

Dilemma and breakthrough in the development mechanism of university teachers from the perspective of new engineering

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Abstract: as an important development strategy of higher education, the construction of new engineering courses has pointed out the direction for the construction of the development mechanism of colleges and universities. However, under the background of the new engineering construction, the development mechanism of university teachers is facing severe challenges, which is caused by the imperfect introduction mechanism and unreasonable reward mechanism. Actively exploring the diversified evaluation mechanism is an inexhaustible driving force to promote the innovation and development of the current development mechanism of university teachers.

Key words: new engineering; College teachers; Development mechanism

College teachers should do a good job in teaching and educating people. Today, under the background of the country accelerating the construction and development of new engineering, through the systematic and scientific management mode and development mechanism, we should build a practical guarantee reward mechanism, so as to create a backbone force for the school. It helps to strengthen the construction of University Teachers' development mechanism, and internalizes the original intention and mission of Building Morality and cultivating people, which has certain practical significance.

1 The plight of University Teachers' development mechanism under the background of new engineering construction

1.1 Imperfect training mechanism

The connotation of College Teachers' introduction and training mechanism should include teachers' introduction and selection mechanism, training and transformation mechanism and self remodeling development mechanism. According to the sources of engineering teachers in Colleges and universities across the country, the introduction and training channels may not be macro enough. For example, the source structure of talent selection quota for engineering teachers in Colleges and universities is still relatively single, and most of them come from universities with master's degree or doctor's degree within the establishment. They often pay too much attention to the accumulation of knowledge in this field, the full cultivation of academic ability, and the rapid improvement of ideological depth during their study in school, There is a more inevitable selective neglect of the creative application of cutting-edge knowledge. In addition, these master of science and engineering graduates or doctor of engineering graduates generally have not actually engaged in any work practice and practice of large-scale system engineering education and teaching research projects of engineering professional nature, and lack the basis of professional experience of undergraduate teachers and the work skills that professional engineering teachers should master, In the implementation of the whole engineering course teaching and training process, it is more obvious that it is ineffective.

1.2 Teachers' evaluation and employment mechanism is not standardized

The evaluation and employment mechanism of university teachers is mainly to establish a set of comprehensive personnel evaluation system to measure the ethics and style of university teachers, teaching professional level, scientific research and academic ability evaluation and personal work and performance evaluation. It is the internal core of the overall reform system of China's university personnel system. The evaluation and employment mechanism specifically includes the evaluation of teachers' professional titles, appointment, rewards and punishments, etc. From the research on the practice of the evaluation mechanism for the academic qualifications of teachers at all levels in China's higher education, we have not really begun to try to establish such a set of systematic, standardized, unified, perfect, feasible, effective and scientific evaluation methods for high-level professional titles and the evaluation mechanism for the appointment and appointment of university teachers. However, up to now, there are still many problems in the management of colleges and universities, such as the strong and dominant administration of colleges and universities, the emphasis on academic diplomas rather than teaching practice ability, the emphasis on qualifications and diplomas rather than personal performance, the emphasis on scientific research rather than teaching, the emphasis on excellent academic papers and publications rather than scientific research contributions, the emphasis on awards but less on Teachers' talents and transformation. The large number of science awards and the light quality of scientific research are obviously insufficient to spur the majority of teachers' scientific research in the front line. Even now, a small number of teachers are suspected of fraud, academic misconduct, academic fraud and corruption, and other new problems.

1.3 Unreasonable incentive mechanism

Herzberg's two factor theory points out that people's work motivation is mainly divided into two types: one is the motivating factor

(including success, identity, career problems, sense of responsibility, job promotion, personal and career development, etc.). If the incentive factors are well solved, employees can get satisfaction at work, so as to encourage employees to work harder. However, in order to make teachers' incentives work effectively, we should start with teachers' working characteristics and personal development needs, and fully mobilize their subjective initiative. The establishment of University Teachers' mechanism has greatly promoted the improvement of the overall quality of university teachers, but while making achievements, there are some problems in the incentive mechanism of university teachers. Therefore, schools are faced with the following problems: imperfect reward measures, unreasonable reward means, unbalanced reward contents, inadequate reward connotation, and unfair reward system. In particular, how to distribute the benefits obtained by teachers after the transformation of patent research results. Once the distribution is improper, the positive role of teachers in teaching and educating people and the positive role of technical achievements will be greatly weakened. Thus, the development of teachers is unbalanced.

1.4 Unscientific evaluation mechanism

Teacher assessment is an important basis for the implementation of the employment system in Colleges and universities, as well as the basis for the implementation of personnel management and performance salary. It plays a guiding role in the evaluation and employment of disciplines and professional skills. The assessment results also have an important basis for promoting the work fields of Colleges and universities, including employment, training, promotion, salary, retirement, etc. The general office of the CPC Central Committee and the general office of the State Council clearly put forward in the guiding opinions on promoting the reform of talent evaluation mechanism according to classification, "firmly establish morality and cultivate people, and take teaching and educating people as the core of talent evaluation" "Maintain the combination of category guidance and hierarchical evaluation, and set up the evaluation contents and methods according to the work characteristics of teachers in various types of colleges and universities and different posts by classification, stratification and sub disciplines"; The "Beijing Guide" also mentions that "we should establish the standards of school teaching staff and the development mechanism of teaching staff to adapt to the characteristics of engineering and technology education, and explore the construction mode of teaching staff to match the new engineering". This is the latest requirement for teacher evaluation in China in the new period. The relevant research results pointed out that: in terms of the purpose, connotation, methods and subject consciousness of education evaluation, such as "why to evaluate", "what to evaluate", "how to evaluate", "who to evaluate" and so on; The evaluation task is administrative, the evaluation framework is standardized, the evaluation index is one-sided, and the evaluation center is "five only". Because of the characteristics of the technical needs of engineering teachers, we must timely track and understand the domestic cutting-edge technology, and often go deep into industry companies. Therefore, how to establish an education evaluation system that is objective, fair, scientific and in line with the characteristics of the new engineering construction is an urgent problem for many colleges and universities to study and practice.

2 Breakthrough of University Teachers' development mechanism dilemma under the background of new engineering construction

2.1 Broaden the channels of introduction and improve the mechanism of introduction and training

Introduce all kinds of high-end management talents through various ways and channels. Colleges and universities must pay attention to breaking through the restrictions on many other factors, such as the original unit's geographical location, household registration, identity, archives, personnel relationship form, and so on, and should not directly and unilaterally change the original household registration address files or nationality of the introduced individual in the process of determining the introduction of high-level talent units and the introduced high-level personnel. It is not allowed to arbitrarily change the identity of the original unit and the file personnel relationship between the legal person and the person of the newly introduced talent unit. For the introduction of middle and high-level talents with both ability and political integrity, the contract management mode of target responsibility of all employees is implemented. Through the introduction of a number of high-quality engineering talents, it will directly promote the popularity of our school, strengthen the talent training objectives and quality of the construction of our school's characteristic engineering majors, accelerate the implementation of our school's young engineering academic echelon leader training, improve and enrich the scientific research level of our school's young engineering teachers, and promote the further development of our school's engineering teachers.

2.2 Overall planning of remuneration and improving the incentive mechanism

First, raise wages and benefits. Reward is a direct way to encourage teachers, and the amount of reward determines the satisfaction of teachers' teaching. The basic living requirements of university teachers have been preliminarily determined, and the salary level of university teachers is still low. To ensure the stability and enthusiasm of teachers' work in the field of new engineering, first of all, the local government should determine the maximum salary bottom line of the teacher industry to ensure that all teachers' salaries are at the middle level in the same position; Secondly, led by well-known schools, colleges and universities alliance in the field of wages should be established on the principle of voluntariness, fairness, self-discipline and justice, seeking a joint mechanism, establishing wage norms and standards appropriate

to the level of Engineering in Colleges and universities, and standardizing the wage system in Colleges and universities. The University Alliance should also play the role of supervision and restriction, restrict the internal use of salary and welfare to compete for employees, support the establishment of the maximum wage limit for university personnel in the alliance, reduce the vicious wage competition, and reasonably guide the flow of salary and welfare of high-level engineering talents.

Second, enrich the connotation of educational incentives and create more rewards. For example, in areas that comply with national policies and regulations, we should improve the management level of provident fund, add social welfare projects and service facilities, establish transitional single apartments for outstanding young new engineering teachers, provide family subsidies for married new engineering teachers, provide vocational positions in schools for new engineering teachers without positions, and alleviate the enrollment problem of engineering teachers' children. These measures have promoted the long-term stability of the new engineering professional teaching team and the long-term development of the college.

The third is to appropriately carry out the negative enhancement incentive mechanism. Skinner pointed out that negative enhancement is aimed at actions that meet the overall goal of the organizer, and cancels or even weakens the original negative stimulus or constraint measures, so as to increase the frequency of these actions. Negative reinforcement is to punish some actions that are incompatible with the overall goal of the organizer, so as to reduce these actions. The ways of negative reinforcement include accusation, punishment, demotion, etc., as well as non payment. It is aimed at the actions that meet the overall goal of the organizer, to withdraw the original negative stimulation, so as to increase the frequency of these actions. It is based on the above thought that when colleges and universities formulate positive incentive measures, they must appropriately carry out negative reinforcement incentive mechanism. For example, due to the anomie of teachers' morality, improper teaching attitude, and "unqualified" year-end evaluation results, the government must not only punish them by transferring them from their education posts and returning the corresponding performance bonuses, but also appropriately reduce the incentive performance pay, and even reduce the conditions for promotion from the post, such as performance evaluation and job evaluation, and even implement the low employment in higher vocational colleges. By appropriately implementing the negative educational incentive mechanism, the government can regulate teachers' behavior, fully mobilize teachers' enthusiasm, and promote the healthy development of new engineering and technology teachers.

2.3 Construct diversified evaluation mechanism and explore open evaluation mechanism

First, the evaluation standard makers are diversified. In the traditional teacher evaluation, because most of the evaluation criteria are formulated by the education department or colleges and universities, the teachers who are the evaluation objects rarely or even do not participate in the standard formulation, which leads to the evaluation criteria lagging behind the development of colleges and universities or out of touch with the actual situation of teachers. Guided by the relevant teacher evaluation policies of the competent department of education, based on the construction plan of university teachers, and with the overall and healthy development of teachers as the goal, build a "five in one" evaluation standard setter system of the competent department of education, universities, teachers, students, enterprises, etc.. The competent department of education is responsible for the top-level design of teacher evaluation, the functional departments of colleges and universities are responsible for the overall grasp of teacher evaluation standards, the Construction Committee of teachers' ethics and style in Colleges and universities is responsible for the development of evaluation indicators of teachers' ethics and style, teachers are responsible for the development of evaluation indicators such as education, teaching and scientific research from the perspective of occupation, and students are responsible for the development of feedback evaluation indicators from the perspective of educational effectiveness, Enterprises are responsible for formulating social service evaluation indicators from the perspective of industry demand. Through the "five in one" system, a comprehensive, scientific and systematic teacher evaluation index should be formulated.

Second, the classification of evaluation will become more diversified. According to the nature of teachers' work, they are divided into three categories: educational type, teaching and scientific research type and dual qualification and dual ability type. Each category is divided into four sub categories according to lecturers, associate professors, lecturers and assistants, and a total of twelve sub categories are used to classify the assessment index system. Third, the implementers of social evaluation should be further diversified. The traditional evaluation subject of university teachers generally takes the functional institutions of colleges and universities as the market subject to evaluate university teachers, but because the functional institutions of colleges and universities are not fully involved in the process of teachers' professional activities, such a simple evaluation subject of university teachers cannot evaluate university teachers objectively, fairly and comprehensively. To truly evaluate teachers, colleges and universities should establish four levels of University Teachers' evaluation subjects, including functional departments, departments, teaching and research sections (key laboratories or engineering research centers, etc.) and audiences. For example, the main body of the evaluation market for teaching oriented teachers is the classroom teaching functional departments, schools, teaching and research groups, and serving students; The main bodies of the evaluation market for teaching and research-oriented teachers are scientific and research functional institutions, schools, teaching and research groups, service schools, and industry evaluation; The main bodies of the evaluation market for dual qualified and dual capable teachers are the functional departments of production, teaching and research, schools, teaching and research groups, and consulting service companies.

3 Concluding remarks

We need to be prepared to meet more severe challenges if we want to really go to the center of the stage. In the face of a new round of construction reform, whether we can change from a follower to a leader, the success or failure of the new engineering construction is a key factor. College teachers must demand themselves with a high sense of historical mission and responsibility, actively improve their ability to adapt to the trend of the times, and shoulder the important task of reform and ice breaking in the construction of new engineering. Colleges and universities should plan from the overall situation, take the construction of “double leaders” as an opportunity to establish an effective mechanism for the development of college teachers, provide more platforms and guarantees for the improvement of teachers’ ability, and build a first-class university that can meet the needs of talent cultivation in the future.

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