

Original Paper

Construction and Promotion of Teachers in Application-Oriented Colleges and Universities

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Received: April 18, 2019

Accepted: May 12, 2019

Online Published: May 15, 2019

doi:10.22158/wjer.v6n2p316

URL: <http://dx.doi.org/10.22158/wjer.v6n2p316>

Abstract

This paper enumerated practical teaching staff in colleges and universities have encountered difficulties in the process of continuous development and bottlenecks, and combing the method and to promote the development of applied university faculty acceleration strategy, strive to applied in colleges and universities in insufficient to absorb and draw lessons from developed countries applied advantages of the construction of teachers team in colleges and universities, to promote rapid development applied in colleges and universities in our country, to cultivate more talents. Contribute to the development of various undertakings in our country.

Keywords

applied, colleges and universities, teaching staff, build, promote

1. Introduction

As the engine for the continuous development of national science and technology and the booster of economic transformation, colleges and universities are duty-bound to cultivate high-quality talents for the motherland. With the establishment of the direction of higher education reform by the ministry of education in 2014, the development direction of colleges and universities for cultivating application-oriented talents has been established. However, due to the lack of development experience, the development model in the ongoing exploration. Therefore, a variety of problems have been exposed in the teaching staff construction of application-oriented colleges and universities in China, which are worthy of our in-depth discussion and reflection.

2. Difficulties in the Construction of Teachers in Application-Oriented Colleges and Universities

The development of application-oriented colleges and universities is well in line with the economic transformation and development of our country, and the talents they have cultivated also shine in various undertakings of our country. The faculty occupies an important position in the development of application-oriented colleges and universities, but up to now it is in trouble and has exposed some problems.

2.1 *The Single Structure of Teachers and the Shortage of “Double-Qualified” Talents*

At present, the ministry of education has established more than 600 institutions of higher learning that are gradually transforming into application-oriented institutions. However, most colleges and universities still adhere to the original teacher structure and talent selection mode, and still pursue the scientific research teachers who are highly educated (starting from the doctor's degree) and highly qualified (based on the graduation of “985” and “211”). Therefore, it is often neglected or difficult to recruit “double-qualified” talents. In the process of cultivating application-oriented talents, disconnection between knowledge and practice, strong theoretical education and weak practical link will occur, which is very unfavorable to the cultivation of application-oriented talents. In the most important practical link of cultivating application-oriented talents, the selection standard of experimental teachers is often low. Some universities set experimental teachers as external staff or as supporting doctoral spouses, which makes the weak link appear in the training process of application-oriented talents. Many application-oriented colleges and universities often only pay superficial attention to the employment of enterprise personnel with rich practical experience as teachers or part-time teachers, and simply sign the employment agreement and leave it carelessly, which makes the excellent experience of enterprise personnel be lost for nothing and does not play a role in talent training.

2.2 *Teacher Assessment, Evaluation and Incentive Mechanism Backward*

When a new goal is set, it is particularly important to create a suitable assessment, evaluation and incentive mechanism. In the process of transformation, most application-oriented universities tend to transform the assessment, evaluation and incentive mechanism of teachers too slowly. As a result, the orientation fails to be linked to the development of the school in time, thus affecting the development of the school and the cultivation of talents. At present, the assessment, evaluation and incentive mechanism of many application-oriented colleges and universities still maintain their original evaluation, evaluation and incentive mechanism based on scientific research or teaching. This often leads to teachers still devoting a lot of energy to scientific research and other work. However, with the definition of application type, schools will arrange more class hours to experiment and practical training. However, the lack of assessment, evaluation and incentive system will ultimately result in the unguaranteed teaching quality of this part of courses, thus affecting the achievement of the ultimate goal of talent training. The construction of practical assessment, evaluation and incentive system will highlight the characteristics of application-oriented school, which is conducive to the allocation of

teachers' energy and students' learning orientation. Therefore, the construction of teacher assessment, evaluation and incentive mechanism in line with the characteristics of the school is a difficult problem that application-oriented colleges and universities must overcome.

2.3 Teacher Affairs Are Complex and Lack of Professional Systematic Training

Since the construction of application-oriented colleges and universities in China is in the initial stage, all colleges and universities are gradually developing and improving their own layout, and the evaluation and assessment of education departments are more mature than that of undergraduate colleges and universities. A teacher needs to complete the basics such as teaching, experimental teaching, scientific research, often need to cooperate with the development of the school to apply for undergraduate and postgraduate professional, new courses and making new outline, all kinds of competitions, to participate in the laboratory construction, finish school undergraduate qualification evaluation, professional evaluation and acceptance and so on all kinds of complicated but not system work. This greatly consumed the time teachers spent in improving teaching and experiment, and eventually led to poor teaching effect and talent cultivation falling short of the expected goal. The full-time teachers in the teaching team often take up the post of teachers after graduation from colleges and universities. Without systematic training, the shortcomings are obvious. But at present, due to the lack of funds, imperfect security system, less communication between schools and enterprises and other factors, the practice and training of teachers in colleges and universities are insufficient or formalistic, which eventually leads to the disconnection between students' learning and practice. Only after entering the work post, gradually make up for, so that the existence of application-oriented colleges and universities at a discount.

2.4 Government Investment Is Insufficient and Policy Is not Inclined

The development of a new cause must be encouraged and supported by the government. The construction of application-oriented universities is no different from the exploration of another talent cultivation mode. Therefore, the government's support and policy preference for application-oriented colleges and universities often determine the speed and maturity of their development. But at present, although the national goal of developing application-oriented colleges and universities has been established, governments at all levels do not pay enough attention to it, and they always believe that these colleges and universities have a good foundation for development. Little do they know that part of application-oriented undergraduate colleges and universities are promoted by colleges and universities, and part of them are reformed by teaching-oriented or research-oriented colleges and universities, which is nothing less than a rebirth for any one college or university. The promotion of various undertakings must be inseparable from the government's strong investment and policy preference. Compared with "985" and "211" universities, the funds of application-oriented universities and colleges are few and far between, and the gap of funds needed to be changed in cooperation with application-oriented construction is often very obvious. If the relevant government departments can increase the support, it is believed that the maturity period of application-oriented colleges will be

greatly shortened.

3. Strategies for Improving the Teaching Staff of Application-Oriented Colleges and Universities

3.1 Optimizing the Structure of Teachers and Completing the Short Board of Talents

In the process of faculty building, application-oriented colleges and universities should reduce the influence of teaching-oriented and research-oriented colleges and universities, and increase efforts to broaden the source channels of faculty. The teachers with rich structure and wide sources are introduced into the school to get close to the essence of application-oriented talent training. On the one hand, we can learn from the talent introduction model of application-oriented colleges and universities in developed countries to strengthen the construction of part-time teachers, introduce or hire talents with real technology and experience as teaching teachers, so that their experience can better serve students. On the other hand, we should improve the comprehensive quality of our teachers, take “double-qualified” teachers as the training goal, and increase the opportunities of teacher training, training in factories and social practice. At the same time, the teaching ability and explanation level of experimental teachers should be improved, and the teacher structure should be improved in many aspects to make up the shortage of talents as soon as possible.

3.2 Replacement of Teacher Assessment, Evaluation and Incentive Mechanism

The innovation and replacement of teacher assessment, evaluation and incentive mechanism can stimulate teachers' recognition of application-oriented colleges and universities from within and urge them to train themselves into qualified teachers suitable for application-oriented colleges and universities through the power of the system. The mature system of application-oriented colleges and universities in developed countries can still be used for reference and improved to adapt to the position and characteristics of their own colleges and universities. For example, it is stipulated that teachers must complete several times of training, off-site training and social practice within a certain number of years. In the assessment system, scientific research is no longer the absolute center, the weight of social practice should be increased, and the proportion of rewards such as teachers' invention and creation should be increased. Respect teachers' individual differences, relax teachers' rights on the premise of mastering teachers' training of application-oriented talents, highlight teachers' shortcomings, and set up a team for core students to jointly explore the cultivation of application-oriented talents.

3.3 Reduce the Interference Factors and Promote the Pocus of the Main Business

In the initial stage of application-oriented undergraduate colleges and universities, the interference factors for teachers should be reduced and more non-teaching tasks should be undertaken by functional departments and administrative personnel. So that more teachers will experience the application of teaching, experiment and personnel training in each link, for an early grope out a mature application-oriented undergraduate college personnel training model. If there are non-teaching tasks that must be completed, we should take teaching tasks as the main body and increase the workload appropriately under the condition of guaranteeing teaching. At the same time to make the majority of

teachers clearly recognize that teaching is the primary position to ensure talent training, to be able to distinguish in each task which is important, do not put the cart before the horse.

3.4 Increasing Government Investment and Accelerating Talents Training in Colleges and Universities

Relevant government departments should recognize that application-oriented undergraduate colleges and universities cultivate basic talents from all walks of life. The high or low quality of basic talents directly determines the height and width of the development of all walks of life in the future, and has a direct relationship with the future economic prosperity and the development of the motherland. Therefore, the relevant government departments should do a good job in research, understand the fund difficulties and policy needs of application-oriented universities in the process of development, and do a good job in promoting the development of application-oriented universities. In order to find out a development mode of application-oriented colleges and universities suitable for China's national conditions in a shorter period of time, and to cultivate application-oriented college graduates meeting the needs of the society at an early date, more efforts should be given in terms of capital support, policy preference and talent support.

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