

Research on College Teacher Training System Based on Learning Organization Theory

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Abstract: Knowledge is the source of social development, and learning is the foundation of social development. The development of society is essentially the update of knowledge and the enhancement of learning ability. How to create more value for the society in the 21st century, how to create tens of thousands of high-quality professional talents and a large number of highly sophisticated and innovative talents, the training of college teachers has become an important topic. Under the background that many enterprises have applied the learning organization theory to the success of enterprise employee training, the purpose of this article is to use the learning organization principle to design a new college teacher training model, so as to improve the college teacher training work to help teachers in China Better development of training. According to the characteristics of this article, the research methods of literature method, comparative analysis, combination of qualitative and quantitative, and factor analysis are adopted.

1. Introduction

Facing the strategic opportunities of national economic and social development and higher education development in the new century, the Ministry of Education proposed in the deployment of 2008 that it “research, formulate and organize the implementation of a new round of high-level innovative talent plans and in-depth implementation of the strategy of strengthening colleges by talents. Cultivating and gathering top-notch innovative talents in colleges and universities, and further strengthening teacher training” As the main body of knowledge innovation and cultivation of innovative talents, the improvement of the quality of college teachers cannot be ignored. Building a high-level teacher team is not only the need of national construction, but also an important task of human resources management in colleges and universities, and the training of college teachers is particularly important. At the same time, in the new period and new stage of fully implementing the scientific development concept, General Secretary Hu Jintao proposed the slogan of building a learning society and an innovative society. As a higher education school that undertakes to train high-end talents for socialist construction in my country, it should use this as an opportunity to continuously improve its overall level. Obviously, college teacher training is an effective way forward. However, my country's college teacher training is still at an immature stage. Under the constant learning and innovation drive, college teacher training is worthy of our further solution and improvement.

2. Learning Organization Theory

Knowledge is the source of social development, and learning is the foundation of social development. The development of society is essentially the update of knowledge and the enhancement of learning ability. In the 21st century, we are ushering in a new era of knowledge economy. Knowledge becomes a basic living condition for a person, and learning becomes a means of survival for a person. To remain invincible in the increasingly fierce competition, the only lasting way is to have the ability to learn faster and better than competitors. This development trend will inevitably lead to higher and higher requirements for workers' knowledge, ability and quality. In order to seek development, both organizations and individuals must continue to learn and learn for life. Facing the challenge of knowledge economy, a new round of learning revolution is coming. It

is people's new understanding of learning that has gradually led to changes in learning methods, learning concepts, and lifelong learning. In order to meet the requirements of the development of the times, learning organizations emerged.

For the theory of learning organization, the earliest can be traced back to the 1960s, the founder of system mechanics, Frost. In "New Design of the Enterprise", he used the basic principles of system mechanics to specifically propose some of the future enterprises. Basic characteristics, including the relationship between employees and managers changed from subordinate to partnership, organization information, etc. His student Peter Shengji inherited his theoretical foundation, continuously innovated management technology, and further integrated more overall dynamic matching technology. In his book "Fifth Practice-The Art and Learning Organization "Practice" specifically explains the learning organization theory. The book points out that the so-called learning organization refers to an organic, highly flexible, flat, human-friendly and sustainable development organization established by cultivating the learning atmosphere of the entire organization to give full play to employees' creative thinking ability. Marchard pointed out in his theory of organizational learning systems: "From a systematic perspective, a learning organization is an organization that can effectively perform collective learning and continuously improve its ability to collect, manage, and apply knowledge to achieve success. Werner's definition of a learning organization is: "A learning organization is a systematic and continuous combination of learners and work to support the three different levels of organizational individuals, work teams and the entire organizational system. development of.

The core subsystem of the learning organization is learning. The learning speed, quality, and learning process and content have a leverage effect, which provides strong support, nourishment and extension to other subsystems of the learning organization. The learning subsystem consists of three complementary elements: the level of learning (individual learning, group learning, organizational learning), the type of learning (adaptive learning, predictive learning, behavioral learning) and learning skills (systematic thinking, mental model, self Transcendence, autonomous learning and dialogue) Learning in an organization can occur at three levels: individual, team or group, organization. Learning organizations have developed these three levels of learning and have the ability to maximize them. First, personal learning. Second, team learning. Finally, organized learning. There are three types of organizational learning: adaptive, predictive, and action learning. The three types of learning are not exclusive, and more than one type may be applied at the same time. Learning skills include systematic thinking, mental models, self-transcendence, autonomous learning, and dialogue.

3. Analysis of the Status Quo of College Teachers

Colleges and universities are not only places to train talents, but also places to use talents. The quality of college teachers directly affects the survival and development of colleges and universities. The training of college teachers is a necessary link to improve the quality of teachers. The construction of college teachers is closely related to the training of college teachers. Before studying the training of college teachers, the analysis of the current situation of college teachers is of great significance to the research of training.

The age structure of college teachers refers to the number and proportion of teachers of all ages in the teaching team. A reasonable age structure is the basis for the optimization of the overall structure of the teaching staff, which can keep the teaching staff alive and creative. Data from 2007 showed that older teachers accounted for 4.97% of the total number of teachers; middle-aged teachers accounted for 30.76% of the total number of teachers; young and middle-aged college teachers under the age of 40 accounted for 64.26% of the total number of teachers. However, as university teachers tend to be younger, only 30.76% of middle-aged teachers have rich teaching experience and scientific research capabilities, and the fault phenomenon also exists to a certain extent, which has a certain negative impact on the improvement of teaching quality and academic level. . As older teachers gradually leave their jobs, colleges and universities may face the phenomenon of incomplete academic work and talent disruption. Therefore, the cultivation of

young and middle-aged teachers in colleges and universities is imminent. It can be seen that the proportion of teachers with master's and doctoral degrees in my country's colleges and universities is relatively low, less than 45% in total. The "Opinions on Strengthening the Construction of Teachers in Higher Education Institutions in the New Era" promulgated by the Ministry of Education in 1999 stated that by 2005, the proportion of teachers with post-graduate qualifications or above must reach more than 80% (including doctorate degrees) The proportion of teachers should reach more than 30%); the proportion of teachers with high academic qualifications should be more than 60%. Obviously, there is still a big gap to achieve this goal.

According to data from the National Center for Education Statistics, in 1999, 29.86% of professors in American universities and 22.9% of associate professors. According to statistics, in 2000, the proportion of professors in Japanese national universities was 34.3%, and the proportion of associate professors was 23.4%. From the perspective of developed countries in the west, the common feature and development trend of job title structure is that professors and associate professors account for a large proportion of the entire faculty, among which senior positions account for 50-60%, and there is an increasing trend. At present, the proportion of senior professional titles of college teachers in my country is less than 40%, which is far from the developed countries, and obviously cannot meet the development requirements of modern higher education. The production function is a function often used in statistical analysis. It represents the mathematical expression of the dependency relationship between the input and output of various production factors under certain technical conditions. The number of patents directly explains the level of innovation and overall development of my country's higher education. At the same time, the number of patents granted by universities is also an important performance for the quantification of teachers' work in universities.

4. Implementation of the Guarantee System for the Learning Model of University Teachers Training Model

Training is not important in a general sense, but it must be viewed from the perspective of development strategy. In the era of information-based knowledge economy, the competition between universities is mainly the competition of talents. Only excellent teachers in universities will train excellent students. Teacher training is the top priority of school development. Therefore, strengthening the training of college teachers and improving the overall quality of the school has become a very urgent task. If colleges and universities need to be trained to become a strategic point of view, the development of colleges and universities cannot be separated from the continuous learning of teachers. Knowledge has become an important factor for the survival and development of colleges and universities. While knowledge becomes the core element, how to apply and impart knowledge also becomes very important, and all of this is inseparable from the training of teachers. If universities are to make continuous progress and make more and greater contributions to society, they must learn, disseminate, and apply knowledge resources faster and better.

The original intention of traditional training is to improve a teacher's knowledge level, teaching skills, etc., or to become a leader in a certain discipline, and the learning-based organization theory is more concerned with the improvement of overall quality. Learning organization theory points out that team learning is a higher stage than individual learning. Only by establishing the training concept of "team learning" can we make greater progress. First, establish the "training is investment" concept. In order to develop well, colleges and universities often use too much funds for the construction of schools, which results in few training resources for teachers. However, training is actually a potential investment, and it will obtain rich returns. Secondly, establish training awareness. Teacher training is closely related to learning and teacher development. College training should not only focus on learning and applying, to constantly innovate the training content and methods of teachers, but also to combine with the needs of universities and teachers to develop training content. Many traditional training methods are "what to do, what to learn, what is missing, what to make up." Such training is not forward-looking and systematic, and does not take into account the long-term development of colleges and universities, and does not take teacher training

as a backup power for long-term development. Therefore, the training of college teachers based on the learning organization theory predicts and plans for the needs of teachers, so that they can be cultivated in advance and continuously cultivated to provide strong talent guarantee for the development of colleges and the progress of society.

Based on the teacher incentive model based on this demand characteristic, managers should pay more attention to teachers' growth incentives and job incentives. At the same time, another related study found that satisfaction will vary with the characteristics of organizational members. These characteristics include gender, age, ethnicity, length of work experience, technical proficiency, intelligence, and organizational level. Therefore, different incentive mechanisms need to be established according to the characteristics of different teachers. However, the reality is that managers often pay more attention to the material incentives for teachers, while ignoring the role of career development and environmental incentives. When formulating measures for attracting and inspiring talents, they often focus on superficial things, such as treatment, welfare, housing, etc., and lack of thinking and innovation in the humanities environment that encourages talent development and helps them realize the value of life. Due to the higher stability of college teachers' work, college administrators tend to ignore the reasonable career planning and design of teachers and formulate career plans that are consistent with college development goals. At the same time, it is very inadequate in creating an academic environment that respects teachers' personality, personality and guarantees teachers' rights. In this case, teachers' needs cannot be satisfactorily met, and the incentive effect can be imagined. Mahan Tanmu-The four most important elements of knowledge talents.

5. Conclusion

College teacher training is an important part of the construction of college teachers. Whether a high-quality teacher team can be established will directly affect the overall level of colleges and even the progress and development of society. However, due to the expansion of college enrollment, the imbalance of teacher-student ratio, the predominance of young teachers, and the low teacher structure, it poses a major challenge to the quality of college teachers. Strengthening college teacher training is an effective way to solve this problem. This article focuses on selecting topics to use learning organization theory to strengthen college teacher training. Through the understanding of learning organization theory and the experience of enterprises using learning organization theory training, combined with the characteristics of universities and teachers in China, we design universities based on learning organization theory Teacher training model.

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