

The Components and Cultivation of Comprehensive Quality of University Teachers

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ABSTRACT

The comprehensive quality of university teachers mainly includes two aspects, one is humanistic quality, the other is professional quality. Humanistic accomplishment includes moral accomplishment and humanistic knowledge. Professional quality includes professional ability and teaching ability. Only by cultivating the humanistic quality and professional quality of university teachers can we cultivate a team of teachers with high quality and high taste.

Keywords: *University teachers, Comprehensive literacy, Humanistic quality, Professionalism.*

1. INTRODUCTION

The comprehensive quality of university teachers is a kind of comprehensive education and teaching requirements. To be specific, the comprehensive quality of university teachers means that they need to master their own core professional skills, correct social values, and be able to fully integrate into the society and have the ability to promote social development. Namely, in class, we should not only be good at guiding students to actively study and actively think, but also be good at guiding students to form a good value and rule orientation in the aspects of thinking quality, morality, law and so on. This requirement for teachers further emphasizes the importance of teachers' individual curriculum leadership. If teachers do not have good curriculum leadership, it is difficult to do a good job in basic teaching work. The educational mission of comprehensive literacy is difficult to achieve. In short, the formation of curriculum leadership of university teachers with comprehensive literacy needs to go through a relatively complex process. In this process, university teachers, colleges and universities, all walks of life and so on, should actively adapt and cooperate. On the whole, the curriculum leadership of university teachers under the core quality is the key to carry out good teaching work in an all-round way. It can improve the individual teaching level of teachers in an all-round way, promote the construction of subjects and strengthen the all-round development of colleges and universities. Generally speaking, the teaching ability of university teachers consists of two aspects: humanistic quality and professional quality.

2. THE HUMANISTIC QUALITY OF UNIVERSITY TEACHERS

Humanistic accomplishment means humanistic knowledge and moral accomplishment. It is true that humanistic quality is not directly related to teaching ability, but it is the primary factor necessary for university teachers. At the same time, good humanistic quality is also the cornerstone of sustainable improvement of teaching ability. If you do not have good humanistic quality, you cannot become a university teacher ^[1]. Because, the purpose of the university is to carry forward the moral integrity, is to make people abandon the old and make new, is to make people to achieve the most perfect realm. From ancient times to the present, teachers are imparting truth, assisting studies and helping to answer questions. A university is a place where people can learn skills and make plans for them. It is also a place where morality is promoted and goodness is promoted.

2.1. Moral Cultivation

First of all, university teachers must have a love of society, love peace, for the world life of the sincerity of universal love. Otherwise, even if they have special skills, they will only do harm to the society and the people. Otherwise, students are simply adding a dangerous element to society. Secondly, university teachers must have a passion for education and teaching. Only with great enthusiasm for education and teaching can a person give full play to his maximum potential in education and

teaching. Finally, a college teacher must have the heart to love his students.

2.2. Humanities Knowledge

Humanistic knowledge, namely the basic knowledge about the humanities (spiritual life) field. Whether the humanities knowledge is extensive or not directly determines the establishment of a person's outlook on life, social outlook and values, and affects his moral cultivation, and then has an indirect impact on his business ability. Therefore, university teachers must have a wide range of humanistic knowledge in order to be worthy of the name of the university teachers, in order to benefit the improvement of their professional ability. In addition, modern education pays more attention to the free and all-round development of human beings, and pays more attention to the integrity and comprehensiveness of human development. Without teachers with comprehensive development of humanities, history, philosophy and technology, there will be students with comprehensive development.

3. CULTIVATION OF HUMANISTIC QUALITY

Implement the humanities minor major system. Schools should offer minor majors such as economics, foreign languages, philosophy, law, Chinese and management, which can promote the improvement of teachers' humanistic quality. The establishment and implementation of humanistic quality education system, the implementation of advance training program. In the first two semesters, students are not divided into department subjects, majors, a curriculum, in order to strengthen cultural quality education and basic education. Teachers are required to permeate humanistic spirit in specialized courses. Improve teachers' humanistic quality. Read more books and encourage teachers to read at least one classic book in a semester. In traditional Chinese culture, Lao zi, Zhuang zi and the Analects of Confucius have a great historical influence, and the readers will benefit them all their lives. Place oneself in the campus, strive to transform the humanistic knowledge into the humanistic spirit. First of all, we should place ourselves in the humanistic environment of the campus. We should strengthen the construction of the campus environment and beautify the environment, so as to achieve the peach blossom in spring, lotus blossom reflecting the moon in summer, osmanthus blossom fragrance in autumn and plum blossom proud snow in winter. Beautiful environment can edify sentiment, purify people's mind. But also to strengthen the construction of cultural landscape, can build the world culture celebrity park, school monument, can be posted on the wall famous sayings, epigrams and so on. Secondly, it should be understood and internalized. Internalization is to integrate the knowledge we have learned into our own

cultural deposits and knowledge structure through our own practice and perception. Again, teachers should participate in various forms of practical activities, form a good habit, set an example from their own words and deeds, start bit by bit. Hold lectures on humanities and social sciences. Lectures can be given by teachers of our school. You can also invite outside heroes, actors, experts, scholars, moral models and other figures on the humanities forum, make wonderful speeches. Shape the humanistic spirit. To have knowledge of the humanities is only to "know", that is, to "learn" as Lao zi said. In real life, some people know a lot about humanities, history, philosophy and art, but their personality is not noble. The key is that they only have knowledge of humanities, but lack of humanistic spirit. Humanistic spirit is to "body the Tao", that is, Lao zi said to "for the Tao". It is to embody the "Tao" that one chooses in one's own life, words and deeds, and even in one's own life. This is the humanistic spirit.

4. PROFESSIONAL

If they don't have good humanistic quality, they can't be excellent university teachers. Do not have strong professional ability, will not be an excellent university teacher. The professional ability of university teachers is embodied in two aspects: the mastery of pedagogy knowledge and practical ability, and the mastery of professional knowledge and teaching ability. Among them the former is the basic condition, the latter is the core content.

4.1. Grasping Pedagogy Knowledge and Practical Ability

Mastering pedagogy knowledge and practical ability are the basic conditions for becoming a teacher, including observation and mastery of students, communication ability, language logic and expression ability, organization ability, psychological quality, innovation ability, and information-based teaching ability [2].

1. Ability to observe and master students. The essence of education is to help people grow up and cultivate their learning-oriented skills. Pay attention to people's needs, follow its development rules, pay attention to tapping people's own potential, pay attention to personal value and its realization. Therefore, as a teacher, first of all, we must have the ability to observe and master students. We must learn to understand each class and each student. Only in this way can we help students to grow up well and tap the potential of each student and make them shine through.

2. Communication skills. Education and teaching is a kind of intentional communication. The ability to communicate is an essential element of communication. The level of communication ability directly determines the quality of teaching effect. In the process of teaching,

communication ability is more reflected in the non-verbal expression. A look, a gesture, can make students like a teacher, like a course. A dead-faced teacher can never make students like and dislike a subject.

3. Ability of language logic and expression. The most important part of the teaching process is the lecture. Lecture is not reading the textbook, not to turn over the courseware, but the teacher will use their own language to express the content of the textbook to students. Therefore, lectures must have a high level of language logic and language expression ability. Unified curriculum content, some teachers speak aimlessly, not to the point, and some teachers can speak coherently, understand. The main reason for this is the difference in language logic and expressive ability.

4. Organizational skills. One of the core concepts of modern education is to take students as the center. The teaching process must reflect the students' subjectivity. Therefore, the lecture is indeed the most important part of the teaching process, but the teacher's main responsibility is no longer confined to the lecture. It is also one of the main responsibilities of a teacher to organize the class and arrange each student's learning (one course, one major, and one lifetime). Because the modern classroom is no longer full classroom, but a collection of lectures, discussions, questions, thinking, research findings as one of the pluralistic classroom. Because the purpose of teaching is to let students learn "facts", help students to build knowledge, help students to establish thinking patterns, so that they learn to use knowledge to solve practical problems. It can be seen that organizational ability is one of the important factors that determine a teacher's teaching ability.

4.2. Ability to Master and Teach Professional Knowledge

The core of the professional ability of university teachers reflects ----- the mastery and teaching ability of the professional knowledge they are engaged in, including the depth of the professional knowledge foundation, the updating ability of the professional knowledge, the professional teaching and research ability, and the academic research ability^[3].

1. The depth of professional knowledge. The depth of professional knowledge has a direct impact on the teaching effect of university teachers, and plays a decisive role in their final academic attainments. Because university learning is no longer "superficial learning", or "strategic learning" to get marks, but research-oriented "deep learning"^[4], when university teachers do not have deep professional knowledge, students are completely impossible to deeply learn the courses they teach. In addition, academic research is based on professional knowledge of the field as the most basic condition, so if university teachers do not have profound professional

knowledge, it is completely impossible to achieve any academic achievements.

2. Ability to update professional knowledge. Whether they have the ability to update professional knowledge is an important factor that determines the academic research ability of university teachers, and the academic research ability and level directly affect the teaching effect. Therefore, the level of professional knowledge updating ability indirectly affects the teaching ability of university teachers.

3. Ability of professional teaching and research. Professional teaching and research ability refers to the research ability of the established teaching idea, goal, method, means, effect and reform of professional courses. Higher professional teaching and research ability is the key to the continuous improvement of university teachers' teaching ability.

4. Academic research ability. The learning of college students is the "deep learning" of discussion and research, so the teaching of college teachers must be based on the "deep teaching" of research and purpose, rather than the "surface teaching" of only teaching the established facts (memorizing, reciting content and examination points). Academic research is the foundation and guarantee of in-depth teaching. First of all, all knowledge points are determined by previous academic research. In addition, teachers who do not conduct academic research can only teach by reading textbooks; Because he will not have his own opinions and understanding of the course except the content of the teaching material. Therefore, the academic research ability is the key factor that affects the teaching ability of university teachers.

5. TO IMPROVE THE PROFESSIONAL QUALITY OF UNIVERSITY TEACHERS CAN BE STARTED FROM THE FOLLOWING ASPECTS

5.1. In Terms of Policy, the Key Element to Promote the Cultivation of New Teachers' Professional Quality is Talents^[5]

It is necessary to make a thorough study of the joint point between the newly introduced talents with high academic qualifications and the application-oriented universities, so as to promote the cultivation of their professional qualities and bring them into play as soon as possible. We should make full use of teaching and skill resources such as "double-qualified" teachers, excellent teaching teams and excellent courses, and open promotion channels through policy-oriented adjustment as soon as possible so that new teachers can and are willing to improve their teaching and skills.

5.2. Strengthen the Teaching of Scientific Research Feedback^[6]

It is necessary to clarify the relationship between scientific research and teaching, never oppose or ignore one side, find more joint points, take the path of integrated development, and strengthen scientific research to feedback teaching.

1. Implement research methodology into education and teaching. The new teacher to the implementation of the scientific methodology to undergraduate and graduate education in the teaching link, guide students to consciously use scientific research methods and scientific thinking for independent thinking and judgment, should not only make students to book knowledge learning to know the why, and to inspire its autonomous learning of new knowledge, new method and spontaneous exploration, gradually cultivate the students' innovation consciousness.

2. The topic selection and achievement transformation of scientific research projects should be "down to earth". When selecting topics for scientific research projects, teachers with advanced degrees usually pay more attention to cutting-edge technologies that are the major needs of "high and advanced" countries, but pay less attention to "down-to-earth" topics such as research oriented to teaching links and technological innovation of enterprises. To solve these problems, it is necessary to combine with the school situation, and to innovate and develop and improve the engineering practice ability in the aspects of vocational technology teaching method, curriculum development, vocational skill training and enterprise technological innovation. When transforming the results, try to convert them into visible teaching resources (including software and video media, etc.) such as handouts (or textbooks), technology, samples, teaching AIDS, instruments and equipment.

3. Make scientific research promote the innovative development of teaching by taking innovative skills competition as the combination point. In recent years, a large number of high-level and influential innovative skills competitions have emerged, such as the World Skills Competition, the "Challenge Cup" National College Students Extracurricular Academic Science and Technology Works Competition, and the National College Students Mechanical Innovation Design Competition, forming a good atmosphere for innovation and entrepreneurship. New teachers should be actively integrated, take innovative skills competition as a combination point to make scientific research promote the innovative development of teaching, train students' comprehensive application ability in the preparation of competition and practical operation, and improve their skill level and innovation ability.

6. CONCLUSION

As the disseminator of advanced knowledge, university teachers should not only have professional knowledge, but also have broad cultural and scientific knowledge. They should not only have teacher ethics, but also have skills, and have elegant cultural taste and profound cultural deposits, so as to cultivate talents with high taste and high quality. Such universities have their own characteristics and are full of vitality. Such university teachers are teachers of high quality and high taste.

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