

## Exploring the Development Paths of Teachers in Comprehensive Local Undergraduate Universities in the New Era

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### Abstract

Faculty development is a core element of university development, and the teaching, research and service capabilities of university teachers determine the quality of talent training and the reputation of the university, and even affect the development potential of higher education as a whole. However, in the process of the massification of higher education in China and the transformation of society from traditional to modern, the ontological crisis of higher education has pushed university teachers to the forefront of the storm and conflict. Therefore, it is crucial to clarify the dilemmas of university teachers' development, explore the logic of debugging teachers' dilemmas and help teachers' development break through the shackles of the mind and cross the barriers of tradition, in order to achieve self-transcendence of teachers and improve the quality of higher education.

### Keywords

Faculty Development; Integrated Local Undergraduate Universities; Development Pathways.

### 1. Introduction

In the report of the 19th National Congress, it is pointed out that building a strong education nation is a fundamental project for the great rejuvenation of the Chinese nation, and the status of higher education is mentioned to an unprecedented height among them. Higher education assumes a new mission in the new era, with higher goals, heavier tasks and more urgent needs. For the higher education system, the road, theoretical, institutional and cultural self-confidence of socialism with Chinese characteristics should be translated into educational self-confidence, because at present, China's higher education has begun to move into the first square of the world's higher education development, and has begun to walk in the same band with the latest development trend of international higher education, with a common focus of attention - --We have a common focus of attention - the quality of education, and a common development philosophy - the student centre. Our relationship with world higher education has changed from simply catching up, learning from and following to the interweaving of catching up and surpassing, learning from and independently, following and leading, and we have already had an equal dialogue with world higher education, and have begun to use Chinese standards to assess and accredit the world's top universities [1].

Education is the most important plan for a hundred years, and teachers are the most important plan for education. The ideological and political quality, moral sentiment and business level of teachers in colleges and universities directly influence the development of students' world view, outlook on life and values, determine the quality of talents cultivation in colleges and universities, and are related to the future of the country and the nation. Higher education institutions should fully understand that it is extremely important to build a high-quality

teaching team with high moral character, excellent professionalism, reasonable structure and vitality to the satisfaction of the Party and the people, because the teaching team has a crucial strategic position in education and even in the development of the whole country and the nation, and they are the reformers and the main force of education, and they know best the needs of students and the problems of education.

At present, in order for China's higher education to continue to become bigger and stronger, the top priority is the construction and development of the teaching staff of colleges and universities. The overall improvement of teachers' quality is of great and far-reaching significance for improving the quality of higher education, promoting the scientific development of higher education, cultivating builders and successors for the cause of socialism with Chinese characteristics, and realizing the Chinese dream of the great rejuvenation of the Chinese nation. In other words, to explore the path of teacher development suitable for the university situation, to build a high-quality and professional teaching team and to improve the sustainable development of teachers is an urgent task for the development of higher education institutions and even higher education career at present and in the future. We should firmly grasp the characteristics of the university teaching force under the new situation and deeply understand the new requirements of the Party and the State for the professional development of teachers in the new era and the important instructions and instructions of General Secretary Xi Jinping on the work of teachers.

The report of the 19th National Congress of the Communist Party of China contains 327 words on education, which is rich in connotation. The report stresses the need to give priority to the development of education, to fully implement the Party's education policy, to implement the fundamental task of building moral character, to strengthen the building of teacher morality and style, to cultivate a high-quality teaching force, and to advocate that the whole society respects teachers and values education [2]. At the first meeting of the 19th Central Committee Leading Group for Comprehensively Deepening Reform, the Opinions on Comprehensively Deepening the Reform of Teacher Training in the New Era was considered and adopted, and officially issued by the Central Committee of the Communist Party of China and the State Council, which is the first landmark policy document issued by the Party Central Committee since the founding of New China specifically for the construction of the teaching force. At the National Conference on Undergraduate Teaching in Higher Education in the New Era, a draft of the "Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving the Ability to Cultivate Talents" (Article 40 of Higher Education in the New Era) was issued for consultation, emphasising the need to strengthen teacher morality and improve teachers' teaching ability.

## **2. A Study on the Problems of Teacher Development in Comprehensive Local Undergraduate Universities**

### **2.1. Lack of Professional Development Planning for Teachers**

The transformation and development of local undergraduate colleges and universities has put forward higher requirements for the cultivation of applied talents, however, teachers, influenced by traditional educational ideology, do not have a good understanding of the transformation and development and cultivation of applied talents faced by local undergraduate colleges and universities at present, and there are conceptual deviations and lack of career development planning for their own development. Teachers' awareness of professional development is weak. Pan Maoyuan pointed out that "the development of college teachers" is "all the activities that teachers do in their career to grow and improve their professional ability and research ability. In this process, university teachers learn, explore and reflect in various ways to develop their professionalism so as to reach professional maturity".

Therefore, in a competitive social environment, teachers should have a sense of professional development, a clear plan for professional development, and accelerate their own professional development. Teachers do not have a good understanding of the development of "transformation", and there are deviations in their concepts. Teachers of local undergraduate colleges and universities do not study the documents on the transformation and development of colleges and universities sufficiently and do not have a good understanding of the challenges posed to teachers by the cultivation of applied talents and transformation and development. Due to the influence of traditional ideology and education concept, local undergraduate colleges and universities provide teachers with less opportunities to participate in professional skills training and enterprise attachment, and teachers are not highly motivated to carry out academic research activities for local economy and enterprises, and their awareness of self-transformation and professional development is weak.

## **2.2. Lack of Practice Platforms for Teachers' Professional Development**

Influenced by the traditional ideology and education concept, teachers have the idea of emphasizing theory rather than practice, and there are generally weak practical skills of teachers, few opportunities for further training and practical exercise in enterprises outside the university and lack of practical exercise platform. In the context of transformation and development of local undergraduate colleges and universities and cultivation of applied and innovative talents, teachers' practical skills can no longer meet the needs of the development of colleges and universities, and it is inevitable to improve teachers' professional development platform, improve teachers' practical skills and meet the needs of cultivation of applied talents.

## **2.3. Inadequate Systems for Teacher Professional Development**

In the context of the transformation of local undergraduate universities, the state and the university are paying more and more attention to the quality of applied talents training, but the professional development of teachers has not yet been given high priority. Professional development training for teachers still exists at the level of theoretical training and is lacking at the practical level. The system for teachers' professional development is not sound, and it cannot arouse teachers' high attention and enthusiasm for professional development. The teacher evaluation system related to the training of applied talents is not perfect, and the ability of teachers to conduct industry-academia research and professional practice has not yet been introduced into the evaluation index system to accurately measure the professional development of teachers.

## **2.4. Lack of Favourable Conditions for Teachers' Professional Development**

Influenced by traditional ideological and educational concepts, the original local undergraduate colleges and universities generally emphasize theory over practice, focusing on the improvement of teachers' theoretical level while neglecting the cultivation of teachers' professional skills. Teachers' professional development is stagnant at the theoretical level, and schools tend to improve teachers' teaching level by means of pre-service training, passing on their skills and training young teachers, and do not set up special professional development institutions for teachers to train and train them regularly. At the same time, schools generally do not pay enough attention to teachers' professional development and invest less money. In the face of the transformation and development of colleges and universities, it is inevitable to increase financial investment, broaden the channels of teachers' professional development and promote teachers' professional development, otherwise they can no longer meet the needs of applied talents training.

### 3. Path Options for Professional Development of Teachers in Comprehensive Local Undergraduate Universities

#### 3.1. Teacher Level

Clarify career development planning. With the rapid development of social economy, the transformation and development of local undergraduate colleges and universities and the cultivation of innovative and entrepreneurial talents have become important tasks in the reform of higher education. Facing the trend of higher education reform, teachers in colleges and universities should carefully school national policies and documents, do their own career development planning, clarify the direction and goals of professional development, improve their professional skills and meet the social demand of applied talent cultivation.

It is necessary to strengthen the education of teachers' moral and ethics. General Secretary Xi Jinping clearly put forward two important criteria at the symposium for teachers and students at Peking University, one is to make the effectiveness of moral education a fundamental criterion for testing all the work of the school, and the other is to make teacher ethics the first criterion for evaluating the quality of the teaching team. Teachers are the implementers of the strategy to implement moral governance and promote quality education in universities, and the level of professional ethics of teachers determines the value direction of the entire educational work. The development of education teacher-based, teacher quality teacher ethics for this. The high level of learning is the teacher, the body is the model, through the teacher's words and teach by example, the moral education penetrate into all aspects of school education. Universities should strengthen teachers' moral and ethical construction, through the establishment of six long-term mechanisms combining education, publicity, assessment, supervision, incentive and punishment, to guide teachers to establish a correct view of teacher ethics, effectively implement the fundamental task of building moral character, consciously enhance teachers' sense of honor and responsibility for teaching and educating others, effectively fulfill the responsibility of teachers as the first person responsible for classroom teaching, take full responsibility for teaching effectiveness, and eliminate teachers from touching The "red seven" bottom line, with good teaching style of teachers, drive the learning style of students, so as to form a good school style and create a good environment for educating people [3].

Improve their own professional skills. In the face of the transformation and development of local undergraduate universities, teachers should focus on improving their professional skills and practical abilities while completing theoretical teaching, seek more opportunities for practical exercises through various channels, truly participate in the front line of enterprises, improve their own practical abilities, better guide students' internship practice, improve students' innovation and entrepreneurship, and truly help students realize innovation leading to entrepreneurship and entrepreneurship leading to employment. Higher education, especially at the undergraduate level, is a time when students' knowledge structures and basic competencies are being formed. Teachers act as guides for students while also acting as disseminators of knowledge, helping students to consolidate their knowledge base and understand the frontiers of their disciplines. Teachers' business skills are fundamental to their role as teachers, and without good professional knowledge there is no way to be a good transmitter of knowledge, so teachers should continue to broaden their knowledge horizons, have a solid knowledge base in their discipline and keep abreast of the frontiers of their subject. Universities should also encourage teachers to improve their professional knowledge and business quality through academic upgrading, further training in courses, short-term training and academic conferences, and provide policy support and conditions for teachers [4].

Strengthen the education of teachers' ideals and beliefs. General Secretary Xi Jinping's important speech at the National Conference on Ideological and Political Work in Colleges and

Universities profoundly explained our Party's new understanding of the laws of higher education development and comprehensively answered the question of "what kind of people to train, how to train them and for whom to train them". Minister Chen Baosheng's speech at the National Conference on Undergraduate Education in Higher Education in the New Era emphasized that higher education, especially undergraduate education, is a crucial stage for students to grow and become successful, because it is at this stage that students' ideology and values gradually take shape. They are required to be not only the disseminators of knowledge but also the guides of students, to guide them to form a correct outlook on life, worldview and values, to help them develop their ideals and beliefs, to refine their noble character, and to help them fasten the first button of their lives. In order to be a good guide for students, university teachers themselves must have the correct values and outlook on life, spread positive energy for students in the classroom and integrate socialist core values into the whole process of education for students. It can be seen that the ideal beliefs of teachers themselves are crucial, and strengthening the education of teachers' ideal beliefs has become the primary task of teachers' development, as it is related to the fundamental direction of for whom colleges and universities train people. Universities should attach importance to the education of teachers' ideals and beliefs, and integrate the education of teachers' ideals and beliefs into the whole process of teachers' career [5].

## **3.2. School Level**

### **3.2.1. Building a Platform for Teachers' Professional Development**

Establish a teacher development centre. In order to promote teachers' professional development and improve their practical skills, local undergraduate institutions should set up a special institution, the Teacher Development Centre, which is responsible for the management of teachers' professional development, including the training and cultivation of teachers after they join the university, the enhancement of their teaching abilities and their professional development. Combined with the current context of transformation and development of local undergraduate institutions, teachers are targeted to train and improve their practical skills as a way to provide specific guidance to students and promote the improvement of their practical skills.

Build a development platform for school-enterprise integration and in-depth cooperation. Applied undergraduate colleges and universities take the cultivation of application-oriented talents as their main goal, mainly to improve students' practical abilities, thereby serving the needs of local regional economic and social development. In order to smoothly transform, local undergraduate institutions should strengthen in-depth cooperation with enterprises for the purpose of joint training. Schools should not only send teachers out, but also invite them in from enterprises. On the one hand, teachers should be allowed to go to enterprises for on-the-job study and exercise, so as to improve their practical ability and enrich their practical experience, and achieve the purpose of combining theory and practice. On the other hand, we hire outstanding technical talents from enterprises to teach in schools as part-time teachers, so as to enrich young teachers' knowledge of enterprise practice, broaden their theoretical horizons and promote their professional development.

### **3.2.2. Improving Teacher Professional Development Systems**

In order to promote the professional development of teachers in local undergraduate institutions, schools should improve their professional development systems and form a reasonable evaluation system for teachers' professional development. Improve the rules and regulations on teachers' professional development in local undergraduate institutions. Local undergraduate institutions should formulate and improve a series of specific and feasible rules and regulations on promoting teachers' professional development from the perspective of teachers' professional development, such as those related to the training and development of



teachers, the enhancement of teaching abilities and the improvement of practical skills, and implement the system.

Improve the evaluation system for teachers' professional development. As local undergraduate institutions are facing transformation and development, in order to better meet the social demand for applied talents cultivation, they need to strictly enforce the entry system of teachers, clarify the assessment standards of teachers' curriculum, knowledge and ability in three stages, and take teachers' practical ability as an important assessment basis. At the same time, the evaluation system for teachers' professional development should be improved, and teachers' appointment, title evaluation and performance assessment should meet the requirements of applied universities for teachers' professional ability. The evaluation system of teachers should be improved. The teacher evaluation system is the "baton" of teacher development. In the past, the teacher evaluation system paid too much attention to teachers' education and scientific research, especially in the process of professional and technical job evaluation, which is crucial for teachers, and neglected the evaluation of teachers' teaching quality. "This is not conducive to motivating teachers to teach and educate others. Therefore, higher education institutions should continuously improve the evaluation system of teachers, make teaching quality an important basis for the evaluation of teachers' professional and technical posts and performance assessment, examine teachers' teaching performance in terms of teaching standards, classroom teaching effect and teaching reform and research in a multi-dimensional way, strengthen the requirements for teachers' teaching work in terms of quality and quantity, implement a one-vote veto system for substandard teaching work in the promotion of professional and technical posts and in the evaluation of awards and merits, and develop a more scientific and reasonable system that takes into account teaching and scientific research. A more scientific and reasonable teacher evaluation system that takes into account teaching and research.

### **3.2.3. Increase Funding for Teachers' Professional Development**

The professional development of teachers must be based on adequate funding and other material security. In order to promote teachers' professional development, schools should set up special funds for teachers' professional development, specifically for training and enhancing their teaching abilities, so as to mobilise teachers' enthusiasm for professional development. Increase funding for teachers' professional development, and raise funds through a variety of channels to promote teachers' professional development.

### **3.3. National Level**

The professional development of teachers requires the guidance and support of national policies, and is inseparable from the guarantee of financial and other material conditions. From the perspective of teachers' professional development, the state should introduce policies and measures conducive to teachers' professional development in order to meet the needs of applied talent training, such as teacher training and training policies, teacher qualification certification policies, and school-enterprise collaborative training policies, so as to improve teachers' professional skills and promote their professional development.

## **4. Conclusion**

Teacher development in higher education is a systematic project, and a scientifically effective and practical teacher development path is a powerful guarantee for improving teachers' teaching ability and the overall quality of the teaching team. It is important for higher education institutions to focus on the practical needs of teachers, to expand the content of their work, to enrich the form of their work, and to innovate ways and means of working, so as to effectively solve the problems encountered by teachers in their professional development, and to make

teacher development work a booster for their sustainable development. By strengthening teachers' ideological and political education and teacher ethics education, enhancing teachers' professional, teaching and innovation abilities, improving the evaluation system of teachers and enhancing the competence of teacher developers, and other effective measures, the comprehensive quality of the teaching team will be enhanced to effectively improve the quality of talent training in schools and train builders and successors for the cause of socialism with Chinese characteristics.

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