high requirements of Hainan's characteristic industries for talent innovation and practical abilities. For example, in e-commerce teaching, if only theoretical explanations are given without guiding students through practical project operations, case analysis, and other methods, students will find it difficult to master the operational skills and marketing strategies of e-commerce platforms.

4. Exploration of Strategies for Enhancing the Competence of Vocational College Teachers Guided by the Demand for Hainan's Characteristic Industries

4.1. Optimize the teacher training system

4.1.1. Precise customized training courses

Based on the demand for Hainan's characteristic industries, we will collaborate with industry associations, enterprise experts, and university scholars to design teacher training courses. The course content should cover cutting-edge technologies, key processes, business management models, and innovative vocational education teaching methods in characteristic industries. For example, for tourism teachers, courses such as the application of tourism information technology, management and improvement of tourism service quality, and development of Hainan cultural tourism resources can be offered; For agricultural teachers, specialized training will be provided on modern agricultural biotechnology, practical skills in agricultural product e-commerce, and agricultural ecological protection and sustainable development to ensure that the training content closely meets the needs of industrial development and achieves synchronous improvement of professional knowledge and teaching skills.

4.1.2. Diversified integration training methods

We adopt a hybrid online and offline training mode, fully utilize the convenience and resource richness of online platforms, provide learning channels such as online course learning, virtual simulation experiments, and online seminars and exchanges, making it convenient for teachers to independently arrange their learning progress and time. At the same time, we organize teachers to participate in offline centralized training, enterprise practical exercises, field investigations and research activities, allowing teachers to experience and learn firsthand in a real industrial environment. For example, we arrange teachers to intern at tourist attractions, agricultural enterprises, and marine industry bases in Hainan, participate in actual project operations of enterprises, accumulate practical experience, and improve practical skills. In addition, we can carry out inter - school exchanges and cooperation to organize teachers to learn advanced teaching concepts and practical experience from colleges and universities in developed vocational education areas, broadening teachers' horizons and ideas.

4.2. Deepen the mechanism of school enterprise cooperation

4.2.1. Jointly build a teacher enterprise practice base

Vocational colleges cooperate with characteristic industrial enterprises in Hainan to establish teacher enterprise practice bases, and regularly send teachers to the bases for practical training. Enterprises develop personalized practice plans for teachers, arrange experienced technical personnel to serve as mentors, and guide teachers to participate in the production, research and development, management and other aspects of the enterprise. In the process of practice, teachers gain a deep understanding of the technical needs and talent cultivation standards of enterprises, integrate practical work experience into teaching, and improve the practicality and pertinence of teaching content. At the same time, teachers can also use their professional knowledge to provide technical consulting and services to enterprises, promote technological innovation and development of enterprises, and achieve a win-win situation between schools and enterprises.

4.2.2. Collaborate in curriculum development and teaching reform

Both schools and enterprises will form a curriculum development team to jointly develop

curriculum standards and teaching outlines based on the job requirements of Hainan's characteristic industries, and develop school-based textbooks with local and industry characteristics. In the process of course development, practical cases and projects from enterprises are fully introduced, and teaching methods such as project-based teaching, case teaching, and situational teaching are adopted to enable students to learn and grow in simulated enterprise work environments. For example, in the development of ocean engineering courses, we collaborate with ocean engineering equipment manufacturing companies to transform ongoing engineering projects into teaching projects, allowing students to participate in the design, manufacturing, debugging, and other aspects of the projects, cultivating their engineering practical skills and problem-solving abilities. By collaborating with schools and enterprises to carry out curriculum development and teaching reform, we aim to improve the quality of talent cultivation and meet the demand of enterprises for high-quality technical and skilled talents.

4.3. Building a Teacher Practice Platform

4.3.1. Upgrade the functions of the on campus training base

Vocational colleges will increase investment in on campus training bases and upgrade and transform them according to the development needs of Hainan's characteristic industries, so that they can integrate teaching, training, scientific research, production and other functions. The school introduces advanced production equipment and technology, simulates real enterprise work scenarios, and provides good conditions for teachers to carry out practical teaching and scientific research activities. For example, building a smart tourism training center equipped with intelligent tour guide devices, tourism big data analysis platforms, tourism e-commerce simulation systems, etc., allows teachers to conduct teaching practice and research projects in the training center, while also providing students with a real practical environment, improving their practical abilities and professional qualities.

4.3.2. Expand the network of off campus practice bases

The university actively establishes extensive cooperative relationships with various enterprises, industrial parks, research institutions, and other characteristic industries in Hainan, and expands the network of off - campus practice bases. Off campus practice bases provide teachers with more practical opportunities and resources. Teachers can participate in enterprise technology research and development, product innovation, market promotion and other activities, understand the latest trends and developments in the industry, and broaden their professional horizons. At the same time, teachers can also introduce resources from off campus practice bases into classroom teaching, enrich teaching content, and improve teaching quality. For example, in cooperation with tropical agricultural enterprises in Hainan, an off campus practice base can be established. Teachers can lead students to the base for internship and training, participate in the planting, picking, processing and other aspects of agricultural products, and enable students to learn agricultural knowledge and skills through practice. At the same time, it also provides human resource support for enterprises.

4.4. Improve teacher evaluation and incentive mechanisms

4.4.1. Build a teacher evaluation index system based on industry demand

Establish a scientific, reasonable, comprehensive and objective teacher evaluation index system, and include the ability and achievements of teachers in serving Hainan's characteristic industries in the evaluation scope. The evaluation indicators should include teachers' professional knowledge and skill level, practical teaching ability, the effectiveness of industry education integration, curriculum development and teaching reform achievements, student employment quality and enterprise satisfaction, and other aspects. For example, when evaluating a teacher's practical teaching ability, the focus is on whether the teacher can guide students to complete practical projects, the improvement of students' skills in practical operations, and the teacher's performance and achievements in enterprise practice; When evaluating the effectiveness of industry education integration, attention should be paid to indicators such as the number of projects carried out by teachers in cooperation with enterprises, the economic and social benefits of technical services, and the evaluation and feedback of enterprises on teachers. By constructing a teacher evaluation index system based on industry demand, we guide teachers to actively enhance their own abilities and better serve the development of Hainan's characteristic industries.

4.4.2. Incentive measures to enhance teachers' abilities

Vocational colleges shall establish a special reward fund for improving teachers' abilities, and commend and reward teachers who have outstanding performance in updating professional knowledge, improving practical skills, integrating industry and education, and teaching reform. The forms of rewards can include bonuses, honorary certificates, priority consideration for promotion of professional titles, opportunities for external training and academic exchanges, and support for the establishment of teaching and research projects. For example, teachers who actively participate in enterprise practice and solve practical technical problems for enterprises will be given certain bonuses and rewards, and bonus points will be given in professional title evaluation; For teacher teams that collaborate with enterprises to develop courses that are rated as provincial or national quality courses, team members will be awarded honorary certificates and support for teaching and research project initiation, and recommended to participate in various teaching achievement awards. By strengthening incentive measures, we can stimulate teachers' enthusiasm and initiative to improve their own abilities, and create a good atmosphere for teacher development.

5. Conclusion

This study clarifies the direction and focus of vocational college teachers' ability improvement through in-depth analysis of the development trend and talent demand of Hainan's characteristic industries. A series of strategies have been proposed to address the gap between current teacher capabilities and industry demand, including optimizing the training system, deepening school enterprise cooperation, building practical platforms, and improving evaluation and incentive mechanisms. The aim is to enhance the ability of vocational college teachers to serve Hainan's characteristic industries and promote the coordinated development of education and industry. In the future development, vocational colleges should continue to pay attention to the changes in Hainan's characteristic industries, constantly adjust and improve the strategies for enhancing teacher capabilities, strengthen the construction of the teaching staff, provide solid talent support for the prosperity of Hainan's characteristic industries, and promote the high-quality development of Hainan's economy and society. At the same time, government departments and industry enterprises should actively participate in and support the improvement of vocational college teachers' abilities, form a good situation of multi-party collaborative education, and jointly contribute to the development of Hainan.

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