

# Strengthening the Construction of Teaching and Research Office in Applied Undergraduate Colleges Centered on Teachers Professional Development

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**Abstract**—The construction of teaching and research office in applied undergraduate colleges is directly related to the quality of talent training. This paper starts with the analysis of the current situation of the teaching and research office construction, analyzes the problems existing in the construction process of the application-oriented undergraduate colleges and universities, and proposes corresponding countermeasures from the division of functions and departments of the teaching and research office system, and the construction of the teaching staff, thus promoting the development of the school teaching and research office in undergraduate colleges.

**Keywords**—*applied undergraduate colleges; teaching and research office; construction; teacher team building*

## I. INTRODUCTION

For applied undergraduate colleges, the construction of the teaching and research section is related to the development of the teaching and research section, the stability of the teaching staff, and the improvement of the quality of personnel training. This paper starts with the analysis of the current situation of the teaching and research office construction, analyzes the problems existing in the construction process of the application-oriented undergraduate colleges and universities, and proposes corresponding countermeasures from the division of functions and departments of the teaching and research office system, and the construction of the teaching staff, thus promoting the development of the school teaching and research office in undergraduate colleges.

## II. ANALYSIS OF THE STATUS QUO OF TEACHING AND RESEARCH ROOM CONSTRUCTION

The teaching and research office is a basic academic unit that directly organizes and manages teaching and research work in colleges and universities, and undertakes important tasks such as teacher team building, personnel training, discipline construction, professional construction and curriculum construction. In the early 1950s when colleges and universities introduced teaching and research groups (teaching and research offices), not only did the schools pay attention, but teachers also took the initiative. At that time,

the main activities of the teaching and research group were to discuss teaching content, learning methods, experimental internship programs, examinations and counseling; organize new courses and teaching assistants, organize mutual lectures, observe and so on. At that time, not only the young teachers (teaching assistants) attached great importance, but also the senior professors also took the initiative. The assistants can get help from senior teachers through the teaching and research group activities, and avoid making mistakes through the collective discussion of the teaching and research group. However, in the late 1950s, it was gradually transformed into a grassroots management organization. In addition to conveying the above instructions and political studies, there were also tasks of issuing wages and tickets. After that, some did not exist, and some changed to scientific research organizations.

Why did the teaching and research group (room) of the primary school teaching organization still exist in primary and secondary schools to ensure and improve the quality of teaching, while the institutions of higher learning have disappeared or become research organizations? It is not just because of "Studying from the Soviet Union and studying from the United States" or "administration", but due to the popular practice of "emphasizing research and neglecting scientific teaching". University teachers had the spontaneous tendency to focus on scientific research and light teaching. Teachers' performance evaluation and professional title promotion are based on scientific research results, research funding, papers and publications. As long as the teaching meets the workload, there is no big problem. In order to improve the quality of teaching, the education management department has introduced many policy measures, such as setting excellent teaching achievement awards, evaluating quality courses, fine textbooks, selecting famous teachers, stipulating that professors must teach undergraduates, etc., but they lack institutional guarantees. In 2012, the Ministry of Education "Several Opinions on Improving the Quality of Higher Education in an All-round Way" Simplified Teaching and Research Office ". How should it be perfected? In terms of philosophy, Professor Huang Daren proposed the "return to the foundation of the university ". However, there is no consensus on specific policies and practices.

The Ministry of Education, Jiao Gaoxin [2018] 8 texts, the Ministry of Education's notice on the implementation of the spirit of the undergraduate education work conference of the national colleges in the new era, the first appearance of the words "golden lessons", universities must comprehensively sort out each The teaching content of the course, eliminate the 'water class', create a 'golden class', reasonably improve the academic challenge, increase the difficulty of the course, expand the depth of the course, and effectively improve the quality of the course.

On November 24, 2018, at the 11th "China University Teaching Forum", Wu Yan, Director of the Department of Higher Education of the Ministry of Education, gave a report entitled "Building China's Golden Lessons"--the organic integration of high-level knowledge ability and quality cultivating students' comprehensive ability and advanced thinking to solve complex problems. The content of innovative curriculum reflects the frontier and the times, the teaching form reflects the advanced and interactive, the learning results are exploratory and personalized; the challenge course has certain difficulty, and it takes a jump to obtain the goal. There are higher requirements for lesson preparation and class presentation. What kind of "golden class " should be created, Director Wu Yan proposed the goal of building five "golden lessons", including offline "golden class", online "golden class", online and offline hybrid "golden class", virtual simulation "Golden Lesson" and the Golden Practice of Social Practice. Among them, how to create a gold class, Director Wu Yan stressed that it is needed to pay full attention to the main position of classroom teaching and strive to create a warm atmosphere of classroom teaching. It is necessary to rationally use modern information technology means, actively promote the construction and application of MOOCs, and carry out online and offline hybrid teaching based on MOOC.

On November 4, 2018, Mr. Daguang held a speech at the "2018 Higher Education International Forum Annual Meeting", "The First Generation Characteristics of Undergraduate Education in China: Interpretation of Version 1.0", mentioned in the rapid development of information technology today, educational technology The classroom teaching paradigm is changing. However, in the past few years, I have participated in the evaluation of undergraduate teaching in 24 colleges and universities. I have been attending classes for about 100 pm. I have not seen a class that is using motto or flipping classroom teaching. Is our technical hardware insufficient, or is the teacher indifferent? It is hard to answer. Does the undergraduate teaching in China really meet the needs of students in the teaching methods adapting to the advancement of educational technology? It needs to draw a question mark. Although there are many studies on educational technology in the domestic academic circles, the application of information technology in teaching practice is far from enough. Among them, there are problems in the transformation of teachers' teaching concepts, as well as the dissemination of technology itself. Many scholars who advocate educational technology will not use it.

On August 18, 2014, the Ministry of Education issued the "Opinions on Implementing the Excellent Teacher Training Program "1 (Teacher [2014] No. 5). In October 2018, the Ministry of Education issued the Excellent Teacher Training Program 2.0 to implement the Central Committee of the Communist Party of China. Decision-making and deployment of the State Council's Opinions on Comprehensively Deepening the Reform of the Teacher Team in the New Era, and Implementing the Notice of the Ministry of Education and Other Five Departments on Printing and Distributing the Action Plan for Teacher Education Revitalization (2018-2022) (Teacher [2018] No. 2) Requirement, an upgraded version of the excellent teacher training program implemented in accordance with the "Opinions of the Ministry of Education on Accelerating the Construction of High-Level Undergraduate Education to Improve Talents' Training Ability ".

Based on the consideration of the top-level design and a series of national policies, it is necessary to strengthen the construction of the teacher education system, increase support for teachers' colleges, identify the problems in teacher education, and seek breakthroughs and focus points for teacher education reform to improve the quality of teacher training, and train teachers who teach, teach, teach, and teach. Face the specific problems in the field of teaching, especially in the higher education stage, in the case of rapid development of information technology on how do teachers apply advanced scientific and technological means in teaching, and let students do heads-up in the classroom, relying on their own exploration? It can rely on the construction of teaching and research room to achieve the improvement of teachers themselves, and ultimately achieve a substantial improvement in the quality of teaching. The teaching and research office is a grassroots teaching and research organization that is prevalent in colleges and universities. It is the basic place for college teachers to study and work, and is the micro-environment with the closest relationship with teachers. It plays an important role in ensuring and improving the quality of undergraduate teaching.

### III. PROBLEMS IN THE CURRENT CONSTRUCTION OF TEACHING AND RESEARCH OFFICES IN COLLEGES AND UNIVERSITIES

The most important and basic function of the teaching and research office is to organize teachers to undertake teaching tasks, carry out teaching reforms, and undertake planning, organization, implementation of teaching and scientific research tasks, carry out teaching reform, undertake planning, organization, implementation of teaching and scientific research tasks, implementation of discipline construction, curriculum construction, laboratory construction, teaching reform, and teacher training. A lot of colleges and universities have a relatively vague state in the setting of teaching and research offices, including the lack of clear positioning. Authoritativeness also leads to malfunctioning of the teaching and research office. The teaching and research office of most colleges and universities, as a grassroots teaching organization is entangled in a

complicated administrative office, and it is difficult to play its due role and perform ineffective teaching and research. All kinds of transactional work arranged by the school and the college are finally arranged by the teaching and research office. The teaching and research office undertakes both daily administrative tasks, such as teaching task arrangement, graduation design, mid-term teaching inspection, preparation of various evaluation materials, and a large number of administrative tasks, which leads to the fact the teaching and research function has been weakened, and because there is no incentive mechanism, there is no fixed place, and there is no fixed time to concentrate on the discussion, which is of no help to improve the quality of teaching.

In addition, because the evaluation system of colleges and universities is still not perfect, the evaluation process solely pays attention to scientific research results, dilutes the results of teaching and research, and determines the number of papers and the amount of funds for the project. The quantitative requirements for scientific research results are clearly defined in the title evaluation process. Clear quantitative standards have led teachers to put their efforts into articles and topics, and have no time to take teaching research into account.

#### IV. IMPROVEMENT STRATEGIES FOR THE CONSTRUCTION OF TEACHING AND RESEARCH OFFICE

In the process of building the teaching and research office, it is necessary to put teaching research in the first place and restore the teaching and research office's work centered on teaching research. At this stage, under the new situation of emphasizing the class and flipping the classroom, through the construction of the teaching and research office, the teacher is encouraged to carry out the curriculum reform, not only to study the MOOC, but to really use it in teaching practice. In combination with the development of new information technology, the use of Internet technology to solve the problems in the construction of teaching and research offices, such as weakening of overall functions, separation of teaching and research, and lack of teamwork awareness.

In terms of how resources are shared and the teaching and research office management intelligence, it is expected to realize the reshaping of the teaching and research office's grassroots teaching organization, to promote teaching and the development of teachers' teaching, and to improve the quality of personnel training in colleges and universities to enhance the core literacy services for student development.

First of all, it is essential to dilute the administrative management functions of the teaching and research office, focus on service teaching, focus on teaching and research, provide guarantee for the improvement of teaching quality in colleges and universities, and provide professional development for teachers.

Second, it is necessary to clarify the system and divide responsibilities. Do a good job of combining empowerment and accountability. From the beginning of its establishment, the teaching and research office has been given the duties of curriculum setting, teaching organization, assessment and

evaluation, and teacher construction. It is an important organizational guarantee for the normal order of teaching and the quality of teaching. The responsibility of the teaching and research office is so heavy that it is not in actual operation. Being given the right of reciprocity, resulting in the asymmetry between duties and powers, will affect the exercise of the functions of the teaching and research office. Only by giving the corresponding rights of the teaching and research office can the teaching and research office do its best.

Third, the ability of the director of the teaching and research office is very important. It is a must to possess a high level of administration ability, a strong academic level, and a superb management art.

Fourth, it is urgent to strengthen cooperation among teachers, break through the limitations of the structure of the teaching and research office and the lack of communication among teachers, and abandon the shortcomings of the traditional teaching and research office in terms of management concepts, implementation mechanisms and member interactions, and organize the teaching and research office as a teaching team institution.

#### V. CONCLUSION

In conclusion, it is imperative to rely on the profession or discipline, focus on building the core of the teaching team spirit, emphasize the construction of team connotation to strengthen the construction of teaching and research offices in colleges and universities, through the role of authoritative teachers, through the management of teachers, to promote the continuous growth of the faculty, to guide students in all aspects of development, and improve the quality of teaching.

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