

Research on the Improvement of Teachers' Practical Ability in Applied Undergraduate Colleges*

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Abstract—The construction of "Dual Talents and Qualifications" teachers is an important task of the application oriented undergraduate colleges. It is also an important guarantee for the cultivation of applied talents. Aiming at the phenomenon of lack of common teachers' professional practice ability in the applied undergraduate colleges, this paper has put forward the effective path of the construction of "Dual Talents and Qualifications" teachers, including perfecting the relevant system, recruiting applied talents, optimizing the structure of teachers, and increasing teacher training and study opportunity.

Keywords—*applied talents; Dual Talents and Qualifications; teacher; practice*

I. INTRODUCTION

The starting point and goal of application-oriented undergraduate colleges and universities is to cultivate high-level application-oriented talents with certain theoretical basic knowledge, good ability and comprehensive quality and is suitable for the first-line production needs. Application-oriented undergraduate colleges emphasize more on the applicability and practicality of talent cultivation. To cultivate application-oriented talents, it is the key to build a "double-qualified and double-talented" teacher team that can adapt to the education teaching requirements, teaching ability and professional practice ability of application-oriented undergraduates.

II. THE MEANING OF "DUAL TALENTS AND QUALIFICATIONS" TEACHER

Up to now, there is no unified standard for the recognition of dual talents and qualifications teachers. At present, the school's recognition can be roughly divided into the following situations: first, double professional title is identified. Teachers should both have the professional title certificate of the university (lecturer, associate professor, professor) and the professional technical qualification certificate of other professions like economist, engineer; second, double certificate recognition. That is, teachers should have the college teachers' qualification certificate and at the same time the professional qualification certificate of the industry; third, double quality identification. That is to have the ability and

quality of teaching, but also have the ability and quality of industry enterprises to work; fourth, double experience identification. Teachers should have a certain amount of teaching experience and at the same time have the relevant industry enterprise work experience. The identification of the above four types of dual talents and qualifications teacher partly have strong operability and partly have weak operability. Although it has not been unanimously recognized in the education circle, but in general, the above four kinds of recognition all emphasize the combination of teachers and industry. Based on the above identification, the author believes that the connotation of double-qualified teachers lies in that teachers not only have the ability and quality of teaching, but also have the skills and quality of working in industrial enterprises. [1], [2]

III. PROBLEMS IN THE TEACHERS' CONSTRUCTION OF "DUAL TALENTS AND QUALIFICATIONS"

A. Teachers' Insufficient Understanding of Concepts

The transformation of application-oriented undergraduate colleges and universities requires a relatively short period of time, and many teachers still have insufficient understanding and still hold up to the traditional concepts. Under the guidance of the traditional professional title evaluation system, teachers only attach importance to theoretical teaching, research on academic topics and publication of papers, but ignore the cultivation of students' practical ability, and do not have a full understanding of the improvement of their own professional practical ability. They did not realize the importance of the construction of application-oriented undergraduate colleges and universities and the dual functions of teachers and teachers. [3]

B. The Deviation in the Positioning of Dual Talents and Qualifications in School

Some colleges and universities have some deviation in the identification of dual faculties and dual abilities. For example, they blindly pursuit "double certificates" and equates "double certificates" with "dual talents and qualifications". All teachers in colleges and universities have the teacher qualification certificate. On this basis, if the teacher obtains the qualification certificate of a certain industry, the school will recognize it as "dual talents and qualifications". In fact, there is a bias in this identification, which is not objective. Many industry qualifications can also be obtained through the theory test.

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Under such circumstances, teachers cannot achieve "dual ability"; some schools even make rigid requirements on teachers' dual certificates, which lead teachers to spend a lot of time on studying for certificates. Teachers have obtained some certificates that do no good to teaching or be no help to the cultivation of practical ability of students. It also leads to the phenomenon of "double-certificate but no competence" of teachers.

C. No Guarantee to the Time of Teachers' Development Due to Their Heavy Teaching Workload

Teachers of application-oriented undergraduate colleges and universities need to undertake heavy teaching tasks, and they also need to undertake the task of scientific research under the condition that there is no major change in the rules of professional title evaluation. The proposal "Dual talents and qualifications" make teachers more overwhelmed, unable to concern on both facets. In the end, it may cause teachers to care one thing but lose the other, and it is difficult to achieve a balance between teaching, scientific research and professional skills. The original intention of the school may be to make every teacher become an "all-around" teacher, but the actual situation may be that all three aspects of knowledge cannot be achieved in-depth. On the contrary, it may affect the growth of teachers, making it difficult for them to make achievements in a certain area. [4], [5]

D. The Lack of Incentive Mechanism and Teachers' Enthusiasm

The state advocates the construction of application-oriented undergraduate colleges, but the university may not introduce relevant incentive measures. For some senior teachers who have been teaching for many years or decades, and even some young teachers, they are not willing to accept new learning and training and they are not willing to practice any more. In this case, if the school has no effective incentive measures, the motivation for the development of teachers' "dual ability" will be even less.

E. Inadequate Practical Opportunities and Difficulties in the Transformation of Dual Talents and Qualifications

The cultivation of dual-qualified teachers is inseparable from opportunities for teachers to exercise and learn in enterprises. However, the current reality is that schools have high expectations of finding enterprises, but not the enterprises. Even if the school can contact some enterprises and public institutions, the practice opportunity will mostly be limited to the teacher's cursory inspection in enterprises. Or the enterprise leaders will open some lectures in universities, which is insufficient. It is difficult for them to transform to dual-talented and qualified teachers.

IV. EFFECTIVE PATH TO THE CONSTRUCTION OF "DUAL TALENTS AND QUALIFICATIONS" TEACHER TEAM

A. To Improve the Training System for Dual-Qualified Teachers

First of all is to innovate conceptually. The construction of double-qualified teachers is a key to application-oriented

universities. Schools should attach great importance to the cultivation of double-qualified teachers from the top down and recognize its importance and necessity by heart. All staff should be mobilized so that they can understand the significance and importance of improving their "double ability qualifications". [6]

Secondly, a series of systems should be established to support the cultivation of dual-qualified teachers. Starting from aspects such as welfare benefits, workload identification, professional title assessment, and merit assessment, we should construct relevant systems in an all-round way, formulate feasible incentive measures, and improve the enthusiasm of teachers in the transformation of dual talented teachers and qualifications.

Thirdly, to make proper classification of teachers. We can consider basic classifications according to teaching, scientific research and practice, so that teachers can focus on relevant aspects. Of course, the classification of teachers does not mean that teachers only develop in one aspect. The purpose of classification is to let teachers know what they are good at, and at the same time better take into account other aspects. At the same time, teachers should be guaranteed with time. The transformation of teachers has significantly increased their workload and required them to undertake more work tasks. Accordingly, other workload of teachers should be reduced to ensure their time. [7]

B. To Introduce Application-oriented Talents and Optimize the Structure of Teachers

Application-oriented undergraduate colleges and universities cultivate application-oriented talents, and the cultivation of application-oriented talents depends on double-qualified teachers to a large extent. On the one hand, these teachers come from the cultivation of colleges and universities themselves; on the other hand, they come from the introduction of outside schools. The channels of introduction outside the university should be widened. As long as they can be used by the university, entrepreneurs, artists, engineers or other experienced personnel from enterprises and institutions can be received as full-time teachers to teach lessons or guide practices in the university. As a result, we can optimize the structure of the teaching staff, improve the proportion of dual-qualified teachers, and enable students to learn more skills in the industry and enterprises.

Even if more of these full-time teachers cannot be hired, it is still conducive to the cultivation of students' practical ability if we can hire them as professionals, maintain long-term contact with enterprises and institutions, invite them to the school for sharing lectures on industrial enterprises, or organize students to visit and learn in these enterprises.

C. To Increase the Opportunities for Teachers' Training and Temporary Employment in Enterprises

First of all, the school should increase the investment of training and learning funds and make a good training plan. Relevant functional departments of the school should establish relevant relearning system, formulate the personal development plan of "dual talents and qualifications" teachers,

and define the training and further education plan for each teacher in the coming years. And teachers should take the transformation to dual talents and qualifications as a content and task of their own development.

All schools, departments and teaching and research offices of the university should take practical measures to implement the training and further education plans to each individual and make use of the funds for the cultivation of dual-qualified teachers to effectively improve the professional practical skills of teachers. Secondly, the university should establish a practical school-school, school-enterprise cooperation mechanism, strengthen teacher exchange and teacher training between colleges, schools and enterprises, and take the cooperative enterprises as the bases for teacher's training and learning or temporary positions.

In accordance with the principle of "mutual benefit and win-win cooperation", the school can arrange some teachers to study and exercise front-line business in the cooperative enterprise, master the skills and quality requirements of relevant jobs in industrial enterprises, and improve their professional practical skills. At the same time, it can enrich the content of course teaching and provide relevant materials for students to design practical topic selection for graduation thesis and thesis writing.

What's more, to strengthen teachers' practical ability? Practice is the only criteria to testifying the truth. Only by allowing teachers to go deep into the grass-roots level of industrial enterprises and carry out post operation by holding posts in enterprises can teachers' practical skills be truly provided. Only in this way can the theory of teachers be linked with practice, and the theoretical level and practical skills of teachers be promoted quickly, so as to cultivate real "dual talented and qualified" teachers. The dual ability of teachers should not be judged only by obtaining "double certificates". The phenomenon of "double certificate but incompetent" is not rare; teachers should pay more attention to their skills to be both with qualifications and certificates. Some colleges and universities can also, according to their own conditions, set up a training base of "dual talents and qualifications" on campus, equip the workplace and working conditions consistent with industrial enterprises, and invite enterprise elites to participate in the work of the training base. As a result, it can provide a good practice platform for teachers and students and promotes the cultivation of students' applied talents.

In addition, teachers should strengthen their own learning. By organizing and guiding students to compete or participate in the study and examination of relevant industry qualifications, they can improve their ability and quality of industry enterprises. Guiding students to compete not only enables teachers to receive more jobs in industrial enterprises, but also enables them to learn the working skills of these jobs in the process of guiding the competition, so as to achieve the goal of becoming a double-qualified teacher. [8]

V. CONCLUSION

The construction of "dual talented and qualified teachers" is the need of the construction of application-oriented undergraduate colleges and universities. It is also the need of

the training and improvement of students' practical ability. However, it is an indisputable fact that teachers' professional practice ability in application-oriented undergraduate colleges is insufficient. Application-oriented universities should attach great importance to this problem. The cultivation of dual talented and qualified teachers should be viewed from the perspective of the future and development of the school. At the same time, it should be recognized that the cultivation of double-qualified teachers and the improvement of teachers' professional practice ability need a process and cannot be accomplished overnight. Schools should actively contact enterprises to participate in the construction. In addition, the systems and measures that the school formulated should stress actual effect and avoid becoming a mere formality.

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