

## Research on the Path of Teachers' Construction

### --Taking Network Engineering Major of Guangdong University of Science and Technology for Example

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#### Abstract

Teachers are the key resources of private application colleges and universities. The level of teachers determines the strength and quality of colleges and universities, as well as the characteristics and positioning of colleges and universities. The goal of talent training in application-oriented undergraduate colleges determines that the direction of the construction of teachers' team is to strengthen the construction of "dual teacher and dual ability" teachers' team. It is feasible to optimize the structure of teachers' team.

#### Keywords

Applied University; Construction; Teachers' Team.

#### 1. Introduction

According to Article 53 of the outline of the national medium and long term education reform and development plan (2010-2020), "improve the professional level of teachers, and clearly put forward that the focus should be on the" dual teacher and dual ability "type teachers". The training needs of application-oriented and innovative talents determine the urgency of the construction of application-oriented teachers in local universities. It is one of the key points for local universities to build a high-quality and professional "dual teacher and dual ability" faculty.

#### 2. The significance of the construction of teachers

In order to meet the needs of local industries for high-level applied talents, it is necessary to strengthen the construction of "dual teacher and dual ability" teachers in Colleges and universities, and improve the comprehensive quality of teachers, especially the practical teaching ability. At present, many colleges and universities in China have invested a certain amount of manpower and funds, formulated some effective measures, and achieved certain results. However, there are still many problems in the construction of "dual teacher and dual ability" teaching staff.

#### 3. The path of N.E. teachers' construction in GDUST

First, make clear the goal of teachers' construction. The construction of teaching staff is the basis of running a good specialty, and it is a work around the goal of talent training. All the "dual teacher and dual ability" construction team construction, which is divorced from the school running reality, from the construction of applied disciplines and specialties, and from the training goal of applied talents, are just empty slogans.

First of all, the team of N.E. major leaders has made clear the direction of discipline construction and the training goal of application-oriented talents. On this basis, it has further made clear what kind of application-oriented teachers should be built. Finally, according to the actual situation of running a school, it has made clear the construction goal of "dual teacher and dual ability" teachers' team.

Second, we should make a reasonable development plan for teachers with dual abilities. It is a long-term development work to cultivate the dual ability teachers, which is of great significance to the development of schools and teachers' personal professional development. According to the large form

of local economic development and social and economic development, establish a systematic training system for teachers with dual abilities, establish short-term goals and long-term goals, and build a high-quality structured team construction that can walk in the forefront of the industry in production technology and practical operation.

Third, the school enterprise linkage, explore the mode of talent sharing. School enterprise cooperation is an important way to improve the cultivation of dual teacher and dual ability teachers. School enterprise linkage can combine production, teaching and research. Through school enterprise cooperation, on the one hand, it can improve the practical ability of teachers, on the other hand, it can help enterprises improve their management ability. In order to greatly improve the practical training and R & D skills of dual functional teachers, the N.E. major sends a certain number of teachers every summer vacation to the enterprise for training and learning, so that teachers can master advanced technology at any time, to the front line of the enterprise to improve their practical ability, participate in the practical skills training of the enterprise, and at the same time, teachers can also understand the industry development; in addition In the training week stage of the core courses, a large number of senior management talents are invited to the classroom for teaching and practical training guidance. Through this kind of deep-seated combination of school and enterprise, the senior talents of the enterprise and the professional talents of the school are integrated to create favorable conditions for the cultivation of application-oriented talents in Colleges and universities.

Fourth, take the entrepreneurial project as the carrier to promote the innovation and entrepreneurship teaching ability of teachers. We should vigorously carry out the professional practice of teachers, so that teachers can participate in entrepreneurship projects, research and development of new technologies, and ultimately promote innovation and entrepreneurship teaching. Depending on the innovation and entrepreneurship practice base inside and outside the school built by the innovation and entrepreneurship college, we can cooperate with enterprises outside the school to introduce a number of entrepreneurship projects, let teachers, students, and entrepreneurship mentors participate in the entrepreneurship projects, and jointly complete the whole process of planning, design, technology development, business roadshow, and venture capital in the early stage of the entrepreneurship projects, so that teachers and students can get together in the process of innovation and entrepreneurship project teaching practice Ability growth: teachers gain professional technology innovation, project development ability, entrepreneurship knowledge and engineering practice ability in entrepreneurship projects, and students gain innovation and entrepreneurship practice ability.

Fifthly, we should establish an incentive mechanism of combination of full-time and part-time. The incentive mechanism of "dual teacher and dual ability" teachers includes full-time teachers and part-time teachers. To encourage the full-time "dual teacher and dual ability" teachers, we should construct all-round construction from the aspects of work care, wages and benefits, work ability improvement, good development platform and opportunities, so that teachers can truly realize the best use of people. For the encouragement of part-time teachers, we can adopt the flexible introduction method, implement "one person one discussion", improve the management system of part-time "dual teacher and dual ability" teachers, encourage the part-time teachers to actively participate in the formulation of talent training programs and other teaching, research and teaching reform activities, reward the achievements of teaching, research and teaching reform, strengthen the assessment and evaluation of part-time teachers, and improve the performance of part-time teachers We should give priority to employment and increase subsidies to improve their initiative.

Sixth, cultivate transformation atmosphere and strengthen the sense of team cooperation. The main body of "dual teacher and dual ability" teacher training is teachers. It is impossible to achieve it only by the supervision and encouragement of the management department. Only by making the teachers firmly believe in the transformation, actively demand the transformation, consciously overcome the difficulties in the training, and increase the internal driving force of the transformation, can the "dual teacher and dual ability" teacher training truly achieve results. To strengthen the training of group cooperation awareness, to simply preach the importance of transformation and to learn relevant

documents, is not enough to establish the transformation awareness of teachers, but also needs the influence of team atmosphere. People are "natural social animals" with a natural herd mentality. Teachers with weak sense of transformation can be incorporated into the project groups to increase their awareness of actively participating in practice. At present, the N.E. major has started the dual division talent construction project with Professor Huang Huixian as the core, and the scientific research team construction project with several Ph.D. students as the core. By fully tapping the team strength, a set of team construction system with full competitiveness has been built.

Seventh, standardize and improve the development system of dual teachers and dual abilities. The Ministry of education, the national development and Reform Commission and the Ministry of Finance pointed out in the guiding opinions on guiding the transformation of some local ordinary undergraduate colleges and universities to the application-oriented type: to strengthen the construction of "dual teacher and dual ability" teachers' team. Teachers' teaching evaluation, evaluation mechanism, promotion mechanism, salary incentive, school enterprise communication and other systems are all important measures to mobilize teachers to actively participate in the dual functional teachers. At the school level, it is necessary to establish a perfect system in terms of talent introduction, talent cultivation, salary treatment, evaluation, professional development and so on.

#### 4. Conclusion

As an application-oriented local undergraduate college, the N.E. professional team should, according to its own development status, in combination with the needs of local economic and social development, innovate the development mode, and constantly improve the introduction of teachers Training, assessment and incentive mechanism, strive to explore a set of ideas and measures suitable for the construction of "full-time and part-time, dual teacher and dual ability" teachers in our school, so as to provide a strong guarantee for the cultivation of high-quality applied technical talents.

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