Research on the Problems and Countermeasures of "Double-Position" Teachers in Colleges and Universities under the Background of "Internet +"

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Abstract: The concept of "Internet +" provides a new opportunity for the cultivation of "double-position" teachers in colleges and universities, and also poses new challenges for the "double-position" teachers in colleges and universities. Under the current "Internet +" background, "double-position" teachers in colleges and universities still face many problems, such as low enthusiasm for receiving informatization training, weak cooperative teaching ability, and weak innovation ability. In order to solve these problems, it is necessary to increase investment in education, to cultivate "double-position" teachers in combination with the "Internet +" era background, to change the teaching concept of "Double-position" teachers, and to construct a reasonable and scientific incentive mechanism.

1. Introduction

As the popularity of higher education in China has greatly increased, more and more people have received higher education, and at the same time, employment pressure has increased greatly. How to cultivate innovative talents with innovative ability is a major problem facing colleges and universities. The key to solving this problem is to train "double-position" teachers. In colleges and universities," double-position" teachers cannot be simply understood as teachers with "double certificates" or "double qualities" (as shown in table 1).But it should be an organic integration of knowledge, ability and attitude. "Double-position" teachers can internalize production, management, and service knowledge and capabilities, and can effectively reproduce and impart to students. A qualified "double-position" teacher needs to have four aspects of literacy, namely, good moral quality, solid theoretical knowledge, industry practice ability and strong psychological quality.

Table 1 Definition type of "Double-position" teacher

Definition type of "Double-position" teacher	definition
"Double certificate or "double title"	College teachers also need to obtain another technical title or qualification certificate in addition to the teacher qualification certificate.
"Double quality" or "double ability"	Teachers can not only carry out theoretical teaching, but also guide students to practice.

With the rapid development of Internet technology, information technologies such as big data, mobile Internet technology, and cloud computing have penetrated into all aspects of people's work, study, and life. Therefore, the concept of Internet+ came into being. In this context, the traditional "Double-position" teachers can not meet the ever-changing speed of renewal, so how to cultivate "Double-position" teachers in the context of "Internet +" is called the top priority of the development of college education.

2. Problems Existing in the "Double-position" Teachers in Colleges and Universities under the Background of "Internet +"

2.1 The low Enthusiasm of "Double-Position" Teachers in Colleges and Universities to Receive Informatization Training

Most of the "Double-position" teachers in colleges and universities receive informatization training for the needs of professional title assessment and promotion or the requirements of superiors and schools, rather than the need for teaching work or to enhance and improve themselves. Therefore, their enthusiasm for participating in informatization training is not high. The "Internet +" era requires teachers to actively participate in network information training, learn advanced scientific and technological means, and enrich their teaching methods and improve the teaching effect.

2.2 The low Cooperative Teaching Ability of "Double-Position" Teachers in Colleges and Universities

The development of Internet + education enables students to acquire knowledge not only by teachers, but also to obtain more updated knowledge through the Internet, which leads to "Double-position" teachers facing unprecedented challenges. Years of classroom teaching experience has made "Double-position" teachers form a fixed teaching model and teaching concept. They are only used to offline education, and are not accustomed to using the online education of the Internet to improve their teaching effects. The ability of "Double-position" teachers to cooperate in teaching is generally low.

2.3 The Weak Innovation Ability of "Double-Position" Teachers in Colleges and Universities

At present, we are in an era of "Internet +". Various new science and technology, such as artificial intelligence, cloud computing, big data analysis, and virtual technology, have led to changes in the teaching methods of "Double-position" teachers in colleges and universities. Internet online learning, and simulation teaching, etc. all require innovative teaching methods for "Double-position" teachers, combining teaching methods and information technology. Moreover, in the face of the rapidly changing Internet + era environment, "Double-position" teachers must also have a sense of innovation, innovative education and teaching theory, and use theory to guide the development of teaching materials and education management. However, nowadays, the "Double-position" teachers' ability to innovate needs to be improved. They still use textbooks and teaching methods that are not changed for several years or even over ten years, and the educational ideas are rigid, which makes students' dissatisfaction with teachers' innovative ability high.

2.4 The Prominent Phenomenon of "Double-Position" Teachers in Colleges and Universities

At present, although there are a certain number of "Double-position" teachers in colleges and universities, the old knowledge of these teachers is more serious. They still use old knowledge to teach students for a long time, so that the knowledge that students learn cannot meet the professional needs, which result in that learning can not be used. People are in the "Internet +" era, and the information update speed is very fast, so teachers who want to "Double-position" teachers should be able to use their scientific information skills to improve their practical ability and theoretical level. Only in this way can we lead students to better adapt to the needs of social development.

2.5 The poor Ability of "Double-Position" Teachers in Colleges and Universities to Apply Informatization Teaching

In the past, the classroom teaching of "Double-position" teachers in colleges and universities was often based on PPT multimedia teaching. However, in the context of "Internet +", college classrooms should be network-based and classroom-free. "Double-position" teachers should be able to provide students with a complete networked learning program that allows students to learn new knowledge anytime, anywhere. This requires colleges and universities "Double-position" teachers

to have higher computer information technology. However, due to the lack of some software and hardware guarantees to improve teachers' informatization teaching ability, colleges and universities' "Double-position" teachers' informatization teaching ability is not high enough to meet the needs of students.

2.6 The Lower Communication Skills of "Double-Position" Teachers in Colleges and Universities

Because of the influence of China's "Respect for teachers", the teacher is the authority and the student is the recipient, therefore, the teacher-student relationship is relatively simpleand because of the characteristics of the university environment, "Double-position" teachersin colleges and universitiesdo not have to consider too much interpersonal interaction with others. Therefore, the communication ability of "Double-position" teachers in colleges and universities is weaker than that of other groups. Since it is now an era of developed networks, teachers and students have reduced face-to-face communication, and students are more willing to communicate online. The forms of interaction between teachers and colleagues, leaders and other members of the community have also changed. Therefore, in order to better understand the characteristics of students, to grasp the needs of students, and in order to better communicate with business and industry peers, "Double-position" teachersin colleges and universitiesare required to improve interpersonal communication skills and establish good interpersonal relationships.

3. Countermeasure of "Double-position" teachers training in Colleges and Universities under the Background of "Internet +"

3.1 Increase Funding for All Levels of Departments and Strengthen the Basic Construction of Information Technology.

Government agencies at all levels, educational administrative departments, and financial departments should increase funding for the basic construction of education informationization in colleges and universities, and adopt a mechanism for establishing multi-department linkage. Encourage all sectors of society to donate computer information equipment, various teaching software and related products to universities, and to provide timely and high-quality technical support services. Strengthen the network information infrastructure construction of colleges and universities, ensure the smooth development of university informationization, and ensure the full coverage of wireless networks in colleges and universities and high network quality. In addition, colleges and universities can build a website suitable for public reading, and fill in the content inside. For example, join a website link between different universities, and open a professional course to learn from each other. Secondly, colleges and universities can also establish a professional shared teaching resource library, including the management and sharing of various resources, such as sharing some teaching courseware, teaching videos, etc., to facilitate students to read or download online; also open some expert online comments section to share academic views.

3.2 Strengthen the Training of "Double-Position" Teachers in the Context of "Internet +".

All colleges and universities should analyze the training needs of "Double-position" teachers, and select different training contents according to "Double-position" teachers of different ages, different disciplines and different professional backgrounds. With the Internet era, new requirements for the "Double-position" teacherability have been put forward. Therefore, the "Double-position" teacher training content in the "Internet +" context should be included in the training of information technology basic knowledge and application capabilities, informational instructional design, information technology and curriculum integration. And carry out training and assessment, issue training completion certificates or conduct evaluations and other activities to stimulate the interest of college "Double-position" teachers in network information training.

Second, change the teaching concept of "Double-position" teachers in colleges and universities

Due to the long-term classroom teaching experience, the teaching mode and teaching concept of

"Double-position" teachers in colleges and universities are rigid and fixed. In this era of rapid development of networked information technology, the "Double-position" teachers in colleges and universities must change their teaching concepts, keep up with the trend of the times, and break the barriers of traditional teaching models."Double-position" teachers in colleges and universitiesshould be brave enough to accept new things and try new computer information technology, including online courses, computer simulation technology, VR and other artificial intelligence technologies. The "Double-position" teachers in colleges and universities can use the three-dimensional teaching method of online courses + offline courses to teach students to acquire new knowledge anytime and anywhere.

Third, improve the ability of "Double-position"teacher education and teaching in colleges and universities

First of all, under the influence of network informationization, "Double-position"teachers in the college and university must undertake a large number of routine teaching work, but also build a system of teaching resources informationization; In addition, the professional quality requirements of the "Double-position"teachers in colleges and universities have also changed with the advent of the network information age. In addition to providing the necessary time and funds for teachers to study, colleges and universities should also increase their efforts in practical work, such as conducting simulation classroom evaluations, selecting practical experts, advanced individuals, etc. Teachers are encouraged to share teaching resources and teaching concepts to improve the professional quality of teachers.

Fourth, reform the professional and curriculum of colleges and universities to promote the development of teachers.

First of all, professionally, universities should gradually break the limitations of traditional disciplines, re-establish a professional system suitable for the needs of the Internet + era society, and add new fields of expertise related to artificial intelligence and network informatization to match the needs of the times; Secondly, with the advancement of the curriculum, with the advancement of the reform of the higher education system, education concepts, curriculum reforms, and teaching content have all been challenged to varying degrees. All colleges and universities should effectively link the Internet + era social situation, increase the analysis of the characteristics of the "Internet +" era, "the use of big data", "artificial intelligence", "interpersonal communication and innovation and entrepreneurship" to meet the network information and personalization. Customized requirements; Finally, in the curriculum arrangement, universities should combine the teaching of theoretical courses with the teaching of practical courses. At the same time, let the "Double-position"teachers participate in the curriculum development, based on the requirements of the systematic process of work, aiming at cultivating students' comprehensive theoretical foundation, strong practical ability and communication ability. Strengthen the ability of "Double-position"teachers to adapt to changes in the times.

Fifth, improve the construction of incentive system and promote thedevelopment of "Double-position"teachers in colleges and universities

On the one hand, the formulation of relevant government policies. The government encourages enterprises to help train "Double-position"teachers by enacting incentives such as tax reduction and policy subsidies for enterprises that train "Double-position"teachers;Increase the investment in education, ensure the salary and treatment of "Double-position"teachers, and give certain policy support in the evaluation of professional titles; increase the evaluation scores in the evaluation of universities that actively cultivate "Double-position"teachers;Encourage cooperation between high-tech Internet companies and universities to improve the level of information and communication skills of "Double-position"teachers in colleges and universities.

On the other hand, improve the school training mechanism. Colleges and universities should formulate a systematic "Double-position"teacher training program. Regularly hire external experts, scholars, and technical personnel to train university teachers. Regularly, college teachers can participate in online courses to further improve their theoretical and practical levels; Strengthen the assessment of the practical courses of "Double-position"teachers;Increase the support for

"Double-position"teachers to participate in scientific research projects, and encourage "Double-position"teachers to participate in research on scientific research topics; It is also necessary to do a good job in the career planning of "Double-position"teachers in colleges and universities, so that "Double-position"teachers can see the development prospects, and" Double-position" teachers can pursue more high-end goals.

Finally, give play to the subjective initiative of the "Double-position"teachers in colleges and universities. Whether it is the support of government policies or the various preferential systems introduced by the schools, it is necessary for "Double-position"teachers to exert their own subjective initiative, that is, "external causes" are played through "internal factors". In the era of Internet+, the rapid development of science and technology requires that "Double-position"teachers in colleges and universities must keep pace with the times, learn advanced information technology, improve their information level, improve teaching effects, and enable students to learn better.

In short, the cultivation of "Double-position"teachers in colleges and universities under the background of "Internet +" is a long-term and arduous process. Only by facing up to the current problems, gathering the strengths of all walks of life and thinking positively, can we sum up effective strategies for solving problems, create conditions conducive to the development of "Double-position"teachers, and promote the cultivation of "Double-position"teachers in colleges and universities.

Acknowledgment

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