

Analysis and Construction of "All-round" Teachers Team Model in Applied Technology-oriented Universities

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Abstract: Premier Li Keqiang of the State Council has given instructions to guide a group of ordinary undergraduate colleges and universities to transform into applied technology-oriented ones. At present, "double-qualified" teachers are the focus of the construction of teaching staff in applied technology-oriented universities, but the "double-qualified" teacher team model still needs to be further improved. By discussing the shortcomings of the current "double-qualified" teacher team model and the current situation of college students' mental health, this paper puts forward a new concept of the "all-round" teacher team model, and gives the countermeasures of the "all-round" teacher team, so as to guide a number of ordinary undergraduate universities to transform into applied technology-based universities, and promote the overall development of higher education in China.

1. Introduction

Premier Li Keqiang of the State Council convened the executive meeting of the State Council on February 26, 2014, and made the strategic plan of "guiding a group of ordinary undergraduate colleges and universities to transform into applied technology-oriented colleges and universities". The key to the success of the transformation in general undergraduate colleges and universities lies in the overall level and adaptability of the teaching staff. At the same time, the quality of the teaching staff in Colleges and universities directly determines the overall quality of College students. At present, the concept of "double-qualified" teachers has been gradually recognized, and the two conditions proposed by the Ministry of Education have higher recognition. On the one hand, the "double-qualified" teachers should have the professional basic theoretical knowledge of the instructor or above, on the other hand, the "double-qualified" teachers should have professional practical ability and hold the professional intermediate or above technical Title [2]. In the Outline of National Medium and Long Term Educational Reform and Development Planning, it is pointed out that improving the quality of higher education in an all-round way is the basic requirement for building a powerful country of higher education. At the same time, it is emphasized to strengthen the construction of "double-qualified" teachers and training bases. It can be seen that "double-qualified" teachers have been incorporated into the national development planning.

"Double-qualified" teachers are the focus of the current construction of teaching staff in applied technology-oriented universities, but the "double-qualified" teacher model still needs to be further improved. Through a targeted analysis of the shortcomings of the current "double-qualified" teacher model, this paper puts forward the concept of "all-round" teacher team model, as well as the Construction Countermeasures of "all-round" teacher team, so as to guide a number of ordinary undergraduate colleges and universities to transform into applied technology-based universities, and promote the development of higher education in China.

2. Lack of "Normal Height" of "Double-Teacher" Teacher Team Model

The term "double-qualified" originated from higher vocational colleges and universities, but now it is also applicable to applied technical colleges and universities. However, with the gradual transformation of ordinary undergraduate colleges and universities, the contradiction between the "double-qualified" teachers and the high demand of the overall quality of the students for the overall level of teachers in higher education has become increasingly prominent.

"Double-qualified" teachers are two-dimensional quality structure. If elaborated in two-dimensional space, it can be concluded that basic theoretical knowledge is the "vertical depth" of teachers, and professional practical ability is the "horizontal breadth" of teachers. For colleges and universities, especially those with applied technology, if the teachers only have "vertical depth" but not "horizontal breadth", it shows that the foundation of practice is weak, and engineering experience and engineering examples can not be effectively incorporated into the teaching process to improve students' practical ability; if the teachers only have "horizontal breadth" but not "vertical depth", it shows the professional basic theoretical knowledge. Not strong, unable to effectively explain the intrinsic nature of the relevant phenomena in engineering examples, unable to answer the "why" question. If a teacher has both "vertical depth" and "horizontal breadth", does it mean that the comprehensive ability of the teacher can meet the high demand of students' quality? The answer should be negative, because "vertical depth" and "horizontal breadth" are only at the technical level as a whole. At present, there is a shortage of "normal height" in the "double-qualified" teaching staff.

3. Teachers are more likely to find college students with mental problems.

With the rapid development of China's economy, the external factors affecting college students tend to diversify, such as online games, a pyramid sale, which makes students feel vulnerable and less resilient. Although psychological counseling rooms have been set up in Colleges and universities, and counselors are responsible for the management of students' employment and ideological dynamics, students with mental health problems are not easy to observe through their external appearance, and this part of students will not expose their inner world through the way of psychological counseling rooms. Judging by the time spent with students, teachers have more time to communicate with students than counselors. Teachers can discover students with mental problems through students' performance in class, but this requires teachers to master certain psychological skills.

Through the author's teaching and research experience in recent years, it is found that the time that can effectively guide students to make university plans should be put in the first grade of university, because the first grade is the "ignorance period" of the beginning of university. Making university plans during this period is conducive to college students to establish correct learning attitude and strive for goals, and the best person to assist students in making such plans is the professional post. Teachers in this major not only know the professional skills, but also know the employment situation of students in this major. They can also give the learning skills to learn a certain course. This helps to reduce the phenomenon of students dropping out because of the inadequate learning methods or inappropriate goal-setting in the later period, and to reduce the probability of students' psychological problems in Colleges and universities.

4. The "All-round" Teacher Team Model

Based on the above analysis, the concept of "omnipotent" teacher is put forward here. "All-round" teachers refer to teachers who have basic professional theoretical knowledge, professional practical ability and professional psychological knowledge at the same time. Based on the concept of "omnipotent" teachers, it can be concluded that "omnipotent" teachers have three identities at the same time. Teachers are not only professional theory teachers, but also front-line engineers of enterprises, but also psychological consultants. The omnipotent teacher is a three-dimensional quality structure. In addition to the "vertical depth" corresponding to the basic theoretical knowledge and the

"horizontal breadth" corresponding to the professional practice ability, the teachers also include the "normal height" corresponding to the professional psychology knowledge. Therefore, "omnipotent" teachers are the further development and improvement of "double-qualified" teachers.

Students can be regarded as "products" carved by teachers. The quality of "products" directly depends on the carving skills and inner aesthetic accomplishment of "sculptors". This aesthetic accomplishment is the professional psychological knowledge of "omnipotent" teachers, and the carving skills are the connotation of "double-qualified" teachers. In the process of teaching and research, teachers' positive energy directly affects students' life trajectory. Teachers can improve students' vision and spirit by citing successful scientific research cases, exchanging postgraduate entrance examinations at home and studying abroad.

5. The Construction Countermeasure of "All-round" Teachers

Building an all-round team of teachers and improving the quality of education in applied technology-based universities is a arduous task. Applied technology-based universities should persist in and constantly explore new ways and modes for a long time. To build a high-quality "all-round" teaching team, we must start with the in-service training of teachers, the evaluation system of teachers' professional titles, the appointment system of teachers and so on.

(1) Developing the training of teachers in courses such as Psychology of Higher Education to increase their "normal height"

At present, it is often the first job for many doctoral graduates to undertake teaching and research work in Institutions of higher learning. Before going to the lecture platform to carry out teaching tasks, each person needs to attend pre-service training courses run by provincial/municipal education committees, and all of them need to pass the examination. Although the contents of pre-job training courses generally include Higher Education and Psychology of Higher Education, the effect of training is gradually weakening with the passage of time. Therefore, it is necessary for teachers to attend training courses held by provincial/municipal education committees or universities in this field, or watch the prescribed educational videos on their own, in order to improve their "normal height".

(2) Improving the training mode of teachers and appointing teachers to take part in practical exercises at the front line of production and scientific research practice

Adhering to the principles of "promoting dispatch by social needs, improving teachers' skills, promoting discipline construction and development by improving teachers' skills, promoting students' education by discipline development, and promoting social development by students' education", we formulate specific dispatch plans according to teachers' own conditions, and systematically assign teachers to production practice and scientific research fronts of enterprises and institutes at home and abroad. On the one hand, teachers' in-depth practice and scientific research are conducive to improving their practical operation skills, integrating professional basic theoretical knowledge with production practice, and understanding the advanced equipment, advanced technology and management experience of enterprises; on the other hand, teachers are helpful to familiarize themselves with the structure and level of talents needed by enterprises, and to clarify the later talent training program and teaching reform. At the same time, it helps to improve its own theoretical teaching effect.

(3) Encouraging teachers to improve their educational level and knowledge level, and formulating corresponding incentives

With the development of society, students, parents and society have put forward relatively high requirements for the basic theoretical level of teachers in Colleges and universities. Many institutions of higher learning have changed their names to universities through undergraduate promotion. In order to improve the educational level and knowledge structure of their teachers as a whole, they often require to obtain doctoral degrees from 211, 985 or well-known foreign universities/institutes in order to introduce talents. However, due to the current reform of the establishment of colleges and universities, the establishment of many ordinary colleges and universities is limited. The quota is limited, and doctoral graduates from well-known universities/institutes often have better

opportunities to choose research platforms. In addition to introducing Ph.D. graduates from well-known universities/institutes at home and abroad to improve their knowledge level, colleges and universities can also formulate corresponding incentive policies to encourage on-the-job teachers to undertake on-the-job refresher studies in order to obtain Ph.D. or Master's degree students from well-known universities or institutes at home and abroad, so as to improve their educational level and knowledge structure, and at the same time to formulate diversification. The policy of encouragement.

(4) Policy-making contents of departments at all levels under institutions of higher learning should be consistent, and assessment criteria for on-the-job training should be scientific, rational and humanized in order to promote teachers' enthusiasm for work.

The administrative departments and secondary units of colleges and universities respectively formulate their own policies to promote teachers' on-the-job training. However, because the departments have not consulted with each other before formulating the corresponding policies, the policy content of each department is partly in conflict, which leads to difficulties in signing and stamping the teachers who apply for on-the-job training. Teachers can't rely on a certain amount of lateral funds from schools as the criterion for assessing on-the-job training. This is contrary to the original intention of encouraging teachers to carry out on-the-job training in order to improve their own technical ability. It is not conducive to the improvement of teachers' working enthusiasm. Moreover, the general research platform of colleges and universities is weak, and tens of thousands of horizontal funds are introduced. It is not easy for ordinary teachers in applied technology-oriented universities to enter school.

(5) Reform incentives and incentives, increase the income of front-line teachers, and enhance the initiative of young teachers

For some ordinary colleges or applied technology colleges, it is often transformed according to the mode of "secondary vocational education, higher vocational education, higher vocational education, undergraduate education". The common problems in this kind of colleges and universities are: weak scientific research platform, high cost task for teachers, heavy teaching task, difficult promotion title, and large amount of skills upgrading training. Institutions should reform unreasonable rules and measures, on the one hand, to ensure that teachers enjoy benefits such as allowances in the process of training their technical abilities; on the other hand, priority should be given to "all-teacher" teachers with strong vertical depth, large horizontal breadth and high normal depth in terms of job title evaluation, evaluation and evaluation, so as to fully and comprehensively stimulate teachers' professional foundation. On the initiative of further learning and technology development in knowledge, professional practical ability and professional psychology knowledge; on the other hand, colleges and universities can set up "all-round" teacher awards to increase the initiative of teachers.

(6) To formulate a flexible talent introduction policy to attract out-of-school social figures with "all-round" teacher standards to join the construction of colleges and universities.

Priority should be given to the construction of "all-round" teaching staff around key disciplines and characteristic disciplines in Colleges and universities. Meanwhile, weak disciplines should be developed jointly and in accordance with the "strong and weak" mode. Institutions of higher learning, based on their own foundations and school-running characteristics, formulate scientific and reasonable preferential policies to attract social personages with the standard of "all-round" teachers into their schools as full-time or part-time teachers. They give priority to supporting the introduction of "all-round" teachers in declaring scientific research projects and related research awards. If the introduction of "all-round" teachers is an outstanding person, they can give priority to allocating funds to support them. Build a team. Colleges and universities can attract technicians who meet the requirements of "all-round" teachers to join the development and construction of colleges and universities through flexible ways such as academic consultants, long-term/short-term hiring, visiting professors, and so on, so as to build a diversified teaching staff in line with the development of the school.

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