

## Research on the Connotation Development and Implementation Path of Private Applied College Teachers Based on Classified Management System

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**Abstract:** Private application-oriented colleges and universities take the training of high-quality application-oriented talents as the goal of personnel training and the orientation of running schools. For application-oriented colleges and universities, the promotion and deepening of teachers' teaching development must correspond to the key elements of their application-oriented orientation implementation path. Under the classified management system, private application-oriented colleges and universities should further improve the salary system, mobilize teachers' enthusiasm, and implement teachers' welfare security and rights. Guarantee, implement lifelong employment system; optimize the promotion system; pay attention to the professional development of teachers, improve vocational training. The classified management of teachers' posts in colleges and universities is an important part of the reform of personnel system in colleges and universities and an important factor affecting the development of colleges and universities. Under the orientation of training objectives for application-oriented talents, teachers are required to have higher and newer requirements. They must broaden their knowledge, not only need profound theoretical knowledge, but also need rich professional skills and experience.

### 1. Introduction

The implementation of innovative education in civilian-run Applied Colleges and universities is very important for colleges and universities with different orientations of running schools, specialty advantages and connotation development paths. In addition, the in-depth study of promoting teachers' teaching development has also attracted wide attention [1]. As an important supplement to the popularization of higher education, private applied universities have promoted the diversified development of higher education in the aspects of school-running system, mechanism, resources and mode [2]. From the school level, we can fully mobilize the initiative of teachers' work, feedback the flaws and omissions in all links and correct deviations in time. Applied talents refer to high-quality talents with strong sense of social responsibility, solid foundation, strong practical ability, multi-thinking ability and innovative spirit, higher vocational literacy and development potential [3]. In terms of teachers' own growth, setting up a perfect performance management system can stimulate teachers to reflect on their own work gains and losses, reduce the decision-making contradictions between management and teachers, and produce good interactive effects [4]. Private education has entered a new stage of development and has also brought a series of new challenges to private education. Facing the new situation, the problems such as how to choose private application-oriented universities and how to formulate relevant implementation rules in various provinces are becoming more and more prominent. As the core stakeholder in private application-oriented universities, the construction of teachers is particularly important [5].

The governance structure of the classification management system refers to the system of power distribution and checks and balances between the relevant corporate organizations stipulated by the law and the articles of association in order to safeguard the interests of shareholders, creditors and the public and ensure the normal and effective operation of the company [6]. Applied colleges and universities should set up assessment and evaluation in different levels and disciplines according to different types of teachers' post functions and nature of work, and establish a long-term mechanism for personnel training. To sum up the relevant experience and lessons in time is not to attach too much importance to the results of summative evaluation [7]. Therefore, the dynamic process is the

main process of formative evaluation in teachers'teaching process, which can provide dynamic feedback information to teachers' professional development in time [8]. We need to constantly accept new information, new knowledge, new ideas, improve our theoretical knowledge level and practical ability, constantly enrich and improve the teaching and research ability, with skilled practical ability, practical ability, practical training teaching guidance ability [9]. The classified management system will not bring about the contradiction between educational public welfare and profit-making and educational unfairness. We should sort out the misunderstanding, construct the classified management system environment from the property rights and income rights of private application-oriented universities, give full play to the leading role of the government, and implement the classified management system for private application-oriented universities. According to the classification of basic teachers and double-qualified teachers, different strategies and implementation plans for promoting teachers' teaching development are formulated for different types of teachers, and a classification management system is implemented in the implementation process. This paper studies the connotation development and implementation path of teachers in private application-oriented universities under the classified management system [10].

## **2. Necessity of Classified Management System for Teachers in Private Applied Universities**

### **2.1. The impact of classified management system on private applied universities**

Among the different definitions of the connotation of teacher's teaching development, teacher's teaching development, personal development and professional development are the most influential connotations. Teachers'attitudes towards the classification management system, teachers' salary and welfare; promotion system, mainly from the need level theory, to understand the situation of teachers in promotion; vocational training; teachers'personal career planning. The strategic position is definitely higher than the specific business of the human resources management department. The human resources management department carries out its specific performance appraisal part. However, it needs to be regulated and controlled by the higher level managers to support the annual plan, feedback and update. After the classified management of teachers' posts, due to the difference of work contents, special attention should be paid to the balance of work quantity among various posts when establishing the assessment system. Job quality is another indicator to measure teachers' job performance. Through the feedback of teachers' development, the construction of teachers' classified management evaluation can be continuously improved, and the mutual influence and promotion between teachers' classified evaluation and teachers' development in application-oriented universities.

### **2.2. Classified management system is an effective way to suit the development of private applied universities at the present stage**

The direct orientation of the strategy of promoting teacher's teaching development is the teachers'team. The means of teacher's teaching development is "teacher's development". That is to say, the carrier of the effect of teacher's teaching development is the effect of teacher's development. The concept of "classified management" in civilian-run applied universities has been put forward for a long time. After the third trial, it was finally determined in law. This is also the most important content of this revision. We will further improve the rights and interests of the organizers and staff of private applied universities. "Implementing the principles of"setting up posts on demand, open recruitment, selecting excellent appointments and contract management", and comprehensively implementing the system of open recruitment of personnel and classified management of teachers'posts in provincial colleges and universities." The promulgation of various policies has pointed out the direction for the post classification management of University teachers. To guide teachers, especially young teachers, to establish a correct outlook on life, to continuously improve their ideological and political quality and professional quality, to teach and educate, and to be a model for others. Part-time teachers and visiting professors with high moral standards and professional proficiency will be taken as full-time young teachers' tutors, giving full play to their

role in teaching ability, professional skills, practical teaching, production, teaching and research, etc. to promote the growth of young teachers as soon as possible. Teachers of different disciplines naturally have different research fields and results. Therefore, teachers should be encouraged to give full play to their teaching or research advantages, innovate and create excellence in the setting of examination contents and forms, and achieve the organic combination of generality and individuality.

“The sponsors of non-profit private Applied Colleges and universities can't get the proceeds of running schools, and the balance of running schools is all used for running schools”, which means that, compared with before the implementation of the classification management system, the non-profit private Applied Colleges and universities will invest more financial resources in running schools. In accordance with the principle of “stabilizing scale, optimizing structure, highlighting characteristics and improving quality”, we should intensify the adjustment of professional structure and the transformation of traditional specialties, actively construct the applied specialty system, and improve the level of construction of applied specialty. While doing well in teaching, we should actively explore the law of scientific research cooperation, cultivate teachers' good sense of cooperation and team spirit, and establish an interdisciplinary cooperation mechanism. And teachers who have made outstanding contributions to scientific and technological innovation and transformation of achievements should be given more incentives; they should be inclined to “dual-competent” teachers in award evaluation, Title Evaluation and project support, so as to promote the construction of “dual-competent” teachers. In the construction of incentive system, emphasis should be placed on the construction of incentive mechanism systems such as incentive mechanism for improving teaching level, incentive mechanism for teaching and scientific research achievements, promotion and incentive mechanism for teachers' practical exercise, promotion mechanism for construction of teaching guidance and practice platform, and long-term mechanism for teachers' ethics. According to different majors, teachers should be classified in more detailed layers, the coexistence and docking of various assessment cycles should be clarified, and the assessment scores of personnel at all levels should be carried out and the results should be fed back.

### **3. Classified Management System of Teachers' posts is an Inevitable Requirement that Conforms to the Objective Law of Teachers' Development.**

#### **3.1. Implementation and construction of classified development**

Emphasis should be placed on the cultivation of teachers' innovative ability and cooperative spirit, and on the construction of teachers' morality and style. The cultivation of innovative ability should be regarded as an important part of teacher training, and various measures should be taken to implement it. Due to the uncertainties of teaching or scientific research evaluation cycle, we should adopt the principle of “follow-up results with added points”. By accumulating points, we can reflect teachers' abilities in some aspects, and link teachers' salary, training and development, incentives and other systems. The key to the implementation is the classification construction and development of teachers, and the breakthrough point is the construction of “double-qualified” teachers. Based on the key to the implementation of teachers' teaching development, that is, the classification construction and development of teachers' ranks, this paper explores the classification development mechanism of teachers' teaching development. Can be recognized by relevant departments and personnel, reflecting the scientific and sustainable development. The specific evaluation content of teachers' classified evaluation includes five aspects: teachers' morality, teaching, scientific research, social service and professional development. The establishment of a good academic atmosphere and an environment for talent cultivation can attract and stabilize outstanding talents by providing them with good working and living conditions for their development, talents and aspirations. Only by carrying out scientific and reasonable classification management system for teachers' posts can teachers perform their duties and develop their abilities, thus promoting the sustained and healthy development of higher education.

The manager said in the interview that it is not that the school is unwilling to organize teacher

training, but that the school is worried that teacher training is only a formality. Sometimes the training carried out by the school is not the training that every teacher hopes to receive. This kind of unequal information leads to poor training effect. The distribution chart of teachers' training intention in private application-oriented universities is shown in Table 1 and Figure 1.

Table 1 Distribution map of teacher training intention

	Number	Percentage
Teaching Skills Training	4	8%
Scientific Research Ability Training	11	22%
Foreign Language Training	7	14%
Educational Advancement	16	32%
Comprehensive training	12	24%

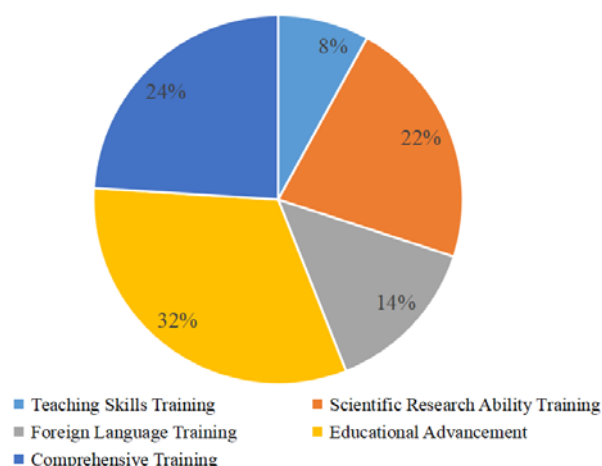


Fig.1. Distribution map of teacher training intention

### 3.2. Countermeasure of establishing teacher evaluation system in private applied universities

The school conducts a mobilization meeting for all teachers to select posts by grading. Each teaching unit is responsible for instructing teachers to select posts by grading before the first month of school and ensuring that teachers have a clear understanding of their duties. After the first half of the semester, the first follow-up and evaluation were carried out, followed by the second follow-up and evaluation. Teachers have a high level of theoretical knowledge and practical ability, and they undertake more arduous tasks than ordinary teachers. Therefore, we should improve the incentive measures of “dual-competent” teacher training to stimulate teachers'enthusiasm to participate in further education and practice. From the perspective of classification management system, the development of any organization is ultimately human development. Therefore, the driving force of organizational development comes first from the internal driving force of human development. The driving force of human comes from the incentive and restraint mechanism. As far as the development of teachers' teaching is concerned, the constraint and incentive mechanism of teachers' teaching development in application-oriented universities. Teachers participate in targeted teacher's ethics training, teaching skills training and competitions, domestic and foreign academic exchanges, enterprise practice, temporary job training and other training to promote the development of teachers' technical skills, and the effect of the training can test the degree of improvement of teachers' ability. In addition, it is also necessary to train teachers in psychology so that they can discover students' psychological problems in time and solve them effectively. After receiving the training, teachers should give some feedback to the school. They should sort out and report what they have learned and realized during the training, instead of treating the training as a mere formality.

Strengthen the emotional exchanges between teachers and staff, create a harmonious working environment, make every teacher feel the warmth of the campus, cultivate their feelings with the school, enhance teachers'sense of belonging and identity to the school, so as to urge them to work

harder and pursue higher life goals. Policy support, artistic creation and promotion, cultural protection and inheritance and other social services will enhance the influence of universities in economic and social development. This is also the key to the assessment of teachers in such positions. In view of the evaluation and incentive of each element of the content of teacher's teaching development system to the effect of promoting teacher's growth and development, the internal vitality and motivation of teacher's self-growth and self-development are stimulated, and the effect of teacher's teaching development is promoted. In addition, through the classification and evaluation of teachers, the formation of incentive mechanism can greatly activate the enthusiasm and creativity of teachers, provide external impetus for the professional development of teachers, promote the overall improvement of teachers' ability, and further build an excellent teacher team. We should pay enough attention to the collection of feedback information in the teaching process. The important basis for the decision-making of teachers and managers in application-oriented private application-oriented universities is mainly the feedback information in the evaluation process, and the teaching status of teachers can be improved in a timely manner according to the feedback information. After the goal setting and decomposition are completed, teachers' annual performance appraisal, post employment period appraisal, business appraisal, integral appraisal (promotion) and other performance cycles need to be coordinated through reasonable planning, so as to establish and implement the status of teacher performance management in the overall performance management mechanism of the school, and clearly allocate the implementation process and responsible departments.

#### **4. Conclusion**

This paper studies the connotation development and implementation path of private applied university teachers under the classified management system. The managers of civilian-run applied universities will further improve the teacher evaluation system, attach importance to formative evaluation, and further innovate the connotation of summative evaluation. Through these measures, the teaching quality and teaching effect of civilian-run applied universities can be further improved. In the process of implementation, the observation points are composed of teachers' teaching development, professional development, personal development and their constituent elements, and the evaluation mechanism of teaching quality, teachers' morality, teachers' participation in training, training and refresher, and teachers' research ability are established for teachers. The two-way promotion between teacher development and teacher classification evaluation in applied universities should be brought into play, so as to promote the common development of teachers and schools, meet the needs of society for high-quality technical and skilled talents, and better serve the social and economic development. Efforts should be made to create an educational and cultural atmosphere, to give full play to the educational function of the environment and the ideological leading role of culture, to help teachers clearly define the direction of future efforts, to encourage teachers to give full play to their values in different posts, and thus to assist the full implementation of the classified management system for teachers' posts. Classified management is a new system. Only by the concerted efforts of the state, schools and teachers can this system play its due role and private application-oriented colleges and universities become better and better.

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