

An analysis of the current situation of the incentive mechanism for art teachers in Colleges and universities and a study of its countermeasures

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Abstract: art teachers are the core of colleges and universities, and high-quality teachers are the key to the stable development of colleges and universities. A reasonable incentive mechanism for teachers can fully mobilize the initiative of teachers' work and ensure the orderly development of higher education and teaching. Based on the current situation of the incentive mechanism for art teachers in Colleges and universities, this paper focuses on the effective strategies for the construction of the incentive mechanism, in order to cultivate a high-quality and excellent team of teachers, attract high-quality talents, help improve the quality of education and teaching in Colleges and universities, and promote the sustainable development of colleges and universities.

Key words: colleges and universities; Art teachers; Incentive mechanism; Status analysis; Coping strategies

Introduction

Improving the quality of education and teaching in Colleges and universities is an eternal topic, and art teachers are one of the most important links. In the process of daily life and work, effective incentives for teachers, the establishment and improvement of teacher incentive mechanism, can fully mobilize the enthusiasm, initiative and creativity of teachers' work, and significantly improve the performance of teachers, which is of great benefit to the improvement of the quality of education and teaching in Colleges and Universities, and is also the source of power for the sustainable development of colleges and universities.

1. The significance of constructing the incentive mechanism for art teachers in Colleges and Universities

The construction of effective incentive mechanism can greatly improve teachers' sense of responsibility in education and teaching, which is conducive to teachers' dedication to education. In addition, it can fully mobilize the subjective initiative of teachers' education and teaching. From the perspective of incentive theory, it can meet the needs of teachers' work, life and learning as much as possible, and also improve teachers' creative ability; Effective incentives can create a positive and positive competitive atmosphere for teachers, and teachers can actively improve and innovate their work, which is conducive to the overall improvement of the work quality of the teacher team.

2. The current situation and main problems of the incentive mechanism for art teachers in Colleges and Universities

2.1 Training tends to be generalized

The training of art teachers is an important part of the education management in Colleges and universities. It also directly affects the growth and development of teachers, and can meet the needs of teachers' spirit as much as possible. Especially based on the needs of the cultivation of double qualified teachers, in order to comprehensively improve the quality of teachers, it is necessary to support teachers to actively participate in production, teaching and research activities, and significantly improve their practical ability. However, at present, the most obvious problem in the training of art teachers is that there is a deviation in the orientation of the training work. Most of the time, the training content mainly focuses on professional training, theoretical training or honor selection, while ignoring the training of Ideological and political quality, practical skills and other aspects. In addition, the training content is not practical. It takes time for university teachers to go deep into enterprises. Only in this way can teachers really learn useful and practical knowledge and skills. However, nowadays, the training content for art teachers is still relatively simple, lacking the necessary professional skills training and practical training, and ultimately it is difficult for teachers to use the actual case teaching, which makes it difficult to achieve the incentive goal.

2.2 Imperfect performance appraisal system

The performance appraisal system is one of the important components of the incentive mechanism. Performance appraisal is the basis of the whole human resource management work. When the salary distribution, professional title evaluation and employment are lack of rationality and fairness, it will cause teachers' complaints, and ultimately the appraisal results can not really reflect the performance of teachers. Specifically, first of all, the evaluation index is unreasonable. Most of the time, the evaluation index mainly focuses on the number of papers published and applied scientific research projects, which to some extent will lead to shoddy situation. Sometimes, less attention is paid to teachers' teaching attitude, sense of responsibility, service consciousness, innovation consciousness, etc. Secondly, the practicability of evaluation is insufficient. Generally speaking, the assessment subject is mainly concentrated in the personnel department of colleges and universities, but the teachers lack a clear understanding and cognition of the assessment indicators. At the same time, in case of special circumstances in the assessment process, some teachers do not prepare in advance, resulting in the assessment results are not particularly ideal.

2.3 Lack of spiritual incentive methods

In the whole incentive mechanism, material incentive belongs to external incentive, but spiritual incentive is also indispensable. Teachers in Colleges and universities are typical knowledge workers, and their professional skills and teaching ability are higher than those of non knowledge workers. Sometimes they are more concerned about whether their personal potential can be fully stimulated and whether they have received due respect. These are inseparable from spiritual motivation. However, from the perspective of reality, the spiritual incentive methods in Colleges and universities are neither rich nor in-depth, which will directly or indirectly affect the subjective initiative of teachers, sometimes cause a waste of resources, seriously affect the high-quality completion of education and teaching in Colleges and universities, and is not conducive to the long-term development of teachers.

3. Effective strategies for the incentive mechanism of art teachers in Colleges and Universities

3.1 Improve the pertinence and flexibility of incentive methods

First, hierarchical and classified incentives. In order to achieve effective incentives for art teachers, the key is that colleges and universities should fully analyze the personalized characteristics of each teacher, master the differentiated needs of teachers, so as to implement hierarchical and classified incentives for teachers. The administrators of colleges and universities should increase the investment in the construction of teachers' team, create a good working atmosphere for teachers' scientific research, life and work, and build a good platform for teachers' personal display and growth. On the one hand, colleges and universities can start from internal incentives, implement spiritual incentives for teachers, guide teachers to establish a correct outlook on life, values and the world, and let them love teachers' work from the bottom of their hearts. On the other hand, they can also start from external incentives, broaden the channels of understanding, and actively find out the difficulties of teachers from the aspects of life and work in time and give help. For teachers with higher professional titles or rich experience, colleges and universities can give them higher-level needs from the spiritual aspect, such as honor incentive, emotional incentive, etc. For teachers with lower professional titles, we should pay attention to material incentives while spiritual incentives, so as to provide them with more opportunities for promotion and exercise.

Secondly, the implementation work should be enriched. The most effective way to motivate employees is to increase their work content, make the work content more profound and interesting, and guide teachers to plan and control their work scientifically and reasonably. For example, colleges and universities should provide rich training opportunities for young teachers at the front line, arrange some complex work contents for them, significantly improve their work initiative, and fundamentally eliminate teachers' job burnout. For example, colleges and universities should encourage teachers to actively participate in the formulation and optimization of rules and regulations and management plans of colleges and universities, enhance their right to know and participate, and actively adopt rationalization suggestions. In this way, it can create favorable opportunities for fully stimulating teachers' working potential and creativity, and greatly enhance teachers' sense of responsibility and achievement. Finally, the goal of positive motivation is achieved.

3.2 Improve the professional training of young teachers

For a long time, colleges and universities have paid special attention to the professional training of young art teachers. According to the reality, most of the art teachers in some colleges and universities go to work directly after graduation, so they lack certain professional practical skills and necessary practical experience. Therefore, in the process of professional practice teaching, it is slightly green and inexperienced. Therefore, colleges and universities should set up special funds for the training of young teachers, such as encouraging teachers to practice and exercise in the enterprise practice base, participating in the research and development of scientific research projects, and carrying out the teaching practice of industry university research integration.

First, actively implement the enterprise practice training system under the guidance of teachers. In order to significantly improve teachers' comprehensive practical teaching ability, help teachers accumulate more front-line teaching cases, and significantly improve teaching quality, colleges and universities should establish a normalized training system. Only in this way can teachers truly understand the development trends of the front-line industry, be familiar with the latest service mode of the enterprise, understand the advanced art and new technology, accumulate richer practical experience, and strive to contribute to the development of the enterprise. In order to promote the rapid growth of young teachers, colleges and universities should take tracking and assessment measures to make them grow into double qualified teachers with both ability and political integrity.

Secondly, according to the actual situation of young teachers, make personalized career development planning. Colleges and universities can set up teacher development centers to systematically and comprehensively promote the overall career planning and design of teachers, guide different teachers to plan and design personalized career planning, and provide young teachers with a set of scientific evaluation and measurement systems to guide young teachers to adjust their personal development direction according to the actual development of Colleges and universities, Finally realize the coordinated development of personal goals and school goals.

3.3 Unblock the promotion channels of young teachers

For young art teachers, their enthusiasm for promotion is particularly high. If colleges and universities give correct guidance and create a good promotion atmosphere for young teachers, they will strive to move towards their goals. Slowly, teachers' sense of responsibility and mission will also be significantly enhanced. In order to achieve the above goals as soon as possible, colleges and universities should formulate scientific evaluation and employment system and supervision system to safeguard the rights and interests of teachers, and carry out reasonable regulation according to the actual situation of teachers, so as to ensure that the promotion mechanism can operate efficiently within the school.

First of all, a competitive employment mechanism should be implemented. Benign competition is conducive to fully mobilize the

enthusiasm of teachers' work, fundamentally breaking the traditional status quo of fixed posts based on the will of leaders. On the contrary, teachers can compete for posts according to their own interests and hobbies, which can play a good incentive role for teachers imperceptibly.

Second, open up different types of promotion channels. At present, the promotion channels of university teachers are roughly divided into two types, namely, job promotion and professional title promotion. If some teachers are more interested in administrative management, colleges and universities can provide them with certain job promotion incentives, and open up their professional title promotion channels for academic talents. At the same time, colleges and universities should also actively listen to the suggestions put forward by teachers, frequently remind and strictly control the promotion of professional titles and positions, adhere to fairness and justice in the whole process, fully mobilize the enthusiasm of teachers' work, and fundamentally eliminate the negative psychology of teachers.

3.4 Improve the teacher performance appraisal mechanism

In order to assess and evaluate teachers' performance fairly and impartially, colleges and universities should formulate scientific and reasonable means of performance assessment, so as to achieve the purpose of effective incentives for teachers.

First, optimize the assessment content. Colleges and universities should always adhere to the principle of comprehensiveness and universality when setting the assessment content, and the assessment standard should always adhere to the people-oriented principle. At the same time, in addition to the reasonable and effective assessment of teachers' own work results, they should also carry out effective and scientific management of teachers' work, so as to highlight the comprehensiveness of management work and ensure the systematic and integrated development of teachers themselves.

Secondly, improve the assessment indicators. Sometimes, the assessment indicators can not complete the quantitative analysis of teachers' work results. At this time, it is necessary to combine quantitative and qualitative analysis, such as teaching results and work status. In the process of actual assessment, diversified assessment methods such as leadership assessment, colleague assessment and peer assessment should be combined. The assessment indicators for teachers should adhere to the principle of quantitative, supplemented by qualitative. At the same time, the assessment should follow the principle of operability, so that teachers can take the initiative to realize the importance of their own responsibility, and fundamentally change teachers' teaching philosophy.

3.5 Adhere to the principle of combination of spirit and material

From the perspective of modern management theory, the incentive mechanism has always had obvious characteristics of openness, and should change with the changing times and environment. The development of research universities has significantly increased the requirements for teachers' innovative spirit, and teachers' sense of competition should also be constantly strengthened. Only in this way can teachers' self-development and lifelong learning needs be significantly improved. From the perspective of the development of the times, the incentive mechanism in different periods is also different. After the 1990s, teachers have strong material requirements, and the incentive mechanism should be based on material incentives. After entering the 21st century, teachers in the new era have strong spiritual needs, and their self-awareness is relatively high. At this time, the establishment of an effective incentive mechanism should start from the actual needs and characteristics of teachers, and in combination with the future development trend of the school, we must pay attention to the combination of material incentives and spiritual incentives, so as to promote the enthusiasm of teachers. Significant improvement in initiative and creativity.

Material incentives are well understood. Colleges and universities should improve the performance appraisal system, optimize the professional title evaluation system, strengthen the pertinence of the on-the-job training system, and give other aspects of material assistance. Spiritual incentives include dredging teachers' psychological state, giving teachers sufficient trust, and forming positive reinforcement of honor. In short, colleges and universities should recognize teachers' work through a series of reward activities to meet the actual needs of teachers' self-development. Generally, the premise of honor incentive is to conduct a fair and just assessment of teachers' work performance, which needs to involve the key points of performance assessment in terms of material incentives. After that, colleges and universities should positively strengthen teachers' work by setting up "excellent teachers" awards.

epilogue

For a long time, colleges and universities have been aiming to cultivate high-quality comprehensive talents. In view of the close relationship between teachers and talent cultivation, the overall quality of teachers' team should be paid special attention to by colleges and universities. Among them, the establishment of an effective and perfect incentive mechanism can fundamentally prevent the brain drain, retain talents for colleges and universities, and improve the overall management quality of colleges and universities, which is of positive significance to the cultivation of senior talents in Colleges and universities. From this point of view, colleges and universities should pay special attention to the establishment of effective teacher incentive mechanism in order to protect the long-term development of colleges and universities.

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Research on professional teaching of electrical automation technology specialty in Higher Vocational Colleges

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Abstract: the responsibility of vocational education is to cultivate and provide professional talents for the society, so as to meet the social demand for professional talents and promote the development of social economy. Therefore, teachers of electrical automation technology specialty in higher vocational colleges need to strengthen the development of professional teaching, pay attention to the cultivation of students' practical ability, so that students can have more outstanding competitiveness after graduation, and get the favor of the market. Based on this, this paper takes the professional teaching of electrical automation technology specialty in Higher Vocational Colleges as the research object to carry out research and analysis, aiming to find effective strategies for the professional teaching of electrical automation technology specialty in higher vocational colleges, so as to help China's Higher Vocational Colleges complete the professional teaching reform and cultivate more excellent professionals.

Key words: Vocational education; Major in electrical automation technology; Professional teaching

With the development of society, the competition in the market has become increasingly fierce. After entering the society, many students graduated from vocational colleges have difficulties in finding jobs and lack of competitiveness. This situation is mainly because many vocational colleges pay too much attention to the teaching of students' theoretical knowledge, but ignore the development of practical teaching, which leads to the lack of students' professional ability and affects students' future employment. As a field with high requirements for technical level, electrical automation needs more talents with excellent technical level. Therefore, higher vocational electrical automation technology teachers need to carry out professional teaching reform, pay attention to the cultivation of students' professional ability, so that students can find their favorite job after graduation, so as to obtain better development.

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