

A Study on the Construction of the Teaching Team in Private Colleges in Xi'an during the Period of Transformation Development

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Abstract

For the private colleges, the teaching team is relatively young, which lacks teachers with enterprise practice experience, professional leaders with solid knowledge and funding sources. All the factors have hindered its further development and to optimize the construction of teaching team is an important way to overcome these difficulties. Therefore, private colleges and universities should break the traditional model and should not construct the teaching team in accordance with the public school model. Based on the author's learning and practical experience, this paper proposed the construction paths of the teaching team in private universities in Xi'an on account of the difficulties faced by the construction of teaching team in private colleges in Xi'an.

Keywords: Private colleges; Transformation; Sustainable development; Teaching team construction

1 Introduction

On June 23, 2014, the Ministry of Education and other departments issued the Modern Vocational Education System Construction Plan (2014-2020), which clearly put forward to guide a number of colleges and universities to transform into applied and technical colleges and encourage local private colleges to cultivate technical talents[1]. This plan has brought new opportunities and challenges to the development of the local private colleges and universities in Xi'an. Whether the private universities can conform to the needs of the situation

and timely realize the transformation development will greatly affect their survival and development. Many private universities take the cultivation of applied talents as their goal and implement educational reform of the applied curriculum when they are established[2]. However, how to adapt to the needs of transformation development of the school and how to create a teaching team that is conducive to the cultivation of technical talents to promote the development and steady transformation are questions worth thinking about.

2 Problems in the Construction of the Teaching Team in Private Colleges in Xi'an

2.1 The teaching team lacks teachers with high-level practical teaching ability

Most of teachers still use the traditional academic research as the construction goal, and there are few teachers who can carry out high-level practical teaching, which is inconsistent with the cultivation of applied talents. Most of private colleges in China are relatively new and they lack experience in constructing teaching team that matches to its characteristics. Most of teaching teams imitate the construction model in key universities. Under the guidance of professors, they lead the young professional teachers to conduct some researches and publish high-level academic papers in order to promote the theoretical level of teaching, which is not helpful for improving students' practical ability[3].

2.2 The foundation on carrying out teaching reform is poor

Although the teaching team of private colleges has the basic characteristics of the teaching team, it lacks the connotation of teaching team operation and its foundation on conducting cooperative teaching reform is poor. As for the general teaching team in private colleges, the input of resources is very limited, which makes it difficult to develop teaching materials, train young teachers, and exchange and cooperate with others. With the lack of teaching infrastructure after the school enrollment expansion, the teaching team usually does not have fixed activity venues and equipment. The teaching team members just conduct individual combat and they lack cooperative consciousness and experience exchanges. In general, they just go home alone after class. In other words, the teaching reform is based on an individual model and it cannot get experience and supporting wisdom from other teachers. Moreover, it lacks interdisciplinary, cross-faculty and cross-professional teaching reform, which makes it difficult to construct the teaching team deeply.

2.3 The size and structure of the team are unreasonable

Only teaching team has a moderate size and reasonable structure of the members, can the team achieve effective inner communication. Besides, this will facilitate

team management and complementarity of knowledge and skills to maximize the effect. However, in the construction of teaching team, private colleges take insufficient account of differences in the team size, age, education background and the major[4]. Some colleges and universities believe that the more outstanding members they have, the better the team is. Therefore, the entire faculty or all professional teachers are pulled into the teaching team. They do not consider the complementarity of the reasonable team size and professions; some private colleges take high profile experts with academic impact as the core to declare the team in order to improve success rate of the teaching team. They seldom take account of their age, which affects the effectiveness and quality of teaching team construction.

3 The Construction Paths of the Teaching Team in Private Colleges in Xi'an

3.1 To define objectives and tasks of applied teaching team

First of all, the construction of the team should be based on the goal. Nowadays, driven by interest, teaching teams in many colleges and universities are formed passively. However, how long it can last and whether it can develop has become the problem. Therefore, it is very important to define the objectives and tasks of team construction. In setting team goals, colleges should fully understand who determine goals of the team. In general, it should be completed by team leaders and core members in the team; second, the goals must be linked with the vision of the team. The team should focus on the improvement of core competence of college students to cultivate applied talents. Furthermore, this will enhance and promote professional standards of the team members, so as to achieve the overall improvement of the team; Third, colleges must develop a set of procedures to excise these goals, which is to vigorously develop the applied curriculum, and reform teaching organization and teaching methods in order to improve the efficiency of education and teaching in practice; Fourth, colleges must decompose these goals effectively and give full play to the principle of complementary advantages according to the actual situation of the team, which plays a supportive role in the realization of overall goals; Fifth, these objectives must be communicated to each member of the team and related personnel effectively.

3.2 To build a reasonable team structure

The applied teaching team emphasizes the practicality of the cultivation of applied personnel. Therefore, it is extremely important for team members to have the professional practice ability. Due to the relatively weak foundation of the newly-established undergraduate colleges, the unreasonable structure of teachers' age, job titles and education background, and obvious shortcomings in teaching, research and social services, it is necessary to construct a reasonable personnel

structure. First, colleges must pay attention to the introduction of engineering technology and talents with industry practice. Second is to strengthen the training of existing personnel to improve their practical ability. Third is to set up a production and research cooperation mechanism[5]. Only with the organic combination of teaching team and common communication with others, can colleges make the stock growing and achieve the value amplification. Universities should rely on the common wisdom and collective strength to achieve the improvement of the overall level of teaching staff and enhance the strength of personnel training

3.3 To select an excellent leader in the applied teaching team

The person in charge of the team is not only an academic leader and course designer, but also an effective manager. The key to construct a good applied teaching team is to select and cultivate a leader in the applied teaching team. The leader in charge of the applied teaching team should be professional top-notch talent who master the development of industry technology and production. The leader should have high morality, rigorous scholarship, a high academic level, a solid theoretical foundation of the discipline and advanced educational philosophy. She or he should approve undergraduate education values and the orientation of personnel training[6]. Besides, the leader should have the following qualities: the leader should have the organization and management capabilities of the teaching team; she or he can effectively organize and coordinate the teaching team to complete the teaching task; the leader can reform and innovate the major and curriculum; she or he may take effective measures to improve the teaching quality of related courses; the leader should have the ability to organize high-level scientific research and organize people to plan teaching researches. In other words, she or he should play a leading role in teaching reform .

3.4 To build an operation platform for the applied teaching team

It is very important for the construction of the applied teaching team to actively carry out the cooperation of production, teaching and research and it is also the common practice to cultivate talents and serve the society in colleges and universities. By virtue of the cooperation of production, teaching and research, colleges can provide science and technology services and realize development. Industries and enterprises can provide project funding to commission schools to carry out research and development of practical technology. In the teaching team, professional backbone teachers can lead young teachers to undertake technical research and development tasks, which not only strengthens the contact and cooperation with production and research departments of industry and enterprises, but also provides opportunities and conditions for teachers to practice and improve their ability. This will enhance the team's ability to apply theory and solve practical problems. In addition, colleges can establish a project-oriented, work-based and task-driven teaching system, so that professional teachers can acquire industry and enterprise information timely. Driven by the project, students can learn the latest knowledge and information to improve their practical

ability, so as to effectively promote curriculum reform. By virtue of the close cooperation between production, teaching and research and the construction of bases, colleges can build an operation platform for the applied teaching team to realize cooperation and mutual benefits between schools and enterprises.

3.5 To construct a harmonious and innovative culture in the applied teaching team

Team culture is a sum of the shared vision, the basic values, style and behavior norms in the team. It is spiritual wealth with characteristics of the team which is formed gradually in the long-term cooperation and consultation between the leader and members. Therefore, it has cohesion and charisma for team members. It is particularly important to construct a harmonious and innovative team culture for the team characterized by duality which is composed of members with different knowledge, ability and background. In the creation of the applied teaching team, the individual influence, inspiration and creativity of the team leader have a far-reaching influence on the formation of the team culture, the establishment of the style and the development trend. In a certain sense, it decides whether the team can success or not[7]. Establishing a clear and shared vision approved by all team members helps to create an innovative culture of the team and contributes to the cultivation of a strong sense of contribution, consciousness of responsibility, a sense of belonging and a sense of honor in the cooperation between team members. In addition, to create a trusting and open working environment and to encourage the collision and integration of academic thinking contributes to forming a cooperation atmosphere with resource sharing, mutual understanding, mutual support and common development.

4 Conclusion

Newly-built undergraduate universities and colleges came into being with the development of the popularization of higher education. In the context of the full implementation of quality engineering and the improvement of personnel training, the weak newly-built undergraduate institutions must re-examine their own living conditions and actively participate in the reform and innovation of education and teaching. They should take the construction of the applied teaching team as the realization way to cultivate applied talents. Colleges ought to reform and innovate the teaching content and model to construct a teaching work platform where the applied teaching team can bring its superiority into full play. Besides, they should explore the critical issue about how to construct teaching team to cultivate applied talents.

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