

Exploration of the Construction of High -quality Graduate Teachers in the New Era

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Abstract: In recent years, the construction of university teachers has achieved remarkable results. Based on the background of high-quality development of education in the new era, the construction of graduate teachers should focus on the cultivation of teachers' morality and strengthen the construction of teachers' moral and moral style; focus on the introduction and cultivation of high-quality teachers to improve the quality of teachers' team; focus on digital construction to help the digital development of teachers' team; focus on the construction of assessment system to promote the positive and coordinated development of teachers' team.

Keywords: High quality development; Teacher Team; Graduate students; New Era

Proposed in the context of the new era, "high-quality development is the primary task of comprehensively building a modern socialist country" and "education, science and technology, and talents are the basic and strategic support for comprehensively building a modern socialist country. In-depth implementation of the strategy of science and education to develop the country, open up new areas of development and new tracks, and constantly shape new momentum and new advantages in development."^[1] Therefore, we should accelerate the development of high-quality education, accelerate the construction of a strong education country, run a good education to the satisfaction of the people, strongly strengthen the modernization of the construction of talent support.

As the highest level of academic education, postgraduate education is an important symbol of a country's development level and comprehensive national power. The latest data show that 1,242,500 postgraduates were enrolled nationwide in 2022, an increase of 5.61% over the previous year. Among them, 139,000 doctoral students were enrolled and 1,103,500 master's students were enrolled. The number of enrolled postgraduates is 3,653,600, an increase of 9.64% over the previous year. Among the many factors affecting the quality of graduate education, a high-quality, high-level faculty plays a vital role in the cultivation of graduate students.

1. The current situation of building a high-quality graduate faculty in the new era

The graduate faculty has a crucial role in the cultivation of graduate students. However, in reality, there are three main problems in the graduate teachers' team in universities.

1.1 Insufficient awareness and low participation in ideological and political construction and teacher moral construction

First, the ideological and political level of a few teachers needs to be improved, and their ideals and beliefs are not firm. Some teachers lack confidence in the road of socialism with Chinese characteristics and belief in communism; some teachers lack the importance of Civics and weaken the guiding position of Marxism; some teachers have low participation in the ideological and political construction of colleges and universities and party schools, and float on the surface; some teachers, under the guise of "academic freedom", are keen on spreading incorrect political ideas and political views. This has largely affected the political beliefs of graduate students. Second, there are problems in the awareness of teacher morality and style among some teachers. In the aspect of teacher style, some teachers have academic misconduct, academic pomposity, academic corruption and other breach of trust; it seriously affects the formation and construction of a good academic culture and makes it difficult to form an example for the graduate student group; in the aspect of teacher morality, a few teachers

have problems such as poor personal moral character and indecent life style. This series of problems all indicate that some of the teachers' team is not strong enough in building teacher moral and teacher style, and ideological and political awareness needs to be strengthened.

1.2 Insufficient quantity and poor quality of graduate teachers

The high-quality development of higher education emphasizes the importance of higher education for human development. Therefore, the development of high-quality graduate education cannot be separated from the talent construction of graduate teachers. With the popularization of higher education, the number of graduate students in China is constantly increasing. Some universities have problems with imbalanced age structure of teachers, optimization of subject structure, and low proportion of high-level teachers in the construction of graduate teacher teams. Graduate education, as the highest level of academic education in China, is more important than the quality of teachers in addition to the number of teachers. In the demand for high-quality graduate education, the requirement for graduate teachers is not only to teach well, but also to cultivate good people. Therefore, the construction of graduate teacher teams needs to examine "quality" from various dimensions.

1.3 Insufficient digital understanding and investment in the graduate faculty

With the development of the Internet, China's digital level is getting higher and higher, digitalization is widely used in all walks of life, and the impact of the epidemic has made online teaching a commonly used teaching method in the field of education. Firstly, there is a situation that some teachers in the graduate teachers' team in colleges and universities do not know much about the digitization of teaching and research and do not use much of it, lacking the use of modern information technology, making their own development limited and their understanding closed. Secondly, some universities also have a low degree of digitalization of education teaching and research, less investment and publicity, thus hindering the use of digitalization by the teaching team at the root and hindering the digital development of the teaching team.

1.4 Insufficient incentive for the assessment mechanism of graduate teachers' team

Firstly, in the assessment of teachers' team, most universities have homogenized the assessment of graduate teachers' team, and do not combine the characteristics of each discipline and the differences between undergraduate teachers' team and graduate teachers' team to make the assessment objectives, which leads to the low completion and low motivation of teachers. Secondly, in the design of the assessment system for teachers, the participation of teachers is low, the assessment indexes are superficial and difficult to implement, and they do not penetrate deeply into teachers' work, which reduces teachers' recognition of the assessment system and makes it difficult to stimulate teachers' initiative, participation and enthusiasm, thus making teachers negligent and lazy in order to complete "tasks". This makes teachers negligent and lazy in order to complete their tasks.

2. Exploring the path of building a high-quality graduate faculty in the new era

In view of some problems that still exist in the construction of a high-quality graduate teacher team in the new era, it is necessary to find the target and make efforts from the following three aspects to promote the construction of a high-quality graduate teacher team in the new era.

2.1 Focus on the moral connotation of teachers, strengthen the ideological and political and teacher moral construction of the teaching staff

High quality graduate education cannot be separated from the construction of a high-quality graduate teacher team, and teacher ethics construction is the ideological guidance and primary guarantee for building a high-level teaching team. Faced with the requirements of high-quality development in the new era, firstly, the graduate teacher team should first establish a correct national perspective, strengthen a deep understanding and identification of the consciousness of forging a strong Chinese national community, forge a strong Chinese heart and soul, and build a common spiritual home for the Chinese nation. Universities should strengthen the ideological and political construction and teacher ethics construction of the graduate teacher team, establish relevant departments, formulate relevant system documents, coordinate and cooperate with various departments, and promote teacher ethics construction with high standards and strict requirements. Highlight typical moral cultivation, continue to carry out the selection and promotion of excellent teachers, and continuously improve the construction of teacher ethics and professional conduct in the teaching team.

2.2 Focus on the introduction of education and raise the quality of the teaching staff

High quality teachers play a crucial role in graduate education. To strengthen the talent construction of graduate teachers, it is necessary to "cultivate" more graduate teachers for the cultivation of universities themselves. Firstly, universities should optimize the

assessment system for teachers, instead of using a single indicator to measure their quality. They should establish an annual qualification evaluation and dynamic adjustment system, rather than ranking based on seniority. Instead, they should pay more attention to the academic vitality and cutting-edge research work of teachers. Secondly, universities should establish and improve strict selection mechanisms for graduate teachers and training mechanisms for improving the quality of graduate teachers, raise the entry threshold for graduate teachers, establish and improve pre service and in-service training for graduate teachers, and improve the quality and level of graduate teachers; Secondly, ‘attraction’ aims to attract more talents for universities.

2.3 The digitalization of the faculty and the development of the faculty

The quality of the faculty directly determines the ability and level of university operation. This has put forward new and higher requirements for the ability and level of our teaching team., based on which the way of acquiring and imparting knowledge to the faculty and the relationship between teaching and learning have undergone revolutionary changes. With the shortening of the knowledge renewal cycle, the knowledge structure of graduate teachers must be adjusted in time to ensure a moderate degree of advancement. The faculty of universities should strengthen their own digital construction, firstly, they can use the corresponding platform to continuously improve themselves. Secondly, universities should use digital empowerment to promote management, provide teachers with “efficient, accurate and convenient” services, and provide digital support for the high-quality development of graduate teachers.

2.4 Focus on the construction of the assessment system and promote the coordinated development of the teaching team

Establish a sound assessment mechanism, based on the special characteristics of the graduate teacher team and combined with the graduate training objectives, develop a more reasonable and scientific assessment mechanism to stimulate the enthusiasm of teachers, pay attention to the combination of the assessment objectives of the graduate teacher team and the needs of graduate training, and the assessment system mechanism is not only a “baton” but also a “booster”, which is of great significance for improving the quality and level of graduate teacher work. Firstly, it is necessary to consider the reliability, effectiveness, and accuracy of teacher assessment and evaluation standards from multiple dimensions, reasonably set the standards and weights of relevant indicators, and stimulate teachers’ initiative, enthusiasm, and creativity in teaching; Secondly, the weight of teaching and research in evaluation and evaluation should be reasonably allocated. Secondly, to improve the evaluation system and mechanism, it is necessary to first determine the evaluation criteria, diversify the evaluation subjects, and comprehensively evaluate the construction of the graduate teacher team.

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