

Construction of Education Quality Standards in Local Teaching Colleges Oriented Universities—Take Chongqing as an Example

Liu Xinyao

Krirk University, Bangkok, Thailand

Keywords: Local teaching type teaching reform, quality standard

Abstract: In terms of education, the quality of education is an important cornerstone for understanding the actual level of education. If there is no corresponding evaluation of education quality, it is difficult to evaluate whether the current educational policies and policies have effectively improved the learning level of students and the teaching level of teachers. Reasonable and correct educational quality standards should be established to provide the right direction for teaching and guide and help teachers form a good teaching orientation. It also helps colleges and universities find the right direction when promoting teaching management, and makes outstanding contributions to improving education and overall quality. Therefore, this paper will focus on exploring how to formulate corresponding teaching quality standards according to local characteristics. In the process of teaching promotion, different regions have different teaching characteristics. This is also the local teaching vigorously promoted by the state. It is hoped that schools can improve the education content and optimize their own teaching system according to the local characteristics in the education process. Therefore, the combination of the construction of education standards and local characteristics can promote the rapid development of local education.

1. Introduction

Reasonable and orderly college education is the quality assessment standard, which can enable schools to promote teaching in a scientific way, and is an important indicator for constructing the localization of overall teaching. It can also help local education improve its teaching level efficiently and find a unique path suitable for its own school development. In the process of education promotion, education itself is faced with the expansion of enrollment and education quality assessment of two important status quo, in order to improve the scope of teaching at the same time, stable teaching quality, we need to pay attention to the development of local teaching quality, to focus on creating a teaching system in line with local characteristics, in the relevant provisions of the education department also emphasize the combination of local characteristics and education ^[1]. In general, this is to solve the problem of unbalanced development of local education under the current education model, coordinate the educational development ability of various institutions, promote the sustainable development of various institutions and improve the teaching

level. In the process of combining teaching and localization, many problems have also emerged, which require adjustments to the local teaching quality assessment program. This can strengthen the local teaching quality guidance. First of all, this teaching program should reflect the education policy of the state and the Party, highlight the direction of education reform, provide support for the development of education, promote the progress of The Times, and help colleges and universities to better achieve talent transmission and education level improvement. The evaluation plan should focus on local characteristics, help local colleges and universities to strengthen their own positioning, and let their own characteristics and styles, which should be written into the teaching evaluation report of colleges and universities ^[2], to promote the overall level of education through evaluation, to promote the improvement of educational standards, and to promote the renewal and continuous development of education in the evaluation process. In the process of evaluation, it is also required that the educational evaluation program should be able to meet the needs of social development, be able to transport the talents needed for the society, be able to achieve the talent training goals set by the school, and be in line with the learning goals of the actual jobs. The local colleges and universities should send useful talents to the society and train talents who can adapt to social development and meet the needs of the society ^[3].

2. Construction of education quality standards in local teaching-oriented colleges and universities

2.1 Theoretical knowledge

The evaluation plan has formed a clear teaching quality development plan for local teaching universities. The teaching itself is an extremely complex system, which needs to measure the quality of teaching and investigate through various aspects. The evaluation of key schools often plays a guiding role in other schools ^[4]. Evaluation itself does not lie in criticism and criticism, but hopes to highlight problems and correct them in the process of evaluation. It can be said that teaching evaluation is actually a self-inspection of the path of talent training, and problems are found to improve and solve problems during the inspection. The evaluation scheme should be reasonable and reasonable, can be quantified, and fully consider the details of education, to improve the teaching quality ^[5].

Under the guidance of the evaluation scheme, local education institutions can under the advancement of this scheme, improve their education direction, in the Ministry of Education in 2004 through an evaluation report, it shows the guiding ideology and the guidance of faculty construction, help many universities teaching reform, but also in the use of the teaching conditions, teaching quality control and teaching reform direction, the construction of the students learn above put forward the unique requirements. One of the most important is to require schools to build projects with rich local characteristics. These standards include both level indicators also contains secondary indicators, overall is the idea of running the school running, teachers team construction and the quality of education, hope to be able to improve school teaching level within a reasonable scope, and control the cost of the school in all directions, more efficient to improve the teaching quality. The guidance given by this teaching evaluation system is very comprehensive, which can help local governments and local universities to do a good job in education. Meanwhile, in order to achieve the specified goals, educational institutions also need to make efforts to constantly improve and optimize their current education level ^[6].

Of course, this set of educational evaluation plan also needs to stand in a fair and objective perspective to evaluate the level of education. This standard is not immutable, but will be adjusted in time with the introduction and development of society. If it is just consistent, it will be eliminated by history in the process of social development. In different stages of education development,

different education evaluation programs should be introduced to guide and give reasonable teaching suggestions and education improvement programs to help colleges and universities effectively improve their own education level. Schools can consider their own needs according to the local special geographical location, economic background and historical situation, change the previous extensive, large-scale, too simple and rigid teaching system, carry out the most reasonable education reform, and improve the adaptation of education to local culture^[7]. With the development of society, the single teaching system itself is no longer adapted to the popular demand of teaching, should show a diversified characteristic trend, around the current complex and changeable social pattern to transport special talents in line with the needs of social development. In the process of educational evaluation, the content covered in the evaluation program we mentioned is actually to confirm the training indicators of talents in the overall teaching process^[8]. These observation points should be detailed and accurate, should be able to reasonably point out the quality of talents in the teaching process and the process of education reform, and should be able to accurately ensure the improvement of teaching level. Only when the key indicators and the important contents covered are in line with each other, can the teaching quality be uniformly guaranteed. Based on this concept, in the process of implementing and formulating local education evaluation policies, it is necessary to investigate the development level of local economy, social development and historical and cultural background, and promote the training of applied skills and other talents from the local needs. This kind of education quality evaluation should not only be measured and evaluated by one system, can not only grasp the level of knowledge and academic ability as the only measurement indicators, but should examine the overall social outlook^[9]. The requirements of teaching quality are put forward from the perspectives of academic and applied skills. The quality of education should not and cannot be equated with a single elite education model, and all forms of teaching should not be measured by a single standard. Different colleges and universities should be allowed to make appropriate adjustments, and local colleges and universities should be encouraged to play their imagination and provide more diversified education models. Teachers should also explore more novel and effective teaching and training methods, provide courses more in line with their own development characteristics, and guide students to prepare for socialization. In the process of promoting education quality assessment, it is necessary to pay attention to the content of the assessment to establish correct values, so that local colleges and universities can effectively construct education quality standards based on the actual needs of students. Only under such conditions can the overall quality of education be improved, and the comprehensive and accurate evaluation standards of education quality be guaranteed. It can guide the school teaching work to develop in the right direction, which is also an integral part of teaching^[10]. Starting from the overall development law of higher teaching, we can reasonably decompose each teaching link, study the teaching level that should be achieved in each link, and promote the effective formulation of educational quality evaluation standards. In the process, Chongqing University of Posts and Telecommunications combines the local characteristics with the actual situation of the school. According to the school-running standards and talent training objectives of Chongqing, the school builds a teaching university with local characteristics and can export academic talents, establishes a diversified and high-quality teaching development concept combined with mass education, and forms a set of its own reasonable teaching development path^[11].

2.2 Provide the background

The educational quality evaluation standards of local colleges and universities are carried out on the premise of higher education popularization, that is, due to the continuous expansion of teaching scale in many areas, local teaching colleges and universities are in the task of enrollment expansion,

and need to be responsible for the overall teaching quality. How to measure and evaluate their own teaching level has become an important issue^[12]. In the actual teaching process, these colleges and universities with expanded enrollment are prone to factors such as uneven teaching quality and unstable education level. At the same time, these schools generally have a weak educational foundation and often face various problems in the process of running schools, such as the teaching concept is not new enough. Inadequate implementation in the process of teaching management and the lack of outstanding talents in teaching have affected the improvement of education quality. For schools, there is no suitable resource to promote teaching work and ensure the normal operation of teaching, and new requirements will be put forward for the actual teaching ability of schools^[13]. Therefore, in order to ensure the teaching level, promote the normal development of teaching, and continuously improve and optimize the teaching ability, it is necessary to establish a set of educational quality standards that conform to the characteristics of local teaching colleges and universities to do a new assessment of the overall teaching quality. Higher education itself is a complex and comprehensive concept, which needs to train talents to the society. Different types of talents capable of conducting social work and research are required to perform different roles in this stage due to the different school-running conditions, school-running basis, school-running philosophy, school-running levels and school-running goals^[14]. In addition, with the continuous promotion of mass education and the rapid expansion of school enrollment, the former educational concepts and teaching training methods of many schools can no longer adapt to the new phenomenon of teaching development, which puts forward new requirements for school education and training, and the teaching of students can no longer be measured by a unified standard. The so-called quantitative changes often lead to qualitative changes. The quantitative improvement of higher education has also influenced many changes in enterprises' educational concepts, educational functions and educational models. Although it is not obvious in education at present, we can still see that some qualitative changes have taken place in education. It is no longer possible to measure new teaching phenomena with a rigid and unchanging theory. The current teaching environment is no longer equivalent to the previous teaching situation. At present, educational institutions need to be responsible for their own education level, be able to transport reasonable talents for the society, and fine operation of the educational content and education system of the school, and create an education model with its own development characteristics. It is not possible to uniform all educational institutions with a certain template. This kind of education is no longer equivalent to the previous elite education, only requires talents to master knowledge and have research ability for the current social development, we need both research talents and skilled talents, the training of talents should have different distinctions, which also makes different requirements for the quality of education. Nevertheless, in any case, the most fundamental task of education is to cultivate talents, and the most important evaluation criteria in higher education should also be based on whether talents meet the social needs. Local colleges and universities often bear the heavy responsibility of training talents for local economic and social development. Therefore, they need to adjust the training of talents based on the level of local economic development and the industrial structure with local characteristics, establish disciplines that can meet social requirements, adjust professional Settings, and cultivate application-oriented talents who can meet the needs of social production. And can adapt to the needs of social development is good education is valuable education^[15].

3. Establish a diversified quality view in line with the local teaching-oriented colleges and universities

3.1 Establish the concept of talent quality for development

As for the evaluation criteria of education quality, we should measure it from the perspective of

social development. The change of mass education quantity will cause the change of the overall quality of education. In the process of education and teaching, the development of talent view should be taken as the training goal, and a single teaching standard should not be used throughout the education. Instead, valuable talents should be delivered to the society according to the needs of social development. The key to talent training is to be able to deliver corresponding talents for different stages of social development. In the teaching process, it is easy to find that talents cultivated by schools no longer meet the needs of social development, or talents cultivated by schools fail to meet the needs of social development ^[16]. Therefore, it is necessary for schools to improve their teaching plans according to the social environment, cultivate talents who can meet the needs of social development, and abandon the traditional elite education concept, and focus on the needs of social development, especially the needs of local society or local industry. The key to the quality of talents is to see whether the talents transported can promote the local economy, whether they can adapt to the needs of local industrial development, and whether they can provide valuable talents who can adapt to the work requirements. This requires that in the process of educational quality assessment, the evaluation of talents should not be fixed as one kind, but should become a changing standard with the changes of society, and should be able to develop with the development of social times.

3.2 Establish a diversified view of talent quality

In education, we should also establish diversified talents and diversified quality concepts. This popular concept of higher education quality enables us to treat the problems encountered in the process of education from a dialectical and developmental perspective. The advent of education popularization has greatly changed the composition of student groups, and we can no longer use the previous social evaluation standards. This is not a measure of the talent we need today ^[17]. We need to provide the society with more abundant and diverse talents to change the original talent evaluation model, no longer use a unified standard to measure talents, no longer let only in a certain social class of talents as a synonym for all talents, we need not only the technical workers who can work with the factory production, but also the service personnel who can provide services. More need to be able to make cutting-edge science and technology research talents, for the different needs of talents also require us to establish a suitable for talent training and development of teaching environment. In order to change the monotonous teaching process in the past, more personalized teaching services should be provided for different students according to their psychological states and personality characteristics ^[18]. In the process of actual learning, many students have different requirements for learning. Everyone has a different orientation, which requires schools to be able to provide diverse teaching services for different students, because people for different purposes to receive higher education, higher education cannot use the same template to train students. Therefore, in the process of education, it is necessary to pay attention to the actual needs of students, but also to ensure the quality of education, while ensuring the quality of education to meet the needs of personalized development of students. This is the right way of education that respects talents and conforms to the needs of talent development. In running schools, we also need to make the main body of running schools more diversified, no longer take educational colleges as the only way to run schools, but also encourage more social resources to join in the establishment of schools, and organize educational institutions of different natures and types to provide different education and training content. This can adapt to the needs of talents in different stages and different fields. The development of society is inherently changeable, and the talents cultivated by the previous teaching may not be able to meet the needs of future development. The social changes tend to increase the demand for a certain type of talents at a certain stage, while the demand for some talents decreases

sharply at another stage. In the process of teaching and training, schools should also fully understand the social and economic background, investigate the market demand, and create a more reasonable education and training model for students ^[19]. Relevant personnel can provide multi-objective and multi-direction training programs, including industrial development, community service, vocational training, etc. At the same time, students should be given more choices in the choice of training methods. Students should no longer passively accept the teaching arrangement of the school, but can choose the courses suitable for themselves according to their own needs, and be more active in the choice of courses and learning time. On the one hand, it can mobilize the enthusiasm of students, on the other hand, it can also improve the teaching level of various colleges and universities, improve the existing teaching mode, and deal with the situation of continuous expansion of education enrollment under the current situation of popular higher education, but the student education cannot effectively meet the situation. Based on the special historical background, all colleges and universities should change their previous education and training concepts, provide more diversified teaching services, and cultivate education and training courses based on different positions in different industries.

3.3 Establish a comprehensive view of educational quality

Finally, we should strive to establish a comprehensive view of educational quality, and the standard of educational quality should not take a single educational model as the only criterion. This requires that in the process of educational evaluation, students' test scores should no longer be used as the only evaluation criteria, but should comprehensively consider the actual performance of students in different aspects, such as their humanistic quality, scientific literacy, innovative spirit and practical ability, and put forward higher requirements for the comprehensive quality of students, and can no longer judge the level of people by scores. In the process of education in the past, many schools have taken examination results as a major criterion to measure whether the school has reached the higher quality of education, which makes the evaluation mode of local education colleges and universities for talents too simple, unable to adapt to the complex and diverse social needs. In the process of social development, different industries have different needs for talents, and many people have different learning stages and working stages in their lives. At the same time, they often face different problems such as work, adjustment and industry changes, and cultivate people with strong comprehensive ability to adapt to complex and changeable forms of social development. People with special abilities can also enhance their competitiveness in social development. For example, people with outstanding language ability can be engaged in editing and lawyers, while people who are good at thinking and reasoning can be engaged in research work, and people with special feelings for visual design can be engaged in design-related work ^[20]. Social demand for talents varies, if only the cultivation of a single ability of students is easy to make students unable to meet the needs of social development, neither respect their own personality, and cannot make students adapt to social changes. Modern education requires students not only to have excellent academic ability, but also to perform well in many aspects, such as morality, intelligence, physical, beauty and labor, so as to become a higher level of talents to cope with diversified market demands.

4. The construction of education quality standard in local teaching-oriented colleges and universities

4.1 Establishment of education quality standards in local teaching-oriented colleges and universities

In order to improve the quality of education, promoting the construction of educational quality

standards in local teaching colleges and universities is an indispensable part. The establishment of educational quality standards in local teaching colleges can help schools measure the quality of education and improve the level of teaching. In the process of education development, due to the different needs for talents, diversified local teaching should be established. The new college education quality evaluation system adjusts the goals of higher education in a variety of ways, evaluates the overall teaching level from the actual social needs, abandons the previous ideas of management education, and establishes correct education. The concept of quality starts from the local economy to promote the education quality evaluation system, effectively implements quantifiable evaluation standards, and actively explores the degree of connection between the education quality of colleges and social development in the implementation of local teaching. It is necessary to transport talents at the grassroots level, and to transport compound and high-quality talents at enterprises. In the process of formulating the quality standards of local teaching colleges and universities, it is necessary not only to establish the minimum realization standards, but also to set up a model of high standards from a macro perspective. In the evaluation, different educational evaluations are given according to the characteristics of different schools, which not only affirms their advantages, but also points out their shortcomings. It is more important to encourage local teaching universities to localize their teaching content to meet the needs of the local market. The relevant person in charge of the education department should start from the overall education goal and formulate educational quality evaluation standards suitable for the region, which should have both macro positioning and micro rules, ensure that the overall education direction is consistent, but the specific evaluation criteria are diversified, and encourage local teaching banks to efficiently promote educational courses with local characteristics. The relevant person in charge should guide the local teaching institutions to improve the quality of teaching, develop local characteristics, establish and improve the education and teaching system, and form a complete education development link from the inside out: They should also combine the situation of students, teachers, teaching, organization and management, and uniformly evaluate the quality of efficient education and teaching in local teaching offices, and implement various educational measures. The education situation of each link is organically combined with comprehensive consideration, so as to form a teaching system with clear rights and responsibilities and clear division of labor. At the same time, the teaching quality supervision system is established in accordance with relevant policies and regulations of Chongqing. The teaching quality supervision organization system contains complex and diverse contents. The first is that it should include administrative affairs management system and academic management system. The administrative system requires the school to implement the management of students and teachers when organizing student teaching, provide teachers with perfect teaching support and do a good job in teacher management, and provide students with corresponding teaching services to help students improve their learning level, reward excellent students, and improve students with poor learning or poor performance. Schools are required to supervise the quality of their own education, analyze the sources of students, teaching environment, teacher employment and other aspects, and timely feedback the analysis results to relevant departments to reflect on and improve the problems, establish a complete and rigorous management system, clarify the scope of work of staff in various functional departments, and ensure the orderly conduct of work. And form a set of self-improving and optimizing teaching system, so that the overall teaching toward the scientific, institutionalized and complete direction of development, and establish a set of teaching management system can monitor the quality of students' learning and evaluate their own talent training objectives, through the incentive of talents to improve the quality of teaching.

4.2 Construction of education quality standards in local teaching-oriented colleges and universities

The construction of education quality in local teaching colleges should first be based on the basis of education diversification, devote to the cultivation of talents in multiple directions, set up correct education training concepts, and construct an education evaluation system from the local economic reality, so as to ensure the overall education quality. At the same time, in the teaching process, the educational evaluation system should cover the comprehensive content evaluation criteria, should be scientific, objective and reasonable, and should be the starting point and guidance of the overall teaching work, so as to guide the reasonable development of teaching work in various regions, and promote the overall education level from the law of higher education in Chongqing. The content and standards of educational evaluation in all teaching links should be improved and a quantifiable and enforceable quality supervision and evaluation system should be formed. In the process of positioning, educational evaluation standards suitable for local economic development should be constructed. The educational goal of local teaching colleges and universities is to provide the society with talents who can meet the social development goals. The trained talents should be able to adapt to the needs of society, not only from the aspects of professional psychological quality, but also from the characteristics of the talents to train special talents, comprehensively improve the overall quality of students.

In the evaluation, it should also be noted that the purpose of the school to train students is to send valuable talents to the society. There are multiple directions for the flow of talents, including scientific research, technical and basic talents. Different types of talents should be evaluated through different evaluation criteria to improve the objectivity and diversity of evaluation criteria. In the evaluation of technical talents, we should pay attention to their practical ability and problem-solving ability, while in the evaluation of research talents, we should pay attention to the evaluation of talents' innovation ability, scientific research ability, academic ability and other abilities. In the evaluation of basic talents, we should pay attention to whether basic talents can provide basic services for the society. In the process of establishing and improving the evaluation standard system of local higher education quality, we should also pay attention to establishing a complete and effective evaluation standard of local higher education quality, and evaluate the education quality activities of local higher education from macro to micro to external. First of all, it should conform to the corresponding national education and teaching evaluation indicators, which should not only highlight the local characteristics, show the talent transfer situation of enterprises for the industries in Chongqing, but also highlight the particularity of the education process of a certain discipline or a certain level, and highlight the advantages of local education and teaching. As soon as possible, local teaching colleges and universities should ensure their characteristics while improving their quality, establish an overall education quality control system from large to small from local education bureaus to schools to colleges to teaching departments, further improve education quality management and supervision, and promote the development of local education schools with characteristics.

5. Conclusion

In order to promote the teaching quality supervision and management of provincial colleges and universities in Chongqing under the premise of mass education, it is necessary to implement it into the specific school education process to establish a set of education and teaching evaluation indicators that belong to Chongqing, which should not only highlight local characteristics but also combine with the actual situation of students, and show the teaching styles of different schools. Encourage schools in Chongqing to carry out characteristic education reform, establish superior

disciplines, establish technical talents capable of conveying local industries, build a more diversified educational evaluation system, promote the localization of school education, and encourage local teaching colleges and universities to provide students with a more active and rich teaching environment so that students can choose their own teaching content. Students are encouraged to be masters of learning, and schools are encouraged to develop and cultivate talents according to their own circumstances.

References

- [1] Song Jieguang. *Exploration of the revision strategy of the talent training program in local teaching-oriented universities* [J]. *China Science and Education Innovation Journal*, 2011 (34): 17.
- [2] Li Changjian. *Research on the "incentive-oriented" classroom teaching quality monitoring system in teaching-oriented universities* [J]. *Hunan University of Science and Technology Daily*, 2013, 34 (04): 134-136 + 157.
- [3] Liu Zhenfeng. *Discipline construction of Teaching-oriented universities* [J]. *Adult Education in China*, 2007 (17): 34-35.
- [4] Cai Qing. *Discussion on the construction of "four combination" teaching quality monitoring mechanism in local teaching universities under the background of popularization* [J]. *China*, 2007 (10): 61-62.
- [5] Zhou Pin. *The practical thinking on the establishment of subject librarian system in local teaching university Libraries* [J]. *Inner Mongolia Science and Technology and Economy*, 2010 (09): 134-135.
- [6] Yan Fei. *A new idea of teaching staff construction in teaching-oriented universities* [J]. *Adult Education in China*, 2013 (23): 48-49.
- [7] Zhu Xian, Wu Jian. *Research on the Status quo and Countermeasures of Undergraduate research ability training in research-oriented colleges and universities: A case study of Yunnan University*. *Higher Science Education*, 2012(05):108-112.
- [8] Jia Yan. *On the disciplines, majors, courses and their construction of teaching-oriented universities* [J]. *Educational Exploration*, 2012 (12): 19-20.
- [9] Huang Guohui. *The construction basis of local university education quality standards from a multi-dimensional perspective* [J]. *Metallurgical Education in China*, 2013 (03): 1-4.
- [10] Zhang Shaowu, Weng Junde. *Research on process Management of Education Quality in local application-oriented universities* [J]. *Journal of Tongling University*, 2013, 12 (01): 111-114.
- [11] He Yuexiong, Jiang Yunliang, Ma Zhihe, Zhu Limin. *Exploration of the development mode of "three stages and four coordination" of the teaching ability of young teachers in teaching-oriented universities* [J]. *Research on Higher Engineering Education*, 2013 (06): 97-102.
- [12] Yang Chunwei, Ren Baixiang, Teng Honghui, Sun Wei. *Teaching Reform Based on "Excellent Engineer" Training Program—A case study of Environmental Engineering major of Jilin Normal University* [J]. *Contemporary Educational Theory and Practice*, 2017, 9(03):27-29.
- [13] Lu Yuanqi, Li Xinmin, Liu Wenxia. *Thoughts on scientific Research Evaluation of Teaching-oriented Universities* [J]. *Heilongjiang Education (Research and Evaluation of Higher Education)*, 2016 (07): 40-42.
- [14] Sang Yujun. *Thoughts on the implementation of college system management mode in teaching-oriented universities* [J]. *Higher Education of Coal Industry*, 2014, 32 (04): 10-12.
- [15] Chen Mengran. *Thoughts on the construction of young Teachers in teaching-oriented universities* [J]. *Journal of Jiujiang University (Social Science Edition)*, 2011, 30 (02): 121-123.
- [16] Zhang Hao, Lu Liyan, Yao Shujuan. *How do teaching-oriented universities handle the relationship between majors, disciplines and courses* [J]. *Medical Teaching Research in Universities (electronic version)*, 2014, 4 (03): 5-8.
- [17] Shen Zhaoqian. *Thoughts on cultivating innovative and entrepreneurial talents in teaching-oriented universities* [J]. *Education and occupation*, 2010 (05): 44-46.
- [18] Chen Zhihui. *Construction of characteristic information resources in teaching-oriented university libraries* [J]. *Modern Intelligence*, 2010, 30 (08): 46-48.
- [19] Ben Peiyun, Ying Ying, Xie Wei. *Under the guidance of OBE concept, the "four-in-one" talent training model of business English majors in local application-oriented universities is constructed* [J]. *Journal of Chuzhou University*, 2021, 23 (04): 93-97 + 108.
- [20] Li Haiyun. *Analysis of the relationship between teaching and scientific research in the construction of teaching staff in teaching-oriented universities* [J]. *Henan Social Science*, 2010, 18 (05): 187-188.