

Research on Current Situation of Teachers' Construction

—Taking N.E.* Major of GDUST* for Example

Lei Yang^{1, a}, Yong Fan^{1, b}, Liang Yu^{1, c}, Liwei Tian^{1, d} and Yungui Chen^{1, e}

¹Guangdong University of Science and Technology, Dongguan, China.

^agdstyl@qq.com, ^b16678521@qq.com, ^c840493518@qq.com, ^d656453927@qq.com,
^e370064596@qq.com

*N.E. is the abbreviation of network engineering, GDUST is the abbreviation of Guangdong University of Science and Technology.

Abstract

In recent years, the development of private colleges and universities in China has entered a new level, both in the scale of education and students are developing rapidly. Under the guidance of the state, most of the private colleges and universities are transforming to the applied technology universities, aiming at the cultivation of applied technical and skilled talents.

Keywords

Applied University; Double Ability Teachers; Construction of Teachers.

1. Introduction

In October 2015, the Ministry of education, the national development and Reform Commission and the Ministry of Finance jointly issued the guiding opinions on guiding some local ordinary undergraduate colleges and universities to transform into application-oriented ones, proposing to promote the transformation and development of colleges and universities, turning the idea of running schools to cultivate application-oriented technical and technical talents, and to serve the local economic and social development, which is the orientation of talent cultivation of local undergraduate colleges and universities from academic talents The watershed of transformation to high-quality applied talents of production skills and service management.

2. The significance of the construction of teachers

First, it is the key to implement national decision-making and promote the development of University connotation. In February 2014, the State Council made a decision to guide some ordinary universities to transform into application-oriented universities. It is the general trend for some local universities to transform into application-oriented universities. The outline of national medium and long term education reform and development plan (2010-2020) points out that Local Application-oriented Undergraduate Colleges and universities must unswervingly follow the connotative development path with quality improvement as the core. The biggest characteristic of local transformation colleges and universities is the cultivation of "local and application-oriented" talents. The core of its connotation development is to comprehensively improve the quality of application-oriented talents cultivation. Teachers are the primary condition of talent training in Colleges and universities. The practical ability of teachers directly determines the quality of application-oriented talent training.

The second is the basic guarantee to serve the local economy and promote the cultivation of applied talents. For a long time, the orientation of running a local undergraduate university is relatively vague. In the setting of disciplines and specialties, the need of local economic development is less considered, and the ability of universities to serve local industries is weak. With the development of economy, with the progress of information, biology, nano technology, new energy and other new technologies, a series of emerging industries have emerged. The contradiction between the demand for application-oriented talents and the training of talents in Colleges and universities is increasing day by day. The

training of talents in Colleges and universities is divorced from the demand of local industries. Therefore, it is necessary for local colleges and universities to strengthen the construction of "double teachers and double abilities" teachers.

3. The current situation of N.E. teachers in GDUST

First, the source of teaching staff is relatively single. At present, the N.E. Major of GDUST is mainly composed of two parts: Part-time external teachers and full-time teachers. The part-time external teachers are mainly retired teachers or in-service teachers of public colleges and universities, and full-time full-time teachers are self-employed teachers. Most of the part-time external teachers come from key universities. Their professional characteristics are solid professional knowledge, excellent teaching and strong theoretical research ability. However, the lack of relative stability of the part-time external teachers is not conducive to the improvement of teaching quality. It is difficult to ensure the continuity of teaching, lack of in-depth understanding of students' learning conditions, and it is difficult to teach students in accordance with their aptitude. The source of full-time full-time teachers is the majority of college graduates. They lack practical skills, practical ability and the ability to guide students' practical needs.

Table 1 The list of N.E. teachers of GDUST in recent years

Year	Total	Master	Ph.D	Intermediate title	Senior title
2014	11	8	0	5	2
2015	17	13	1	7	3
2016	19	13	2	6	6
2017	16	11	1	5	4
2018	19	13	2	4	5
2019	18	12	2	4	4

Second, the structure of the teaching staff is not reasonable and the level is low. At present, the proportion of "double teachers and double abilities" teachers in N.E. Major is still below 30%, the proportion with senior professional titles is low, the number of top talents such as professional leaders is small, the structure of education background and age of teachers is not reasonable, and there is a lack of intermediate level, which is also a common aspect that needs to be improved in domestic private colleges and universities (Table 1, N.E. major of GDUST in recent years List of teachers of Cheng major). In particular, many young teachers come to school to teach as soon as they graduate from school. Their practical ability is poor. Most of the knowledge they teach to students is from books. It is very common that theory and practice are separated from each other.

Third, the training mechanism of "double teachers and double abilities" is not perfect. At present, compared with public universities, the opportunities for N.E. major teachers to go out for training are relatively less, which makes it difficult for teachers to contact with new technology, knowledge, technology and methods in the industry, which is not conducive to the improvement of the overall teaching quality in the long run. In terms of the cultivation of "double teachers and double abilities" teachers, there is a lack of mechanism and system for the cultivation of teachers. From Figure 1, we can see that in recent years, the development status of high academic and high professional titles of N.E. major of GDUST, the proportion of intermediate professional titles is declining, and the proportion of doctoral and deputy senior professional titles is basically the same, which shows that the first is the serious loss of young middle-level backbone talents, and the second is for senior talents The training and introduction work is not paid enough attention and the proportion is basically stagnant. In addition, due to the rapid expansion of GDUST, the number of teachers is insufficient. In order to meet the daily teaching, teachers have to put most of their energy into the daily teaching, so they have no time to consider their own training and improvement.

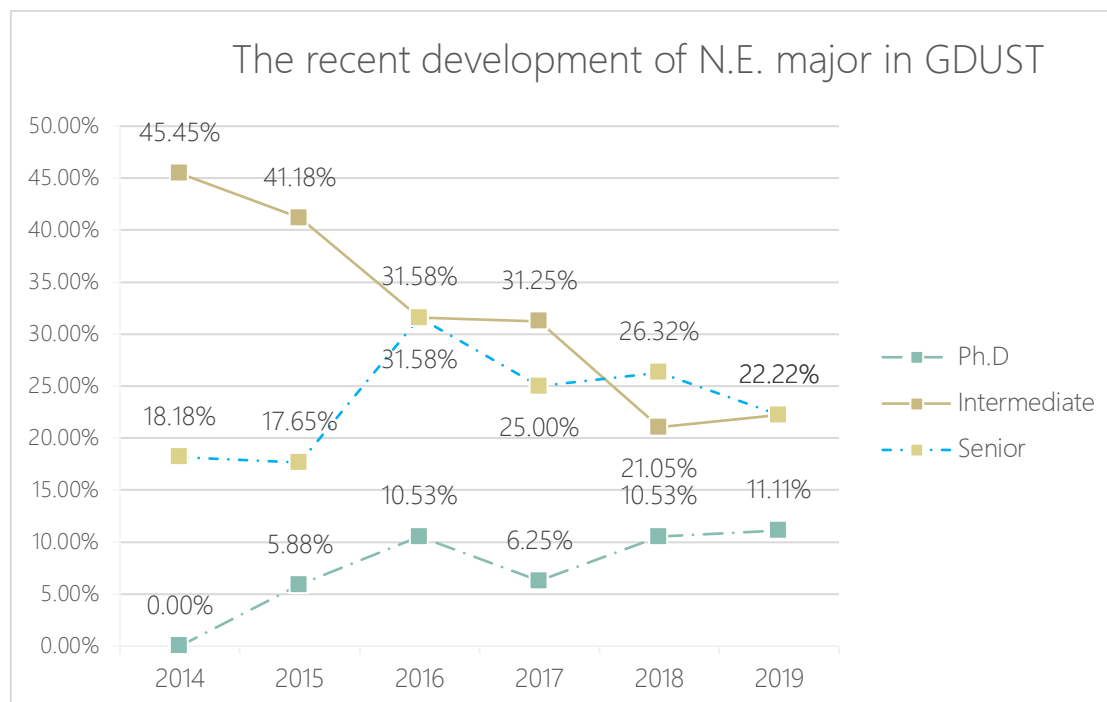


Figure 1 The recent development of N.E. major in GDUST

Fourth, the lack of corresponding management rules and regulations. In the training of "double teachers and double abilities" teachers, the training mode is lack of characteristics, long-term mechanism and recognition standards. It is not clear in the evaluation, promotion and performance evaluation of professional and technical positions. Its welfare and benefits have little influence on the "dual teachers and dual abilities" teachers, and there is a lack of evaluation and incentive mechanism. In the actual work, teachers' enthusiasm is not fully aroused, and they lack the motivation to introduce the salary of enterprise personnel. Some "double teachers and double abilities" teachers, attracted by the salary treatment of enterprises, do part-time jobs outside the school, which also affects the quality of daily teaching. In order to ensure the orderly teaching quality, schools should formulate and improve the relevant management rules and regulations.

4. Conclusion

In a word, the cultivation of the practical ability of the double qualified teachers is not only an important work of the development of modern colleges and universities, but also an important aspect of the professional construction of teachers. The construction of "double teachers and double abilities" teaching staff is an important guarantee for the cultivation of Applied Talents in the newly-built application-oriented local undergraduate colleges and universities, and also a long-term and complex system project.

Acknowledgements

This paper was financially supported by general projects in Natural Science held by Guangdong University of Science and Technology NO. GKY-2019KYYB-36, 29, 31 and 42, Innovation and Improve School Project from Guangdong university of Science and Technology NO. GKY-2015CQPT-2.

References

- [1] Zeng Yihua. Research on the incentive mechanism of "double teachers and double abilities" teachers in Hunan Vocational Colleges [J]. Theoretical research and practice of innovation and entrepreneurship, 2018, 1 (09): 53-55.

- [2] Jiang Feng. An Empirical Study on the training model of "two teachers and two abilities" teachers in local universities [J]. Think tank era, 2020 (01): 104-105.
- [3] Gao Xinxing, Wei Pinghe. On the construction of "double teachers and double abilities" teaching staff in newly built applied local undergraduate colleges and universities [J]. Education modernization, 2019, 6 (A4): 120-121.
- [4] Li Xueqing, Yang Yaqin, Zhang Zubin. Research on the internal incentive mechanism of "double teachers and double abilities" teachers in Applied Universities [J]. Chinese business theory, 2019 (22): 253-256.
- [5] Zhou Huaming, Lin Xiyun. Probe into the construction of "double teachers and double abilities" teacher team in Applied Undergraduate Colleges and universities [J]. Teacher Education Forum, 2019, 32 (07): 24-27.
- [6] Guo Huining. Analysis of the connotation of "double teachers and double abilities" teachers in private colleges and Universities -- Taking "first class private colleges and universities" in Shaanxi as an example [J]. New West, 2019 (09): 40-41.