

# *The Bottlenecks and Countermeasures in the Transformation of Public English Teachers in Newly Upgraded Undergraduate Colleges*

**Jiang Xu**

*Heilongjiang University of Technology, Heilongjiang, China, 158100*

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**Abstract:** Since 2000, a number of newly-built undergraduate colleges have been established in China. From the perspective of the number of schools and the scale of training talents, newly-built undergraduate colleges account for about one-third of the total amount of higher-level undergraduate education. Under the new situation that the country is vigorously promoting the transformation of English teachers, with the upgrading of the national industrial structure and the development of emerging industries, it is particularly urgent to train high-level technical and skilled talents. In October 2015, the Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance promulgated the “Guiding Opinions on Guiding the Transformation of Some Local Undergraduate Universities to Applied Types.”

## **1. Introduction**

Most of the new undergraduate colleges are upgraded or merged by colleges and universities. They are mainly distributed in prefecture-level cities and are organized by local governments to serve local economic and social development. They are generally called new local undergraduate colleges. In recent years, the employment rate of graduates of newly-built local undergraduate colleges is not high, the difficulty of employment, and the poor quality of employment have become a common problem. The reason is that the talent cultivation of schools and the social needs of employment structure contradictions. To solve this kind of structural contradiction, it is necessary to establish a new local undergraduate college to change the mode of running schools with emphasis on academic application and light theory, and strive to transform into an application-oriented university to create favorable conditions for student<sup>[1]</sup>.

## **2. The bottleneck in the transformation of new undergraduate English teachers**

It is more difficult to develop an undergraduate English teacher or an applied technology type university than to run an ordinary undergraduate course. The transition from a new undergraduate college to an English teacher is not as simple as issuing an executive order or replacing a school brand. It is not easy for newly-built undergraduate colleges to be squeezed into the ranks of undergraduate colleges by the former colleges. Now it is easier to turn to English teachers. In the

process of transformation and development, there will be obstacles and dilemmas that are difficult to overcome in the short term, and there are bottlenecks in the realization path.

## 2.1 Bottlenecks in teaching reform and concept orientation

Most of the new undergraduate colleges have been merged or upgraded to ordinary undergraduate colleges by past colleges. After more than ten years of development, we gradually get rid of the past reliance on the path of running a junior college. We will revisit the school-running model of the two old universities. The talent training program, subject major, teaching content and curriculum are all from the old two. The colleges and universities copy, in their view, finally like "undergraduate" colleges. However, nowadays, it is required to transform and develop into English teachers. Naturally, it faces another change in the past development path [2].

## 2.2 Bottlenecks in teacher training

The teacher team is the executive group of English teacher curriculum reform. The development of English teachers requires a "double-type" teacher with both theory and practical ability. This is not something that can be done in a short period of time. On the one hand, most of the new teachers in new undergraduate colleges require a master's degree or even a doctoral degree. However, these new teachers are generally from school to school. They may be very professional and level in writing academic papers and completing scientific research projects, but they are required to guide students to practice. The transformation structure of public English teachers in newly promoted undergraduate colleges as shown in Figure 1 below can be clearly reflected:

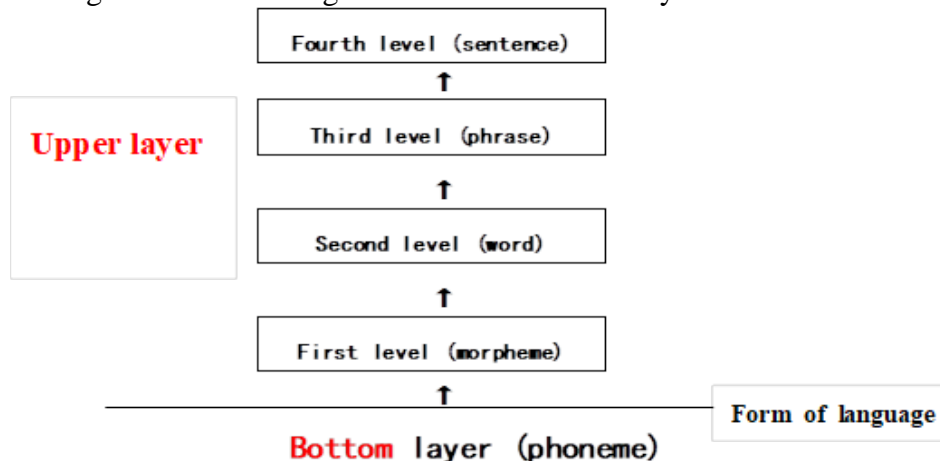


Figure 1: The transformational structure system of public English teachers in newly promoted undergraduate colleges

As shown in Figure 1 above, it is difficult to train professional skills. On the other hand, teachers from the frontline of production management in the society act as practical skills instructors, and there are a series of practical problems such as the introduction cost of vocational skills, teacher qualification, salary and treatment accounting, teaching management norms, and teaching quality control [3].

## 2.3 The bottleneck of social investment

The investment in developing undergraduate English teachers is no less than the investment in

ordinary undergraduate education. In contrast, the development of English teachers in new undergraduate colleges has far more investment in experimental teaching equipment and practical training bases than in ordinary undergraduate programs. However, the problem of long-term funding shortages in newly-built undergraduate colleges is not comparable to the funding support of the old two colleges, let alone compared with the “211” and “985” colleges.

### 3. Countermeasures for the transformation of new undergraduate English teachers

#### 3.1 Change concepts and accurately target English teacher goals

The bottleneck in the concept of applied talent cultivation stems from the lack of understanding of the connotation of applied talents and their social significance. It is difficult for some teachers and students to adapt to the needs of the transformation and development of new undergraduate colleges to English teachers in the short term. It is necessary to take the way of visiting and inspecting, focusing on learning, and conducting teacher-student discussions in the school to guide the teachers and students to change their concepts. Adhere to the "student is the consumer of educational behavior. As shown in Figure 2 below, it is the development statistics of the transformation of public English teachers in newly promoted undergraduate colleges:

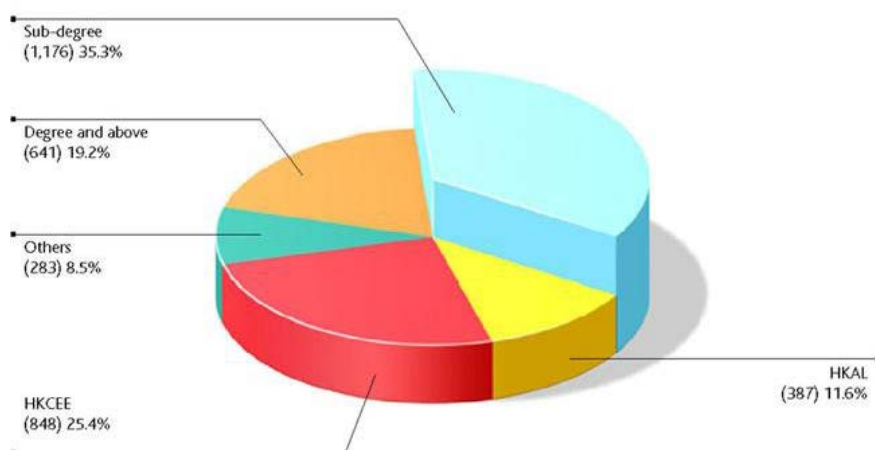


Figure 2 Development statistics of the transformation of public English teachers in newly promoted undergraduate colleges

In addition to the part shown in Figure 2 above, the school and the teacher are the providers of education. This idea is the basic concept of the connotation construction of undergraduate English teachers. It is guaranteed by perfect system construction, and the basic purpose of serving students is to constrain and standardize. The teaching behavior of the school and the teachers themselves is the basic starting point to promote and guide the students' learning and provide students with good English teacher consumption. The local general undergraduate colleges have natural “professional education genes” and have “comparatives in application technology”. "Advantages", this has laid a good foundation for the new undergraduate colleges to transfer to the undergraduate high school.

#### 3.2 Conduct teaching reform and form a new teaching model for English teachers

The first is to build an applied talent curriculum system. Appropriately reduce the proportion of basic theories and subject courses in traditional undergraduate education, increase the proportion of applied knowledge and practical teaching, and change the situation of over-based and weak practice, to highlight application and practice, targeted and effective Sex. The second is to increase the proportion of practical teaching, construct a practical teaching system that combines the experiment,

practice and training of traditional undergraduate education, reduce the verification experiment and observation and browsing practice training, and increase the openness and simulation. The third is to promote the organic combination of academic education and English teachers.

#### 4. Conclusions

Newly-established undergraduate colleges should aim at “social needs” and “adapt to employment”. We must carry out reforms and construction work in all aspects around local economic development strategies, industrial structure adjustment trends, and regional industry industrial advantages. Schools must create conditions, encourage teachers to actively undertake cooperation projects of enterprises, undertakings, and administrative units, strengthen links with local economic and social development, and improve teachers' professional and technical capabilities in specific cooperative projects. Through the school and enterprises and institutions, the real project will be introduced into the practical teaching, so that students and the project will achieve "zero" distance contact, immersive experience of the project, participate in the whole process of project implementation, and make the application of students The ability has been greatly improved, and the comprehensive ability has been further improved.

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