

Research on the Transformation of Teachers' Functions in New Applied Colleges

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Abstract: With the continuous development of society, the demand for applied talents is becoming more and more urgent, and the new applied undergraduate colleges based on the cultivation of applied talents can effectively solve this contradiction between supply and demand. If we want to realize the cultivation of applied talents, we need to establish a team of teachers with excellent quality. Therefore, this paper gives four ways to solve this problem: strengthening the construction of teachers' ethics, improving teachers' ideological and political ability, strengthening teachers' curriculum practice level, and improving teachers' ability of self-career planning.

Keywords: Application; Teacher function; Transformation

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1 The current transformation of teachers' functions

1.1 Decline in ethics

The current situation of teachers' ethics and ethics is not optimistic, some teachers do not respect their profession enough, there is only their own personal interests, ignoring the interests of school students. Some teachers teach only for professional promotion, completely ignore self-construction; some teachers only teach old knowledge, never update knowledge, completely ignore knowledge. The renewal iteration of knowledge makes students unable to follow up on the changes of the times; some teachers' working attitude is not strict enough, regardless of the requirements of teachers in applied undergraduate colleges and universities, the

promotion of practical ability is completely ignored, the teaching content is completely stuck in theoretical knowledge, and the practical ability of knowledge students after employment is very poor, which cannot adapt to the requirements of the post. Therefore, all colleges and universities should emphasize and shape teachers' ethics and conduct, so that every teacher can fundamentally reverse the current situation by paying full respect to his profession in attitude. Only when teachers are clearly aware of the importance of their responsibilities can they willingly contribute to the career transformation.

1.2 Complex situation of teachers' training

First of all, teachers in new applied undergraduate colleges have a lot of confusion and confusion about the new transformation of professional ability, especially young teachers, completely unable to understand the functional requirements of teachers after the transformation, of course, in the course of teaching cannot understand or achieve the transformation of teaching types and styles, still follow the previous teaching methods and content, students cannot benefit. Some colleges and universities do not provide more training platform for teachers in the complex transition situation, so that teachers cannot adapt to the new situation, or want to follow the change without starting. Second, some institutions offer training opportunities and platforms, but their training programmes are complex and lack specificity. The definite pertinence causes the teacher to drown in the complex training, cannot choose the suitable college or own training content, causes the thunder big rain spot small problem, causes the training effect to be very little. In addition, teacher training absorption effect is not good. At present, a lot of training is online training, most of the

training forms are watching lecture video, there are no more requirements, teachers' training results and results are not supervised and accepted. So whether the teacher actually watched the video or just played the video, whether the teacher watched the profit, the quantity and quality of the income, the actual application after the income, the effect of the application and the feedback, the adjustment after the feedback In many cases, these follow-up issues cannot really be monitored and regulated. Finally, there is a lack of communication, promotion and co-construction platform after teacher training. Each teacher's training gains are different, some teachers' experience may deviate from the purpose of training, so teachers need a platform to exchange, correct and improve their own training knowledge. At present, although there are such platforms, but play a small role, many are thousands of large platforms, not suitable for discussion. This requires the establishment of a smaller number of teachers, or a similar curriculum group of teachers platform or the same department platform to enter line communication, so as to play the greatest role of training.

1.3 Weak awareness of teacher professional development

First of all, the social function of applied undergraduate colleges has changed, from the original training of senior academic talents for the society to the training of senior technical talents for the society, so teachers' understanding of their own functions should also be changed. In order to make the teacher's transformation complete smoothly, it is necessary to give full play to the role of internal drive. However, many teachers do not pay attention to the transformation of functions, lack of planning for professional development. The transformation and promotion of teachers' professional ability determine teachers' professional level and subsequent development ability to a great extent. However, many teachers do not attach importance to the change of their functions See, lack of planning for their own professional development. Many teachers' attitude towards teaching is not positive enough, always muddling along, the classroom is more scripted, without any extracurricular development and practice. Secondly, the current applied colleges and universities after the transformation of teaching requires teachers to increase the practical part of the teaching content, but teachers in the classroom or mainly to teach, there is no opportunity and time left for students to practice, resulting in students cannot adapt to the requirements of practice

after going to work, quickly eliminated by society. In addition, teachers lack a sense of long-term planning for their major. The professional development of teachers requires a scientific and complete planning and design, but at present most of them teach. The teacher has a vague sense of professional development. Teachers' professional development certainly has no internal drive because they cannot see the goal of moving forward, and teachers simply follow the requirements of the school or department to complete the teaching tasks step by step, without self-planning, which is also the root cause of the lack of long-term motivation for teachers' professional development, often encountered bottlenecks or long-term bottlenecks. Finally, the teacher's knowledge renewal ability is weak, to the new society request, the discipline new request ignores, still immerses in the original old knowledge system, is full of resistance emotion to the new knowledge, causes the student to learn the knowledge to be unable to adapt to the post-work request.

2 Objectives and Strategies of Teacher Career Transformation

2.1 Strengthening the construction of ethics

First, enhance the sense of occupation and establish a sense of responsibility. Teaching is the means, educating people is the fundamental purpose, so every teacher should keep in mind his mission and be full of awe of his profession. For scientific and effective implementation of teacher ethics evaluation, we must comprehensively grasp the evaluation subject, methods and basis of these key elements^[1]. The responsibility will be integrated into the daily teaching work, such as spring weathered rain care for students, love students, guide students. We are not only teachers, we are the creators of the students' souls, so our work is sacred and great.

Second, create a good teacher-student relationship. The so-called "De Gao is a teacher, the body is the norm". Teachers are the guide of students' soul, and every teacher should set up the consciousness of "teaching by virtue ". In the classroom to students with positive energy, ideological and political teaching, with our broad cultural strength as the spiritual motivation, stimulate students enthusiasm for learning; outside the classroom "to teach with the body ", to set a positive and healthy example for students. At the same time, we should always respect and maintain students' self-esteem and self-confidence, be tolerant of them and

guide them with love. Teachers should realize that a good teacher-student relationship is the premise to form a good teaching effect, only form A good teacher-student relationship can stimulate students' learning motivation and make students fall in love with learning and research.

Third, form a wonderful teaching style. The most basic task of teachers is teaching, through teaching to the students to moisten all things silently training, which requires teachers to form early students recognized teaching style, in order to give students a positive impact. And the promotion of scientific research to teaching cannot be underestimated, the two promote each other. Therefore, teachers should be encouraged to actively participate in the application and practice of teaching and research projects, only in this way can teachers form their own unique teaching style at an early date.

Fourth, maintain a good academic atmosphere. At present, there are some academic problems of teachers, so that the image of teachers greatly reduced. Teachers should take the lead to actively maintain the healthy atmosphere of academic, and resolutely put an end to academic fraud and plagiarism. Teachers are encouraged to find problems, screen problems, study problems and solve problems in their own teaching. At the same time, we should also carry out health academic training for teachers, so that teachers can clearly understand the content of health academic and the punishment measures after violation, so that they can effectively avoid academic fraud and other problems.

2.2 Improving the training mechanism

First, at present, new applied undergraduate colleges and universities have set up teacher development centers, the purpose is to promote and train teachers, which is a powerful measure for the transformation of teachers' functions. With the continuous development of science and technology, network platform interaction has played a positive role in teacher training. But the current network training to improve effectiveness, a lot of training only requires teachers to watch training videos, training results are not tested, which leads to a large number of teachers to participate in training, but the quality is very low. In addition, the school can publish the training content related to the school curriculum on the internal network platform, enhance the pertinence of the training. Teacher training is an inevitable choice to solve the professional development dilemma of teacher trainer and realize teacher training

specialization^[2].

Second, pay full attention to the improvement of practical ability. The cultivation of applied talents is to transform the theoretical knowledge of talents into applied practice, so that students' ability of operation and innovation can be improved, and when they come to work, they can solve practical problems successfully. Therefore, the school should create more powerful conditions for teachers, the most direct way is to establish a cooperative relationship with enterprises, let teachers to the enterprise to carry out corresponding post practice. This kind of practice can realize the improvement of teachers' practical ability as soon as possible, and solve the problem of teachers' lack of practical ability thoroughly. We will increase opportunities for teacher training and further training and for enterprises, and reform the teacher evaluation system^[3]. In addition, it is possible to strengthen the association with enterprises and send senior teachers in enterprises.

Third, the cultivation of scientific research ability. The interaction between teaching and research is obvious. This requires schools to pay full attention to the improvement of teachers' scientific research ability. The first is to establish a systematic training system. The current training lacks systematic and scientific departments and pertinence, and it is difficult for teachers to screen out useful training for themselves and waste the time and energy of teachers in the complex training. Indeed, the content of the training should be continuous and sustainable. Thirdly, the training of scientific research ability should pay attention to the characteristics of different disciplines and specialties, encourage teachers to actively participate in it, create a good research atmosphere, so that teachers' professional level and research capabilities are improved.

2.3 Sound evaluation mechanisms

First, improve the evaluation of scientific research. The newly-built applied undergraduate colleges generally establish their own evaluation mechanism according to the evaluation model of research universities, such as the evaluation mechanism of professional titles. Most colleges and universities in the evaluation of professional titles, the publication of various grades of papers and all levels of projects declared and concluded as the most critical evaluation indicators. In fact, most of these articles and projects are theoretical studies and have a weak relationship with practice. However, in order to complete the job title evaluation, teachers

put a lot of valuable time of energy into theoretical research. This is in fact contrary to the idea and orientation of new applied undergraduate colleges and universities, teaching must be The necessary application and students' practical ability can not be reflected. Therefore, the education department or the new applied colleges should carry on the corresponding reform to the evaluation standard. In the evaluation of teachers' professional titles, emphasis should be placed on their application and practical ability, which can be used as the standard to measure teachers' achievements.

Second, reform teaching evaluation. At present, the curriculum of many applied undergraduate colleges is still to retain the original theory-based model, the arrangement of practical courses has a small proportion or neglect of quality problems. In teaching activities, teachers are also "emphasizing theory and neglecting practice ". Only by establishing a scientific and reasonable teaching evaluation system can we arouse the enthusiasm of teachers to carry out practical teaching and promote the development of teachers' professional ability. Therefore, education departments and schools must pay attention to the reform of teaching quality evaluation system, pay attention to practical teaching evaluation, and really cultivate teachers' ability

of practical teaching.

3 Conclusion

To sum up, the new applied undergraduate college teachers career transformation work is a long way to go, we need from many aspects of multi-help, common improvement. We can improve and improve from the aspects of the construction of teachers' ethics, the improvement of training system, the improvement of teachers' evaluation mechanism, the planning of teachers' personal career, and the teachers' giving full play to their subjective initiative. The improvement of teachers' professional ability can not only make teachers' career brilliant, but also play a positive role in the development of training objects and colleges.

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