

Reflections on the Construction of Teachers in Local Colleges and Universities under the Background of "Double First-rate"

Shao Baichun, Hu zhilin

Jiangnan University Business School, Wuhan Hubei 430056

Keywords: local colleges and universities; double-first-class; teacher construction

Abstract: Double-first-class construction is the need of economic and social development under the new normal, and it is also the inevitable requirement of the construction of higher education. Local colleges and universities, as an important part of higher education system, must seize the opportunity to act actively if they want to make achievements. High-quality teaching staff is the key to the construction of "double-first-class" in colleges and universities. This paper analyzes the relationship between the construction of teachers' capital in local colleges and universities and the construction of "double-first-class", points out the problems existing in the construction of teachers' ranks in local colleges and universities at present, and finally puts forward the corresponding measures.

1. Introduction

Local colleges and universities are ordinary institutions of higher learning which are allocated funds by local administrative departments and do not include key universities in Hong Kong and Macao Special Administrative region and key universities such as "985" and "211" projects. They play an important role in talent training, scientific research and socio-economic development in the region. According to the educational statistics of the Ministry of Education in 2015, there are 2560 ordinary colleges and universities in China, including 1709 local colleges and universities, 733 private institutions of higher learning, and 118 colleges and universities belonging to the central government departments. Thus, it can be seen that local colleges and universitiesGeneral higher education plays an important role.

At the end of 2015, a long-term development strategy in the field of education in China, namely, "double first-class" construction, was put forward in the "General Plan for overall Promotion of World-class Universities and first-Class discipline Construction" issued by the State Council. "by the middle of this century, the number and strength of first-class universities and first-class disciplines will be at the forefront of the world, and they will basically become a powerful country in higher education," the plan said. The document also puts forward that in order to form an effective performance evaluation mechanism and incentive constraint system, the state will constantly adjust the strength of support to colleges and universities according to the specific evaluation dynamic results, so as to break the lifelong system of resource allocation in colleges and universities in China. To make local colleges and universities in our countryGet equal opportunities

for competition. This measure has brought opportunities for local colleges and universities in our country, so that local colleges and universities in China can base on the characteristics of regional industries and break the fetters of colleges and universities to achieve misplaced development. Therefore, local colleges and universities should exert their own advantages of intellectual resources, speed up the construction of teaching staff, actively serve the "double-first-class" strategy, and contribute a great deal to the education of colleges and universities in China.

2. The Important Role of Teacher Construction in Colleges and Universities in the Construction of "DOUBLE FIRST-RATE"

2.1 The Construction of Teaching Staff Provides a Prerequisite for the Construction of First-class Universities and First-class Disciplines

First of all, "double first-class" construction includes first-class university construction, and the premise of first-class university is first-class teaching staff. As we all know, human resources are the precious resources of universities. Without high-level teachers, there will be no high-level education. In order to build a world-class university, we must strengthen the construction of teaching staff. Secondly, the core of the "double first-class" construction is the first-class discipline construction, the first-class university cannot leave the first-class discipline, the world-class university will be famous, mainly because of its disciplinary advantages or some disciplines have made great achievements. The core strength of first-class discipline development is people, and the level of discipline development is basic. Depending on the level of teaching staff, first-class teaching staff is the foundation and core of first-class discipline. Therefore, it is necessary to strengthen the construction of teaching staff in local colleges and universities, whether they build first-class universities or first-class disciplines.

2.2 The Construction of Teaching Staff is the Guarantee of Cultivating First-class Talents

The strategy of "double-first-class" construction and development takes "cultivating top-notch innovative talents" as an important goal. In fact, "985" and "211" key projects also take knowledge innovation and talent training as two major tasks. Therefore, the primary task of "double-first-class" construction is to train first-class talents. The key to judge the standards of first-class talents is to see whether the talents trained in schools meet the needs of social and economic development and whether they can meet the standards of employment of enterprises, which is closely related to the overall quality level of the teaching staff in schools. Teachers' quality depends on teachers' professional ethics, teaching and scientific research ability and practical ability, which also directly affects learning. The quality and sustainable development of talent training in the school. Therefore, the establishment of a team of high-quality teachers with good professional ethics, higher scientific research ability and practical ability is the guarantee of cultivating first-class talents.

2.3 The Construction of Teaching Staff is an Important Aid to the Output of First-class Achievements

In the "double first-class" development strategy, colleges and universities should adhere to the goal of first-class, output first-class results. Includes first-class scientific research, teaching and academic achievements, first-class social services and cultural heritage and innovation level. Scientific research is an activity of intellectual exploration, a process in which discipline leaders lead the entire team in the production, dissemination, integration and application of knowledge around the direction of scientific research. Therefore, the first-class subject leader and the author of

the scientific research group are brief introduction: Shao Po-chun, Male, Wuhan, Hubei Province, Jiangnan University Business School teacher, research direction for the world economy; Ho Chi Lin, male, Wuhan, Hubei, Jiangnan University Business School Students. The team is crucial to first-class scientific research. The first-class teaching and academic achievements come from high-quality teachers, and the first-class teachers are powerful boosters for schools to provide first-class social services and cultural heritage and innovation. Therefore, if local colleges and universities want to build "double first-class", they must strive to achieve the requirements of "double-first-class" output and first-class results, and it is imperative to strengthen the construction of teaching staff.

3. Problems Facing the Construction of Teachers in Local Colleges and Universities

3.1 The Shortage of International Academic Talents and Subject Leaders

The construction of "double-first-class" requires local colleges and universities to implement the strategy of strengthening schools with talents, and to speed up the training and introduction of first-class scientists, discipline leaders and innovative teams active in international academic frontiers. However, local colleges and universities have limited resources, limited school conditions and limited social attraction, and international high-end academic talents are unwilling to come to local colleges and universities. Therefore, the overall quality of education in local colleges and universities is difficult to improve, the school is in a long-term adverse competitive position. It is difficult for local universities to build first-class universities, but they can grasp their own characteristics and build first-class disciplines. Many places are high in the process of running a school, lack of the concept of running a school. In order to improve the popularity of the university, it pursues a complete range of disciplines, so that the development of the characteristic subjects of the school is unclear, and the construction and training of the leading troops of the dominant disciplines are ignored. These are not beneficial to the construction of first-class disciplines in local colleges and universities.

3.2 The Backward Mode of Teacher Management

At present, the management system of teachers in most local colleges and universities is backward, which limits the further development of local colleges and universities. On the one hand, there is a lack of respect for the subject position of teachers. Most local colleges and universities are organized by local governments, which inevitably have a strong color of government membership. In addition, university administrators represented by principals are appointed by higher-level departments one by one, and depend on the objective situation of the relationship between teachers and institutions as well as the status of teachers and institutions. Intangibly, it strengthens the management and management of teachers in local colleges and universities as well as the hierarchical culture. Therefore, university managers often care about the performance of management, more attention is paid to the realization of the goals of higher-level organizations, the vast number of teachers are only the management of colleges and universities. A tool used by the manager to achieve the goals of an organization. On the other hand, the teacher management system can not adapt to the cultivation and growth of first-class talents. Under the far-reaching influence of the social culture and historical tradition, the management system and service mechanism, which are conducive to the talent stand out, often encounter many obstacles in the practical and effective promotion level. Most local colleges and universities are still relatively conservative in talent management, lack of effective competition, incentive mechanism, it is difficult to form a positive interaction between talent growth and the development of the school cause.

3.3 The Unreasonable Structure of Teaching Staff

In quantity, the phenomenon of brain drain in local colleges and universities is serious. First of all, universities compete for the first-class teachers competition author brief introduction: Shao Bai-chun, male, Hubei Wuhan, Jiangnan University Business School teacher, research direction for the world economy; Ho Chi-Lin, male, Wuhan, Hubei, Jiangnan University Business School students. Very intense, a lot of local colleges and universities long-term key training of backbone teachers, subject leaders, often by the high water, strong discipline advantages, good prospects for development of colleges and universities attracted, resulting in the apparent loss of talent; Secondly, local colleges and universities themselves for short-term achievement, see benefits, tend to spend limited financial resources on the introduction of people Only then, and ignored the training and support of the existing teachers. Thirdly, due to the unequal treatment and opportunities, some teachers prefer to find another way out, resulting in the passive loss of talent; Finally, teachers choose to reverse the primary and secondary, keen on off-campus part-time, normal teaching and scientific research in the amateur status, resulting in the hidden loss of talent. In terms of quality, the teachers in local colleges and universities are weak. In recent years, although many local colleges and universities have achieved great-leap-forward development at school-running levels, many of the existing teachers with low academic degrees and weak self-improvement ability are accepting new technologies. Master new methods to better cope with the "double-first-class" construction. The new challenges seem to fall short.

3.4 The shortage of youth reserve talents in local colleges and universities

There are few reserve young talents in local colleges and universities, and some lack of successors in the professional title structure of the phenomenon of "green and yellow do not accept". Some colleges and universities lack the total number of talents, many disciplines and professional support is insufficient, it is difficult for schools without masters to cultivate outstanding talents. The educational idea of teachers in some local colleges and universities is relatively backward, the ability to accept new things is limited, and the mastery of new technologies and new methods appears to be "powerless", which leads to a lack of overall resultant force and outdated contents and methods.

4. The Construction of Teachers in Local Colleges and Universities under the Background of "double first-class",

4.1 Taking Teacher as the Center and Change Management

First of all, we must change the traditional administrative management mode of teachers, adhere to the teacher-oriented, maximize the enthusiasm of the majority of teachers. First, we should fully respect the subject status of teachers. As a knowledge-intensive literary group, teachers have a strong demand for professional respect such as understanding, value recognition, personality care and so on. Fully respecting teachers, its connotation is to implement the humanistic management centered on teachers, to strengthen the main role of teachers in all aspects of education, teaching and learning in colleges and universities, to start from teachers, to trust teachers, to rely on teachers and encourage teachers. Giving full play to teachers' ability to cultivate talents, scientific research, social services, and so on Subjective initiative. Second, democratic management should be carried out. The implementation of democratic management means that the administrators of colleges and universities should grasp the principle and flexibility, actively create a working environment with both pressure and vitality for teachers, so that the vast number of teachers can bring their talents

into full play in a happy mood. Third, it is necessary to actively clear the path of teachers' professional development. The "double-first-class" construction puts forward higher requirements for the professionalization and professionalization of teachers in local colleges and universities, and colleges and universities should create a good learning environment for teachers and build diverse platforms for inter-country and domestic exchanges. Help teachers to draw up the correct career development direction, reduce the teachers' existing ability and expectation ability. The gap between teachers to promote self-growth and improvement. Fourth, it is necessary to satisfy the reasonable and legitimate interests of teachers. The administrators of colleges and universities should take the reasonable interests of teachers as the starting point, be concerned about understanding and close to the teachers, and listen to each teacher's suggestions and opinions on education and teaching, academic research, personnel management system, and so on. Author introduce: Shao Baichun, male, Hubei Wuhan native, Jiangnan University Business School teacher, research direction for the world economy; Ho Chi Lin, male, Wuhan, Hubei, Jiangnan University Business School student. To protect the teachers' right to know in the management of school affairs, evaluation of professional titles, employment of posts, salary and treatment, and so on. The right to speak, earnestly safeguard the legitimate rights and interests of teachers, actively solve the problems of teachers.

4.2 Perfecting the Mechanism of Introducing Talents and Introducing International Excellence

In the process of introducing talents, local colleges and universities should carry out the mechanism of "tailor-made" and "high and low". In order to build a first-class discipline, local colleges and universities should do a good job in the introduction of high-level teachers with traditional characteristics and advantages, and implement a certain preferential policy for the introduction of talents with special characteristics. At the same time, local colleges and universities need to expand the source of teachers to achieve the level of teachers. In the introduction of talents, local colleges and universities should consciously improve the standards of human introduction, and should not ignore the investigation of the quality of talents because of the pursuit of quantitative indicators, and should evaluate the educational background, academic achievements, practical ability, and academic morality of talents in an all-round way. Political direction, etc., to ensure the quality of the introduction of talent. By contrast, first-class universities have a team of highly educated, multidisciplinary and broad-source teachers. Similarly, when local colleges and universities carry out "double-first-class" construction, they need to have an international vision and actively introduce talents active in international academic frontiers with the support of local finance.

4.3 Perfecting the Training Mechanism of Talents and Paying Attention to the Cultivation of Discipline Leaders and Young Teachers

While introducing foreign teachers actively, local colleges and universities should not neglect the training of existing teachers. In order to improve the overall quality and efficiency of teachers, the school should take measures to stimulate the enthusiasm of the existing teachers and pay more attention to the contents, ways and objects of the training of the talented people in order to improve the overall quality and the efficiency of the work of the teachers. In the contents of teacher training, the cultivation of professional knowledge and ideological, political and professional ethics should be taken into account. In addition, the cultivation of teachers' practical ability and innovative ability should not be ignored. In terms of training methods, we should make full use of the academic exchanges between high schools in China, teacher training in fine courses and overseas. Academic exchanges, etc. In the construction of "double first-class", local colleges and universities should combine the practice to clear up the idea of running a school, give priority to the development of

their own special disciplines, and strive to establish first-class disciplines. Therefore, the training objects should focus on increasing the training of leading figures in superior disciplines. The outstanding people, especially the young talents, are the key resources of the "double-first-class" construction. The young outstanding talents have high academic qualifications and wide vision, new ideas and modern teaching methods, and have the potential to make outstanding contributions in the work.

4.4 Optimizing the Structure of Teachers and Strengthening the Construction of Echelons

First, to achieve training and the introduction of dual-line simultaneously. Local colleges and universities should tap the potential of the existing teaching staff, and renew the knowledge reserve of teachers through organizing the exchange of teaching experience, academic discussion and strengthening international exchange and cooperation. It is also necessary to strengthen the introduction of high-level talents, fully mobilize all accumulative factors that can be mobilized, attract and gather talents from a global perspective, and take strong measures to introduce and train leaders and excellent teams. Second, we should correctly handle the relationship between teacher mobility and stability. To optimize the structure of teachers, it is necessary not only to maintain the overall stability of teachers, but also to strengthen the rationality of teachers. Flow. If high-quality teachers can't come in and teachers with poor ability can't move out, optimizing the structure of teachers can only be an empty remark. Therefore, it is necessary for local high schools to establish a competitive mechanism for the survival of the fittest, and to construct a brief introduction of the authors of "encouraging the majority, holding the few accountable, developing all": Shao Baichun, male, Wuhan, Hubei, and Jiangnan University Business School teacher, The research direction is the world economy; Ho Chi Lin, male, Wuhan, Hubei, Jiangnan University Business School student. The assessment and evaluation system enables those excellent teachers with innovative spirit and strong competitiveness to stand out, and for a small number of unqualified teachers, the school should carry on the communication in time, enhances its crisis consciousness and the responsibility consciousness, must resolutely impose the punishment to the repeatedly taught person. Third, we should attach great importance to the training of young teachers. Young teachers represent the core competitiveness of colleges and universities in the future. Colleges and universities should increase their support for young teachers, establish an incentive system for healthy young teachers, and actively improve the promotion channels of young teachers. Pay close attention to the personal needs of young teachers and increase their sense of belonging and cohesion.

5. Conclusion

To sum up, under the background of "double-first-class", it provides some policy support and new challenges for the development of local colleges and universities, and an excellent teaching staff is the guarantee for the stable development of local colleges and universities. Therefore, local colleges and universities need to be fully aware of the urgency and importance of the construction of the teaching staff, and take effective measures to do a good job in the construction of the teaching staff, so as to promote the integration of local colleges and universities into the construction of "double first-class" as soon as possible.

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