

Analysis on the current situation and Countermeasures of teaching and research in application oriented Undergraduate Universities

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Abstract: to carry out teaching and research work in Application-oriented Undergraduate Colleges and universities is the need to improve their own connotation construction level and realize characteristic development. Based on the investigation and analysis of the current situation of teaching and research in Application-oriented Undergraduate Colleges and universities, this paper points out that the lack of internal drive of teachers, the lack of planning in Colleges and universities, and the lack of effectiveness of teaching and research activities are the reasons for the low efficiency of teaching and research in Colleges and universities. On this basis, this paper puts forward relevant countermeasures around the teaching and research atmosphere, training, platform, system and achievement promotion.

Key words: application type; Undergraduate colleges and universities; Teaching and research; Teachers; Teaching and research achievements

Teaching research is an important way to promote the development of teachers' professional ability and improve the quality of teaching and personnel training. The Application-oriented Undergraduate Colleges and universities with newly-built undergraduate colleges and universities as the main body carry out teaching and research work, which is also the need to improve their own connotation construction level and realize characteristic development. Therefore, it is necessary to study the development of its teaching and research work.

Taking several representative application-oriented universities in Shandong Province as examples, this paper investigates the current situation of teaching and research, analyzes the reasons for the low efficiency of teaching and research, and explores relevant countermeasures, trying to solve the practical problems existing in the operation of teaching and research, so as to improve the quality of school education.

1. Current situation of teaching and research in application oriented Undergraduate Universities

In order to meet the needs of economic and social development and the development status of higher education, in recent years, local colleges and universities have actively responded to the new demands of the upgrading and transformation of industrial structure for talent cultivation, and carried out various forms of teaching and research activities in the process of transformation to application-oriented undergraduate colleges and universities, but there are still many problems. It is mainly shown as follows:

1.1 Teachers

Teachers are the main body of teaching research and the leading factor affecting the teaching and research level of local colleges and universities. However, the enthusiasm of college teachers to participate in teaching and research is not high.

1. teachers' subjective consciousness of participating in teaching and research is not strong

On the one hand, scientific research strength is a hard index for Evaluating Colleges and universities. In order to better improve the reputation of the University, the leadership of the university pays more attention to scientific research projects and funds, and gives strong support to scientific research projects, but insufficient support for teaching and research work. The policy tendency makes teachers more willing to engage in scientific research, while ignoring teaching and research. On the other hand, scientific research is a hard condition for the evaluation of University Teachers' professional titles. At present, in the professional title evaluation system of colleges and universities, the proportion of teachers' scientific research is much higher than that of teaching. In order to promote professional titles and assessment, teachers are more willing to devote their energy to scientific research rather than teaching research while completing teaching tasks.

2. teachers' lack of energy to participate in teaching and research

On the one hand, the school operation pays more attention to the completion of teaching tasks, which leads to heavy teaching tasks for teachers, especially young teachers. Some teachers undertake 3-4 courses, up to 20 sessions a week, which will inevitably reduce their time and energy invested in teaching and research work. On the other hand, extra non teaching tasks such as inspections at all levels, theoretical study and administrative meetings occupy more teachers' time, which also leads to teachers' inability to carry out teaching research.

3. teachers lack professional guidance and training

The team of university teachers is huge and complex. Many teachers have been in the forefront of teaching for a long time and lack of necessary professional training. Especially in the face of the impact of the rapid development of modern information technology, they need to improve their theoretical level and working ability in learning and research. At present, newly-built undergraduate colleges and universities have not provided them with the necessary training platform, and teachers lack the opportunity to "go out" to participate in teaching, research, learning and communication.

1.2 School

School is the base of teaching research and an important factor affecting teachers' participation in teaching research.

1. the teaching and research management system is not perfect

The management system of educational research in local colleges and universities is the main factor affecting the level of teaching and

research. The management system mainly includes three aspects: the school's support for teaching and research activities, the assessment and achievement reward system.

The first aspect is that the University's support for teaching and research activities is mainly reflected in the school's financial support for teaching and research activities and the supervision of teaching and research activities. Although in recent years, application-oriented undergraduate colleges and universities began to pay attention to teaching and research activities and give financial support, there is still a large gap. In terms of the supervision of teaching and research activities, the teaching and research management is attached to the educational administration department. Due to the limitations of human and material resources, some teaching and research projects have no end, and no in-depth research has been carried out.

Second, in terms of the assessment of teaching and research in Colleges and universities, the weight of teaching and research achievements as indicators in personnel assessment is less than that of scientific research achievements. Unlike the specific requirements for the quality and quantity of papers issued by teachers in the assessment of scientific research achievements, the teaching assessment of many local colleges and universities only depends on whether teachers have completed the specified teaching tasks. Especially for teachers with professional titles below associate professors, there is basically no teaching and research assessment.

Third, the Application-oriented Undergraduate Colleges and universities have basically formulated the reward system for teaching and research achievements, which will be supported according to the award level. However, teaching achievement awards above the provincial level are scarce resources. The newly-built undergraduate colleges and universities have achieved a small number of teaching and research achievements and low level, so although there are documents expressly stipulating that the achievements should be rewarded, few teachers have won awards.

2. teaching and research resources are relatively scarce

Application oriented Undergraduate Colleges and universities are mainly developed from newly-built undergraduate colleges or local private and independent colleges. Compared with established colleges and universities, the teaching and research work of Application-oriented Undergraduate Colleges and universities started late, with fewer recommended places in the application of various teaching and research projects at all levels, weak competitiveness and low overall development level. Taking the undergraduate teaching reform research project of Shandong Province in 2022 as an example, Shandong University, as a national key university directly under the Ministry of education, has 44 allocated quotas. Among the first batch of support units for the construction of 20 Application-oriented Undergraduate Universities in Shandong Province, Linyi university has the largest amount of allocation, with 16 items, which is far from Shandong University; Shandong Police College has the least amount of allocation, with only 2 items; Other newly established undergraduate colleges and universities, such as Taishan University, Zaozhuang University, Binzhou University and Weifang University, have only a few quotas. The quota declaration of educational reform projects often discourages teachers who want to participate in educational reform, and over time they lose the initiative to participate in teaching and research.

3. lack of application and promotion of teaching and research achievements

The results of teaching research are the manifestation of teachers' teaching reform thoughts and teaching research exploration, and the important embodiment of school teaching reform and innovation. It is not a work put on the shelf, but for teaching. Especially the Application-oriented Undergraduate Colleges and universities should promote the transformation and popularization of teaching and research, and serve the regional economic and social development. However, the current teaching and research activities in some colleges and universities are still a mere formality. The results of teaching and research do not really play the value of teaching and research activities, neither solve the practical problems in teaching, nor can they be transformed into real productivity.

1.3 Teaching and research activities

Teaching and research activities are an important way of school development and reform, and the carrier of teaching research. It provides a good communication platform for teachers to carry out teaching and scientific research activities. At present, the effect of teaching and research activities in Colleges and universities is not ideal, and the following problems exist:

1. teaching and research activities are not targeted and cannot go deep into school practice

The purpose of teaching research activities is to promote the solution and development of teaching practice problems through the combination of theoretical research results and practice. However, looking at the current practice of teaching and research activities in Application-oriented Undergraduate Colleges and universities, we can find that colleges and universities basically designate teaching and research topics according to the requirements of superior documents, ignoring the actual situation of the school. For example, in recent years, virtual teaching and research offices have become popular. Some colleges and universities do not have the conditions to build virtual teaching and research offices, but they also list them as the theme of teaching and research, which is harmful to teachers' teaching and research activities and the realization of characteristic development of schools.

2. teaching and research activities are not innovative and cannot highlight the characteristics of the school

At present, the teaching and research activities in Colleges and universities are "single in form and unclear in theme", and most of them are learning documents, teaching observation, teaching method discussion, case analysis, teaching reflection, learning situation analysis, and application for various teaching and research projects at all levels, with rigid and boring content and no new ideas. As the main body of research, teachers can only "passively accept" various teaching and research tasks, lack independent research, and lack interest in teaching and research topics, so they can not carry out in-depth thinking and exploration, let alone make teaching and research achievements that reflect the characteristics of the school. Taking self compiled textbooks as an example, the self compiled textbooks cultivated by Application-

oriented Undergraduate Colleges and universities have few types, low Publishing House level, and the content is not innovative, which does not reflect the characteristics of the University.

3. teaching and research activities are not popularized, and teaching quality cannot be improved in a large area

The ultimate goal of teaching research is to improve the quality of teaching. Therefore, teaching and research activities must be “research” and fruitful, and have popularization value, so as to truly improve the quality and level of teaching. However, looking at the current teaching and research activities in application-oriented universities, we can find that the teaching and research activities carried out by the University have not achieved teaching and research results with great promotion value. On the one hand, the teaching and research activities carried out by secondary teaching units are mere formality. Teachers have no ideological exchange and collision, no innovative ideas in their speeches, and no promotion value. On the other hand, at the school level, there is a situation of attaching importance to research, neglecting popularization, and attaching importance to achievements and neglecting application. Many teaching and research projects are often on paper. Once they are completed, everything will be fine. The results can not be summarized and promoted in time, and the purpose of improving the quality of teaching can not be achieved.

2. Analysis of the causes of inefficient teaching and research in schools

According to the current situation of teaching and research in application-oriented undergraduate colleges, the following reasons are analyzed:

2.1 Teachers lack the internal drive to carry out teaching and research

The lack of internal driving force of teaching research, the misunderstanding of teaching research due to their own subjective understanding, school title evaluation system and many other reasons, resulting in low enthusiasm to participate in teaching research, unwilling to undertake the corresponding experiment and teaching research tasks, resulting in a poor atmosphere of teaching research.

2.2 The school lacks the planning to carry out teaching and research

The school lacks planning for teaching research, or is eager for quick success and instant benefits, pays less attention to teaching research, and has no corresponding supporting policies for teaching research, resulting in the lack of management of teaching research process, and ultimately making teaching research activities mere formality and unable to guide teaching practice.

2.3 Lack of effectiveness in teaching and research activities

Through the investigation and Research on the current situation of teaching and research in Application-oriented Undergraduate Colleges and universities, it is found that the form of teaching and research activities in Colleges and universities is single, the topic selection of teaching and research is inconsistent with practice, divorced from reality, and lack of effectiveness, which makes teachers feel that teaching and research has no practical value. In the long run, teachers are reluctant to participate in teaching and research activities.

3. Countermeasures of constructing teaching and research mechanism suitable for application oriented Undergraduate Colleges and Universities

In view of the current situation and causes of teaching and research in the above application-oriented universities, the corresponding countermeasures are put forward from the following aspects.

3.1 Creating an atmosphere of teaching and research

Atmosphere is a kind of culture. Although invisible, it plays a role of “infiltration”. Whether the school teaching and research activities can be carried out for a long time depends on whether the school has a strong teaching and research atmosphere. To create a strong atmosphere of teaching and research, first of all, school administrators should guide teachers to establish a correct concept of teaching and research, and fully realize that without teaching and research in the new era is not a qualified teacher; Second, set up a model to drive the whole. We should be good at finding the backbone of teaching and research, use the school website to publicize the typical practices of backbone teachers, display and promote their teaching and research achievements, and give play to the exemplary and leading role of backbone teachers. Finally, we should attach importance to the guidance of methods and mobilize teachers to participate in teaching and research widely. Extensive participation is an important condition for forming a strong teaching and research atmosphere. Some teachers do not want to participate, but do not master the method. By popularizing the knowledge of teaching and research, teachers should systematically master the basic theories and methods of teaching and research.

3.2 Strengthen teaching and research training

As far as individual teachers are concerned, the main difficulties in the process of teaching and research are the lack of information resources, the lack of expert guidance and training opportunities. To solve these difficulties, on the one hand, the school should “bring in” outside experts or discipline leaders. They can not only spread the cutting-edge knowledge in the professional field, but also inspire teachers to discuss and reflect on teaching problems. On the other hand, we encourage our teachers to “go out”. Organize teachers to attend classes outside of school, participate in high-level teaching and research activities and training, exchange and discuss, observe and learn lessons, and solve problems in the teaching process in time.

3.3 Build a network teaching and research platform

In the information age, the Internet has become the main way to communicate with people. Therefore, on the basis of ensuring the diversification of traditional teaching and research activities, it is imperative to create a network teaching and research platform. At present, some Application-oriented Undergraduate Colleges and universities have built teaching and research activities exchange platforms through

Tencent conferences, education blogs, exchange forums, nail message boards and other network platforms, realizing resource sharing and ideological collision, and improving the participation rate and effectiveness of teaching and research activities.

3.5 Improving the incentive system of teaching and research

Teachers' enthusiasm is the guarantee for the smooth progress of school-based teaching and research, and an effective incentive mechanism is the premise to ensure teachers' enthusiasm. On the one hand, we should commend the advanced and set up models. The power of example is infinite, and the typical is a kind of political power. By commending individuals and collectives with outstanding teaching and research work, teachers are encouraged to learn from advanced examples and boost their enthusiasm for teaching and research; On the other hand, reform the professional title evaluation system. At present, in the evaluation of professional titles in Colleges and universities, the standards of teaching and research achievements are relatively vague, which has greatly affected teachers' enthusiasm for teaching and research. By increasing the proportion of teaching and research in the professional title evaluation system, teachers' initiative in teaching and research can be fundamentally enhanced.

3.5 Promote the popularization of teaching and research achievements

Teaching research achievements are generally creative achievements such as papers, research reports, experimental reports, experience summaries, etc. obtained by teachers' research on teaching research topics with certain academic significance or practical value. The promotion of teaching and research achievements includes the promotion inside and outside the school. The school promotion is mainly led by the academic affairs office, through the holding of teaching and research results learning seminars, with the help of school-based training, school journals, bulletin boards and other effective ways to promote the results. At present, the Application-oriented Undergraduate Colleges and universities have done more mature in the promotion of campus. Off campus promotion refers to that the school is responsible for recommending to relevant social departments on the basis of the effectiveness of the promotion of teaching and research achievements of the school, and striving to expand the promotion scope and influence of teaching and research achievements. In view of the low level of application of teaching and research achievements in application-oriented undergraduate colleges, there are still some difficulties in the promotion outside the school, which is a work to be promoted in the future.

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