On the Construction of Interactive Mechanism of Teaching and Research in Economic Management Major in Private Universities

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Abstract: In the professional study of colleges and universities, the relationship between teaching and scientific research has always been a key topic. Taking the economic management major of private universities as an example, this paper analyzes and studies the problems existing in the development of teaching and research interaction mechanism and the value of its establishment, and puts forward some corresponding suggestions.

1. Introduction

In the teaching of colleges and universities, teaching and research should be equally important. However, in the real development, many schools' education and scientific research have not been treated equally. However, no matter which aspect is overemphasized, it is not conducive to the development of students' academic and school teaching.

2. Overview of the Interactive Mechanism of Teaching and Research

At present, teaching and research have become the norms for running schools. At the beginning of the 19th century, there was a view that research and teaching should be carried out simultaneously. This concept was immediately absorbed by the major universities in Germany at the time, and prompted Germany to remain at the world's advanced scientific research center for more than 100 years. After entering the 21st century, in order to cultivate more talents, major universities have begun to expand enrollment, and more and more students enjoy higher education. In this process, China has also introduced the principle of unification of scientific research and teaching into specific teaching, which has implanted new vitality for the development of science and technology and the improvement of teaching level in China. However, due to various reasons, the interactive mechanism of teaching and research in China is not mature, and there are certain problems that need to be resolved.

3. The Status Quo of Teaching and Research Interaction Mechanism

Paying too much attention to scientific research and neglecting teaching ability

Many of China's high-efficiency and excessive emphasis on scientific research results, while ignoring the improvement of teaching ability, which leads to the lack of equal development of teaching and research, and does not play a role in promoting each other. In the long run, for the growth of students and education The development is unfavorable.

There are two reasons for this consequence. One is that the steady improvement of science and technology has ensured the rapid development of China's economy. The society has gradually seen the power of science and technology to change the world. The improvement of scientific and technological capabilities has also enhanced the capabilities of all aspects of our country, enhanced our international competitiveness, and brought more possibilities for the improvement of our people’s living standards. .Under such a new era, the state's support for scientific research has become more and more important, and scientific research results have gradually become an important indicator for measuring the teaching level of colleges and universities. Under such circumstances, major universities have begun to compete in scientific research and have gradually

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ignored The improvement of teaching ability[1].

Second, in many colleges and universities, the scientific research results of teachers are directly related to their own interests. For example, when assessing titles, teachers will pay attention to the scientific research results of teachers, and even the salary of teachers will be linked with scientific research results, which will encourage some teachers to be fascinated by scientific research. , which has affected the improvement of its teaching ability.

4. The Teacher's Time and Energy Cannot Balance Teaching and Research

At present, teachers in colleges and universities in China often need to engage in both scientific research and teaching. This is a huge challenge for teachers' time and personal energy. Originally, teaching and research in colleges and universities were not easy tasks, and at the same time, the pressure on teachers was great. The situation of many teachers is that if you spend too much time and energy on the improvement of teaching ability, then the practice and energy left for scientific research will not be enough, and the evaluation of their titles and salary will be unfavorable. And the energy invested in scientific research will affect the improvement of its teaching ability, and it is a dilemma for students to be less responsible.

Secondly, because of the different characteristics of teaching and research, it also causes great difficulties. Generally speaking, engaging in scientific research requires teachers to continuously invest in research, and there are certain time limits, but teaching activities require teachers to steadily advance regularly. It will lead to conflicts in the time of the two, and they will not be fully developed[2].

4.1. There are certain problems in the current education system.

In China's current higher education institutions, many schools attach importance to scientific research and neglect teaching, while other schools pay attention to teaching and neglect scientific research. Such a system allows many teachers to separate research and teaching in the specific teaching process, and think that the two are different things and have no connection. This kind of cognitive bias caused by such a system seriously affects the good development of teaching and research interaction mechanisms in universities.

4.2. Problems in the interaction between scientific research and teaching in the management profession

The economic management profession is a typical social discipline. For most science and engineering majors, the interactive combination of teaching and research can be completed in the laboratory, but for the economic management profession, it is necessary to go out of the campus, carry out a large number of questionnaires, and a large number of social practices. Many colleges and universities in the specific teaching process, do not pay attention to practical activities, and even do not encourage a large number of social practices, which severely limits the establishment of the interactive mechanism of scientific research and teaching in economic management. In the long run, it has caused serious consequences. The simple classroom teaching leads to the students' low ability to practice and innovate. After going out of the campus, it is difficult to use the majors to solve problems. This is not only a waste of resources, but also a waste of talents.

5. The Principle of the Establishment of Interactive Mechanisms of Teaching and Research

Although China's current research and teaching interaction mechanism is not very mature and perfect, facing a great dilemma, it is especially special restrictions and difficulties for the economic management profession, but this does not mean that China's research and teaching mechanism should stop. Not so far, on the contrary, we found the problem in time, analyzed the cause of the problem, and we can proceed from multiple levels to better solve the problem.

5.1. The teacher is the subject and the student is the object

The teacher is responsible for the specific teaching tasks and also shoulders the task of scientific research, so the teacher should be the subject. Students are the recipients of teaching and the enjoyment of scientific research. They should be the status of the object. On this basis, after clearing the subject and object, the teacher should take the initiative to undertake the tasks of teaching and research, and clearly understand that both the teaching work and the scientific research work are ultimately for the development of students[3].

5.2. Scientific and effective allocation of resources

In addition to specific teaching resources, there are time resources, space resources, material resources, and financial resources. All these resources should be allocated scientifically and effectively to improve the efficiency of their use and better integrate teaching and research. Service to maximize resource efficiency.

5.3. Principle of applicability

The teaching and research interaction mechanism is a relatively macroscopic concept. Each school should formulate a development plan for the teaching and research interaction mechanism applicable to the school according to its own specific situation. Only the plan applicable to its actual situation can make better use of the teacher. Talents, develop the teaching level of the school, and also produce effective scientific research results, such a teaching and research interaction mechanism is healthy and positive.

5.4. Principles of scientific research interaction mechanism of management majors

Generally speaking, in theory, knowledge is divided into two types. The knowledge that can be clearly expressed and effectively transformed is called explicit knowledge, and the opposite is called tacit knowledge. Teaching is a process of evangelism, and research is the process of discovering and practicing knowledge. There are differences between the two, but they have the same.

Specific to the economic management profession, the improvement of teachers' teaching ability will contribute to the development of their scientific research results. On the contrary, the teachers' scientific research results will be applied to specific teaching activities to promote their teaching ability and verify the scientific research results. The validity of this is a two-way reciprocal process[4].

6. The Way to Establish the Interactive Mechanism of Teaching and Research

6.1. Teacher's own research and teaching interaction

In the teaching process of colleges and universities, on the one hand, teachers in the specific teaching activities, constantly sum up experience, find problems, provide a source and motivation for teachers to find propositions and directions for scientific research projects. On the other hand, teachers apply their scientific research results to their own teaching process for the first time, conduct practical tests, improve their teaching ability, and impart the latest knowledge and information to their students, and based on student feedback. Further improve their research results. This is a benign and healthy cycle, and it is the most basic application and value of the research and teaching interaction mechanism.

6.2. Research and teaching interaction between teachers and students

The teaching activities are completed by the cooperation of teachers and students. Teachers teach knowledge while students learn knowledge. Teachers develop corresponding teaching plans to teach knowledge to students in a targeted manner, guide students to actively learn basic skills, master relevant scientific and cultural knowledge, and promote the overall growth of students. In the mechanism of scientific research and teaching interaction, teachers in the process of scientific

research drive students to practice together, actively guide students to objective and rational analysis and solve problems.

Specific to the economic management profession, teachers drive students to participate in the interactive mechanism of scientific research and teaching. On the one hand, they can enhance students' ability of social practice and enhance students' awareness of professionalism. On the other hand, it can also increase the interest of classroom teaching, stimulate students' interest in learning, and make them more devoted to the study of professional knowledge and specific social practice. At the same time, when students participate in the interactive mechanism of scientific research and teaching, the relationship between teachers and students is strengthened, teachers are encouraged to learn more students' learning, reform and innovative teaching mode, adjust specific teaching content, and make knowledge more scientific and reasonable. The way to bring to the students. Finally, in this process, the students' comprehensive ability has been improved subtly, and their research interests have been cultivated, which is helpful for teaching and research[5].

6.3. Interaction of scientific research and teaching among teachers

In the development of the interactive mechanism of scientific research and teaching, in addition to the above two ways of interaction, there is also the interaction of research and teaching between teachers and teachers. Communication between teachers is conducive to the promotion of teaching ability, and also helps scientific research. Because they are directly involved in teaching, the exchanges and cooperation between teachers have positively improved for both students and teachers. Generally speaking, communication between teachers includes communication with the same subject. For scientific research, there can be outputs that promote scientific research results, collisions between classrooms, mutual help, exchange of experiences and experiences. The analysis and understanding of scientific research projects is conducive to the interactive development of research and teaching.

In addition, the communication between teachers also includes the exchanges between teachers in different disciplines, which strongly promotes the integration between different disciplines, and has certain help for the improvement of each other's teaching ability. In a deep sense, between different disciplines The communication can open the teacher's thinking, let them think about the problem from different levels and angles, and is conducive to the improvement of scientific research projects. In addition, the teaching of the university is originally diversified, so such exchanges are beneficial to the establishment of the campus culture and the overall development of the school. At the same time, teachers can also communicate with teachers from other universities at home and abroad to introduce the latest concepts and educational models. This is the development of the school, the improvement of teachers' teaching ability, and the improvement of scientific research capabilities. It is beneficial[6].

6.4. Balance between teaching and research

If we want to improve the teaching ability and the development of scientific research, we must balance the relationship between teaching and scientific research. This can be started from two aspects. First of all, it is the school aspect. It should form its own culture. It can adjust the relevant regulation system appropriately, such as the distribution of teachers' research projects, or the salary of teachers, minimize the pressure on teachers, and let scientific research. It is no longer a compulsory project, but a spontaneous work that teachers are willing to do in specific teaching activities. When teachers produce certain scientific research results, they are rewarded appropriately rather than linked to wages. This requires schools to adjust the relevant regulatory system. At the institutional level, we can better ensure the common improvement of teachers' teaching and scientific research capabilities.

In addition, teachers start from their own level. Because of the influence of the current ethos, many teachers conduct scientific research, mostly to complete tasks, or to upgrade their positions and salaries, thus neglecting the improvement of teaching ability. Teachers should improve their ideological character, focus on students' academics, and the source of research results should be the problems or dilemmas faced in specific teaching. The teaching results researched by teachers should

also be applied to their specific teaching in the first time to serve the students' academics. This requires teachers to start from their own, correct their own attitudes and attitudes, and do education and research with all the concepts of serving the teaching. Only in this way can the teacher's career be able to bring more sense of accomplishment to the teacher himself, rather than just a job, and the teacher's specific research projects can be more actively involved to ensure the efficiency of scientific research results. In addition, starting from the teacher itself, it is also beneficial for teachers to adjust their teaching and research plans according to their specific circumstances, including their own personal abilities and time and energy, to ensure the efficiency.

7. Conclusion

The establishment of the educational and scientific research interaction mechanism is an ineviTable trend of the current cultural development of colleges and universities. It can ensure that colleges and universities can better cultivate talents with strong theoretical foundations and practical ability, and contribute to China's economic development. For the economic management profession, teachers are required to lead students to actively walk out of the campus, explore research in practice, constantly discover problems, and solve problems. In this way, it is possible to ensure the development of the teaching quality of the professional management and the development of scientific research results at the same time to realize the social development of the profession.

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