

Research on the Improvement of Teachers' Practical Teaching Ability in Local Newly-built Universities

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Abstract. Under the background of the local newly-built universities transforming into application-oriented universities, teachers' practical teaching ability decides the quality of applied innovative talents cultivation, affects the school serving local economic and social development level, and thus improving college teachers' practical teaching ability is the key to the successful transformation and high quality development for the newly-built universities. This paper deeply analyzes the problems existing in the improvement of teachers' practical teaching ability and puts forward corresponding solutions.

Keywords: Newly-built University; Practical Teaching Ability; Improvement Measures.

1. The necessity of improving teachers' practical teaching ability

In October 2015, The Ministry of Education and other three ministries and commissions issued the Guiding Opinions on Guiding Some Local Regular Undergraduate Universities to Transform into Application-oriented Universities, which aims to promote transformational universities to shift their educational idea to serving local economic and social development, to integrating industry and education with school-enterprise cooperation, and to training application-oriented technical and skilled talents [1]. Therefore, training application-oriented talents with profound theoretical knowledge and skilled business skills has become the mission entrusted by the age to local colleges and universities, which is an urgent requirement for local colleges and universities to adapt to the social transformation and development and serve the national and local major development strategies. Mao yuan Pan, a famous educationalist in China, points out that the key to the "originality" training of applied talents lies in applied teaching, and the core is practical teaching. The key to the development of applied teaching lies in the improvement and development of teachers' practical teaching ability [2]191-194. Therefore, effective improvement of teachers' practical teaching ability is an important guarantee for the newly-established universities to cultivate high-quality application-oriented innovative talents, an inevitable requirement for the newly-established universities to expand their influence and achieve high-quality development, and a requirement for national and local economic and social development.

2. Problems existing in the improvement of teachers' practical teaching ability

2.1 Some teachers' ideology change is not thorough and self-promotion consciousness is not strong

Most newly-built universities have experienced or are undergoing the qualification assessment of teaching work. Under the requirements of the assessment indicators, they have defined their educational orientation, strengthened the construction of application-oriented education, changed teachers' thinking and concept through various forms such as training and publicity, and attached importance to practical teaching. But teachers are trained in the traditional education mode of "emphasizing theory and neglecting practice", and enter universities to carry out teaching and scientific research immediately after graduation, so they lack experience in practical application, causing teachers clueless in the combination of theory and practical application, which greatly restricts the practical teaching level of young teachers [3].

Restricted by the attributes of the subject, teachers from different disciplines have different participation in the practical teaching ability training. The research direction of teachers from science and liberal arts is more theoretical, which greatly hinders the improvement of their practical teaching ability. In addition, practical teaching is time-consuming and laborious, and the teaching effect is not significant. At the same time, teachers, especially young teachers, have heavy teaching tasks, which makes teachers subjectively ignore practical teaching and have no strong willingness to participate in it [4].

2.2 The teacher training system needs to be improved and the training effect is not ideal

At present, in the process of transformation and development, the local newly-built universities gradually pay attention to the construction of teachers and strengthen teacher training. Many universities set up a special department such as teacher development center, organize various types of training, but the systematic training system is not mature, and they do not carry out targeted training according to differences of disciplines. There are few trainings that can effectively solve practical problems in the process of practical teaching, and the training situation of young teachers is not included in their personal business files, resulting in unsatisfactory training results. At the same time, due to limited funds and resources, there are few opportunities for teachers to go out for promotion and limited opportunities to practice in enterprises. In addition, due to the sluggish operation of many entity enterprises and the limited social resources of teachers, it is difficult to find enterprises that are truly related to their own teaching and can truly exercise themselves, which restricts the improvement of teachers' practical teaching ability[5]. Some teachers choose enterprises with little relevance to their own teaching, and lack of process supervision and strict assessment mechanism, resulting in the practical training becomes a mere formality.

2.3 The recognition of practical teaching ability is not standardized, and the identification standards of "double-qualified and double-capable" teachers are different

As for the recognition of practical teaching ability, the government has not issued unified standards and norms. Most colleges and universities identify "double-qualified and double-capable" teachers according to the acquisition of professional skills certificates or vocational qualification certificates and the degree of participation in social enterprise practice. There is no different reference scope according to the nature of different majors, and there are various types of certificates. It is difficult to prove the rich practical experience and strong practical teaching ability according to the relevant certificates. Moreover, the recognition is often one-time, without dynamic recognition and management. Once the recognition is completed, the teacher will be identified as having lifelong practical teaching ability, which is not conducive to the personal growth of teachers and the improvement of practical teaching quality [6].

2.4 The integration of industry and education is not deep and wide enough, and cooperative education has not yet formed a benign interaction

During the past years, under the guidance of national policies, the cooperation between industries and universities is increasing, such as joint construction of practical bases, curriculum resources, laboratory construction, etc. However, due to the low social visibility and influence of local newly-built universities, they have relatively few social resources, and the enthusiasm of enterprises to participate in talent training is not high enough. The content of production-education cooperation is not diversified enough, and the teaching resources jointly built by cooperation are not rich enough. Teachers' awareness of applied research is not strong, their ability to learn and apply new technology is weak, their scientific research results have low adoption rate and conversion rate, and industrialization is insufficient, so the advantage of attracting enterprises to participate in cooperative education is not prominent.

3. Measures for improving teachers' practical teaching ability

3.1 Change the concept of education and constantly improve the initiative and enthusiasm of teachers to improve their practical teaching ability

Universities should strengthen propaganda through many channels such as teaching platform, the official website and meetings, give full play to the role of basic teaching organizations like the teaching and research section, teaching team, to make teachers deeply understand the importance and urgency of teachers' practical teaching ability to application-oriented talents training, firmly establish the concept of application-oriented talents training, and strengthen the cooperation consciousness of teachers inside and outside the university. When formulating relevant policies and requirements, the school should properly consider the differences in the attributes of disciplines and majors, and gradually improve the subjective willingness of teachers to engage in practical teaching.

3.2 Improve the training system and form a "mentoring" mechanism

In the pre-job training of new teachers, in addition to arranging the training of education and teaching theory knowledge, they should also strengthen the training of practical teaching ability and organize the cognitive practice activities of relevant industries. Teachers with rich teaching experience and years of industry practice experience from different sources, knowledge structures and skills should be invited to serve as young mentors, and the practical teaching ability of young teachers is effectively improved by learning from each other and "passing, helping and guiding" from old teachers [7]. The practical guidance of young teachers should be included in the teaching workload of tutors, the guidance files of young teachers will be established, and the quality of guidance will be included in the annual assessment system of tutors. At the same time, the training assessment results will be recorded in the personal teaching business files of young teachers, as an important basis for annual assessment, job appointment and job promotion.

3.3 Improve the evaluation mechanism and carry out dynamic supervision

Because of the teaching qualification evaluation indicators and personnel training requirements, local universities gradually increase the intensity of talent introduction, emphatically introducing young doctors with potential for development. However, most of the young teachers are trained by academic research colleges and universities. They have strong theoretical literacy and scientific research ability but lack industrial and enterprise experience, and their practical education level needs to be improved. In the future, colleges and universities should improve the admission mechanism of teachers and improve the requirements for practical teaching ability. "Teachers' quality should be guaranteed from the first step of entering the school [8]." Industry practice experience and professional qualification should be taken as the employment conditions [9], and knowledge structure, professional practice ability and industry experience should be comprehensively investigated, instead of academic degree level and scientific research achievements as the measurement standard [1] 111. When putting forward the requirement of teachers' practical teaching ability, a perfect evaluation system and evaluation standard should be established and incorporated into the annual evaluation.

At the same time, the construction of "double-qualified and double-competent" teachers will be put into practice. In order to meet the proportion of practicing teachers, they should not reduce the evaluation standard of "double-qualified and double-competent" teachers, but should combine the needs of professional construction with the cultivation of "double-qualified and double-competent" teachers. They should strictly examine teachers' professional qualification certificates and their professional theoretical research fields, establish dynamic identification and management mode, improve the value of "double-qualified and double-capable" teachers, and ensure the quality of professional practice teaching.

3.4 Adhere to the exchange of services for support, and establish a long-term mechanism of industry-university-research cooperation

Local universities should fully integrate their resources and professional advantages, effectively dock the pain points and difficulties of enterprise development, guide teachers to regard the production demand of enterprises as an important source of scientific research topics, carry out collaborative innovation centering on the key issues of industrial technological innovation, promote the transformation of applied scientific research achievements, and improve teachers' applied scientific research ability. They will improve the pertinence of cooperation between enterprises, universities and research institutes, provide support services for technological upgrading of enterprises, exchange services for support, make them more attractive to enterprises, and establish a long-term cooperation mechanism. Universities will set up the mechanism of university-enterprise joint training of teachers, invite more industry enterprise management and technical backbone into the classroom, jointly carry out professional development and teaching materials development and practice guidance, etc., send more teachers to business industry to improve teachers' professional practice ability, and build a platform for young teachers and key experts in the enterprise industry to discuss and exchange.

4. Summary

Teachers are the core force for the sustainable development of application-oriented universities and their practical teaching ability directly affects the realization of the goal of cultivating high-quality application-oriented talents. Teachers should take the initiative to adapt to the unique requirements of the reform of talent training goals for teacher development and adjust the degree of compatibility between their own development goals and those of colleges and universities [1] 191-194. They should continue to strengthen professional learning and practice, update their teaching ideas and modes, and be guided by the evaluation system of practical teaching ability according to the needs of application-oriented talents training, gradually learn from each other and constantly promote the improvement and development of their practical teaching ability, to finally ensure the continuous improvement of the quality of application-oriented teaching.

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