

# Problems and Countermeasures of grass-roots Teaching Organization in Applied Undergraduate Colleges

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**Abstract.** The grass-roots teaching organization is the decisive force to achieve the talent training goal of applied undergraduate colleges, and it is directly related to the quality of applied talent training. Although some achievements have been made in the construction of grass-roots teaching organizations in applied Undergraduate Colleges, there is still some distance from the requirements for the construction of grass-roots teaching organizations. When analyzing the construction of grass-roots teaching organizations in application-oriented undergraduate colleges, it is found that there are inadequate system construction, weak organizational autonomy, poor teaching and research effects, lack of "Double-qualified" teachers, low practical teaching level, and lack of effective Assessment and incentive mechanism. By analyzing these problems, corresponding solutions are proposed to improve the construction level of grassroots teaching organization in applied undergraduate colleges.

**Keywords:** Applied Undergraduate Colleges; grass-roots teaching organization; Problems and countermeasures.

## 1. Introduction

In September 2018, the Ministry of Education of China issued the "Opinions on Accelerating the Construction of High-level Undergraduate Education and Improving Talent Training Ability", stating that universities should establish various forms of grass-roots teaching organizations and conduct teaching and research activities in accordance with actual conditions to improve teachers' teaching ability Comprehensively. In October 2019, the Ministry of Education of China issued the "Opinions on Deepening the Reform of Undergraduate Education and Teaching to Improve the Quality of Talent Training" and proposed that "Universities should take departments as units, and strengthen the construction of grass-roots teaching organizations such as teaching and research sections, curriculum module teaching teams, and curriculum groups". "Selecting and appointing high-level professors as heads of grass-roots teaching organizations to stimulate the vitality of grass-roots teaching organizations", It guides teachers to concentrate on educating students and improving the quality of talent training in universities.

In terms of application-oriented talent cultivation, the grass-roots teaching organization is the main body of application-oriented talent cultivation. It is responsible for formulating undergraduate professional talent cultivation programs, constructing professional talent cultivation plans, improving professional talent cultivation models, carrying out teaching and research activities, and promoting teaching reform. Teaching and research work is the decisive force to realize the cultivation of applied talents.

## 2. Problems of grass-roots Teaching Organization in Applied Undergraduate Colleges

### 2.1 Inadequate System Construction

System is an important guarantee for accomplishing organizational tasks or achieving organizational goals. There is still no clear institutional guarantee for the construction of grass-roots teaching organization system in applied Undergraduate Colleges. After the administrative department of education has classified management of universities, although a series of policies

have been issued to guide the transformation and development of universities, However, how to reform the grass-roots teaching organization as the main body of talent training in universities to promote the transformation and development of universities is still lack of clear institutional guarantees. Application-oriented colleges also lack corresponding guidance in the construction of grass-roots teaching organizations, it results in unclear rights and responsibilities of grass-roots teaching organizations. In the construction of grass-roots teaching organizations, it is often subject to the intervention of the main leaders of the secondary colleges, and it is relatively arbitrary in terms of organizational construction, attribution of grass-roots teaching staff, and appointment of heads of grass-roots teaching organizations. The heads of grass-roots teaching organizations are mostly not generated by collective recommendations, and most are directly appointed by secondary colleges. Due to the lack of clear institutional guarantees, the status of grass-roots teaching organizations is difficult to guarantee, which weakens the role of grass-roots teaching organizations.

## **2.2 Weak Organizational Autonomy**

The grass-roots teaching organization of application-oriented colleges is the basic organization for the cultivation of application-oriented talents, and it is directly related to the training quality of application-oriented talents. For a long time, the administrative power of colleges is too strong. The power is mainly concentrated at the college level. The center of power is at the top level. The grass-roots teaching organization at the bottom of the power has limited power and weak autonomy, resulting in insufficient initiative for teachers to innovate. The grass-roots teaching organization at the bottom of power has too many responsibilities, but has less power, and the power and responsibility do not match. When the grass-roots teaching organization performs its duties and assumes the task, the initiative reform is limited, and it also affects the grass-roots teaching organization. Teachers' enthusiasm in teaching reform makes it difficult to play the role of grass-roots teaching organizations in the training of applied talents and the transformation and development of applied undergraduate colleges, which seriously affects the realization of talent training goals.

## **2.3 Ineffective Teaching and Research**

In grass-roots teaching organizations, teaching and research activities are an important means to improve the teaching level of teachers effectively. It also promotes communication between teachers, and it is conducive to the professional development of teachers, which lays a good teacher foundation for the cultivation of applied talents. However, colleges attach great importance to thesis and achievements of scientific research in the evaluation of teacher titles. Many teachers are more willing to concentrate on scientific research under the baton of the evaluation policy. The enthusiasm of teaching is not high, Some colleges have experienced the phenomenon of focusing on scientific research rather than teaching. From the perspective of subject development, scientific research and teaching are reinforcing mutually, and the achievements of scientific research can be applied into teaching; Similarly, the doubts in teaching activities can be solved through scientific research. Instead of separating teaching from scientific research, they should be an organic whole. Application-oriented colleges should pay more attention to application-oriented research in order to cultivate application-oriented talents better. At the same time, there are relatively closed teaching and research activities in colleges. In the development of teaching and research activities, most of them only stay in their majors, there is less integration between majors, and less interdisciplinary external communication and learning. The effect of teaching and research is not high.

## **2.4 Lack of "Double-qualified" Teachers**

As a grass-roots teaching organization for the practical training of talents in applied undergraduate colleges, it is their responsibility to cultivate applied talents that serve the needs of regional economic development and the demands of enterprises. Therefore, "Double-qualified" teachers who have both theoretical knowledge and practical guidance are needed. But at present, most teachers are weak in practical ability, which have not experienced the training of professional

related work, and there is a common phenomenon from "college" to "college". It is necessary to strengthen the construction of "Double-qualified" teacher team. Grass-roots teaching organizations should strengthen the training of young teachers and organize teachers to practice in enterprises regularly, in order to improve the practice level of young teachers. To build a teacher team that serves the training of applied talents, it is necessary to formulate related teacher training plans based on professional construction and cultivation of applied talents. Grass-roots teaching organizations should strive to strengthen the construction of a "Double-qualified" teacher team based on the goal of cultivating applied talents.

### **2.5 Low Level of Practical Teaching**

Application-oriented undergraduate colleges take the cultivation of application-oriented talents that serve the needs of regional economic development and the needs of enterprises and institutions as their own responsibility. In the process of talent training, it is necessary to strengthen the training of job skills training of students to improve the level of practical teaching. This requires that members of the grass-roots teaching organization of application-oriented undergraduates should pay close attention to the development of disciplines and be familiar with the demand for professional talents and professional development trends in professional fields. However, at present, grass-roots teaching organizations have not paid enough attention to the construction of professional connotation. Practical teaching should be deeply rooted in the enterprise's reality, and the problems encountered in enterprises should be used as a case for curriculum analysis to improve students' ability to analyze and solve problems. At the same time, grass-roots teaching organizations have not yet formed a relatively independent practice teaching system in terms of practice teaching. The practical links of the traineeship, experimental training, internship, and graduation design are scattered in content. Although relevant integration has been carried out, it still lacks an effective practical teaching system, and the level of practical teaching needs to be strengthened.

### **2.6 Lack of Assessment and Incentive Mechanism**

Grass-roots teaching organizations, as the basic force for the cultivation of applied talents, are the fundamental guarantee for achieving the goals of the cultivation of applied talents. Subject to the dual management of schools and colleges, grass-roots teaching organizations play the role of executors. In terms of teacher assessment and professional title evaluation, there is a lack of effective assessment and incentive mechanisms to promote the improvement of teaching level. It is often difficult for heads of grass-roots teaching organizations to mobilize the enthusiasm and initiative of members, there is also a lack of cooperation among members, and outstanding members of grass-roots teaching organizations are not properly rewarded. As the most basic teaching management organization, grass-roots teaching organizations often have more tasks and few incentive assessment mechanisms, which seriously affects the enthusiasm and initiative of members of grass-roots teaching organizations. At present, the teacher's assessment mechanism is mainly based on scientific research, especially in the evaluation of job titles and appointments. Teachers spend most of their time on scientific research, resulting in insufficient teachers' investment in teaching, which seriously affects the quality of application-oriented talents.

## **3. Countermeasures of grass-roots Teaching Organization in Applied Undergraduate Colleges**

### **3.1 Improve System Construction of Grassroots Teaching Organizations**

In the construction of grass-roots teaching organizations in application-oriented colleges, there should be a sound management system as a guarantee. School managers should understand the importance of strengthening the construction of grass-roots teaching organizations fully, formulate clear guidelines on the development and construction of grass-roots teaching organizations, and clarify the responsibilities and authorities of grass-roots teaching organizations in applied

undergraduate colleges, and then guide the construction of grass-roots teaching organizations; Under the guidance of the corresponding policies of the school, as a secondary college where the grass-roots teaching organization is located, it is necessary to combine the development of the college and the actual construction of disciplines to establish a guarantee system to promote the development of grass-roots teaching organizations and improve the relevant policies for the construction of grass-roots teaching organizations. Regarding the appointment of heads of grass-roots teaching organizations, it is necessary to ensure the impartiality of personnel appointments and promote the construction of application-based grass-roots teaching organizations and the development of disciplines.

### **3.2 Expand the Autonomy of grass-roots Teaching Organizations**

Grass-roots teaching organizations, as the concrete implementers of professional construction, curriculum connotation construction, teaching and research, and teacher development in applied undergraduate colleges, are the fundamental guarantee for achieving the training goal of applied talents and the main driving force for the development of applied undergraduate colleges. Schools should decentralize the corresponding management power, move the center of power down, weaken administrative management power, strengthen the role of teachers in grass-roots teaching organizations, and encourage teachers to participate in the application and research of teaching reform projects inside and outside the school actively. Grass-roots teaching organizations should be given greater autonomy, so that they have the power to make decisions. The college should encourage grass-roots teaching organizations to carry out various forms of teaching and research activities, promote the integration of disciplines, and promote the cultivation level of composite and applied talents. The college should encourage teachers to participate in various teaching and research conferences, build teaching exchange platforms, and promote foreign exchanges and cooperation.

### **3.3 Carry out Teaching and Research Activities Regularly**

Carrying out teaching and research activities is the responsibility of grass-roots teaching organizations in applied undergraduate colleges. It helps to improve the teaching level of teachers, improve the quality of talent training in applied undergraduate colleges, and also promote the development of disciplines. Therefore, application-oriented colleges should carry out teaching and research activities regularly. Teaching and research are an organic whole, and the two are mutually reinforcing and unified. Teaching can improve teaching methods, promote the improvement of teaching effects, improve the quality of talent cultivation, and provide intellectual support for scientific research development. Similarly, scientific research can enrich teaching content, expand curriculum resources and improve teaching level, which can help improve the quality of cultivation of talents in turn. In carrying out teaching and research activities, we should pay attention to communication between disciplines and break the barriers between disciplines, in order to achieve complementary advantages between professional disciplines, and improve the level of teaching and research. Grass-roots teaching organizations should often participate in external exchanges and learning, learn from others and promote cooperation in teaching and research between application-oriented colleges and then serve application-oriented personnel training.

### **3.4 Strengthen the Construction of "Double-Qualified" Teachers Team**

The construction of the teacher team is the main responsibility of the grass-roots teaching organization of applied undergraduate colleges and it plays a decisive role in the cultivation of applied talents. The grassroots teaching organization should formulate a corresponding application-oriented teacher construction plan to allow teachers to go out to the front line of production and practice and deepen theoretical knowledge in practice. The grass-roots teaching organizations should play an active role in the training of "Double-qualified" teachers, provide teachers with opportunities for training and further study, and go to work in professional-related enterprises. At the same time, they hold lectures and symposia to improve teachers' practice level

regularly, And then serve the training of applied talents better. We should guide "double-teacher" teachers to participate in teaching reform actively, improve teaching methods, enrich practical teaching content, and improve teachers' teaching level. Grass-roots teaching organizations should strengthen the construction of "double-teacher" teacher team in order to improve the quality of applied talents.

### **3.5 Improve the Level of Practical Teaching**

The practical teaching level of application-oriented undergraduate colleges needs to be strengthened. In terms of professional construction, grass-roots teaching organizations should maintain close ties with industry associations and enterprises, absorb industry experts with rich practical ability on the subject construction suggestions. In the course teaching, the practice teaching link should be standardized to increase the proportion of the practice teaching course. We should innovate practical teaching methods, introduce cooperative and interactive teaching methods in order to arouse students' enthusiasm. In terms of professional learning, virtual simulation software is used to assist teaching and improve the level of practical teaching. At the same time, the grass-roots teaching organization has introduced the actual investigation of enterprises into practical courses. The combination of virtual simulation and actual investigation of enterprises has improved the level of practice. It is necessary to integrate the practical contents of curriculum experimental training, corporate research, corporate internship and graduation design to create a practical teaching system suitable for the cultivation of applied talents in order to improve the quality of applied talents.

### **3.6 Improve the Assessment and Incentive Mechanism**

As a basic-level teaching organization for the training of applied talents, it is necessary to improve the assessment and incentive mechanism, and motivate all members fully by rewarding those who have excellent teaching effects and outstanding scientific research achievements. At the same time, the proportion of teaching should be strengthened in the existing assessment system. The existing assessment mechanism has a serious emphasis on scientific research and light teaching. Although the college has issued a series of policies to increase teaching construction, the effect is not significant. Teachers are also rational economic people, and they also make game choices in scientific research and teaching. Therefore, the assessment and incentive mechanism should be improved, teaching should be given top priority in the training of applied talents, and the teaching effect should be used as a necessary condition for job appointment and title evaluation. Members of grass-roots teaching organizations focus on teaching in order to improve the quality of application-oriented talents.

## **4. Summary**

For applied undergraduate colleges, grass-roots teaching organization is the basic force to achieve the goal of talent training, which promotes the transformation and development of applied undergraduate colleges, and it is the fundamental guarantee for the realization of the goal of the cultivation of applied talents. Starting from improving the quality of training applied talents, the grass-roots teaching organizations should improve the construction of grass-roots teaching organization systems, expand the autonomy of grass-roots teaching organizations, conduct teaching and research activities regularly, strengthen the construction of "Double-qualified" teacher teams, improve practical teaching level and assessment and incentive mechanism in order to cultivate application-oriented talents that meet the needs of enterprises and economic development.

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