

Problems and Countermeasures in the Construction of Teachers Team in the Training of Applied Talents of Administration Major

Zhang Ting

Xingzhi College of Xi'an University of Finance and Economics
Xi'an, China, 710038

Abstract—Administration as a traditional specialty must embark on the road of application-oriented transformation, aiming at training applied talents and adapting the need for social and economic development. Creating an applied teacher team is the fundamental measure to guarantee the target of training applied talents, starting from three aspects of teacher introduction, cultivation and assessment are conducive to improving professional teachers' practical ability.

Keywords—Administration Major; Application-oriented; Teacher Team

I. INTRODUCTION

The major of administrative management has been set up in many universities in China since the 80s of the last century. Up to now, most colleges and universities have set up this major. Theoretically speaking, the major of administration in our country is developed from political science, so it has a strong theoretical character in the outset. Practically speaking, administrative management involves a wide range of fields, including the government and its functional departments, institutions, enterprises and social organizations, which also determine its strong practicality. Overall, in the process of self-development and cultivation of students, administrative majors should pay attention to two aspects: On the one hand, it emphasizes the accumulation of students' theoretical knowledge, on the other hand, it emphasizes the cultivation of their practical skills, focusing on cultivating students with strong theory, high quality, and ability.

In order to meet the demand of economic development, satisfy the request of industry, trade and enterprise, the training of applied talents in administration major should be put as core training aim, in order to fulfill this objective, it appears especially important to establish a teacher team for training applied talent. These theses analyzed concrete problems among present administration major teacher team construction, and submit the corresponding strategy.

II. THE QUALITY REQUIREMENTS AND SIGNIFICANCE OF TEACHING STAFF CONSTRUCTION IN THE TRAINING OF APPLIED TALENTS OF ADMINISTRATION MAJOR

A. Quality requirements of teaching staff construction in the training of applied talents of administration major

Training applied talents for administration major; it involves many aspects, such as defining the training target, setting up the curriculum system scientifically, renewing the teaching tool and methods, closing cooperation between schools and enterprises, establishing a scientific evaluation index system, and building a team of top-quality teachers. One of the indispensable conditions is to build a high-quality teaching staff, aiming at the training goal of applied talents in administration major, the so-called high-quality teaching staff, "applied" is an important index for judging and evaluating teacher's quality.

Without applied teachers, it is impossible to cultivate applied students. For administration major, the intention of applied professional teachers should include: On the one hand, they must have excellent theoretical knowledge of administration major, good academic and scientific research ability, higher teaching ability of administration major. On the other hand, they also have better practical application ability and practical guidance ability, they have rich experience in social practice and can combine theoretical knowledge with practice closely, using theory to guide practice and sublimating theory in practice.

B. The important significance of establishing administration major applied teacher teams

Firstly, it has big significance for a traditional major of administration to establish an applied teacher team. It is favorable to change peoples previous thinking about administration major's high theoretical property, low practical property, it is favorable to improve administration major's social reputation according to improve university applied teachers, widen administration major students' employment channels, it makes students occupation not limited in government, they also can work in public institution and enterprise and social organization as administrative jobs. Secondly, to universities, applied administration major teacher team establishment can provide strong talent support and

ZhangTing, Female (1985 --) Han nationality, native place: Dali, Shaanxi Province, lecturer, master's degree research direction: public administration.

intellectual support for transition traditional universities to applied universities, to provide sufficient teaching resources to cultivate applied students, then push university transition development and upgrade and improve quality and efficiency of university talents cultivating, thirdly, to teachers themselves, applied teacher team establishment can change teachers thought, attach importance in developing own practical ability and accumulating of practical experience, improve administration major teachers' specialization enormously, professional skills and professional vision areas, favorable to researchers occupation identification and occupation development. Lastly, to students, applied teachers team establishment can make teaching and studying interactive well, accept more professional guide, make students to grasp plentiful professional skills, push students major learning well match with industry demand, further fulfill social and economic development demand, therefor, from the overall, administration major applied to teach team establishment is important basically jobs for major development, university transition, teacher's own development, is a necessary choice of many sides win-win.

III. THE MAIN PROBLEMS AMONG THE CONSTRUCTION OF APPLIED TYPE TEACHERS TEAM IN ADMINISTRATION MAJOR

Teaching staff affects achieving of applied type goals in administration major, among the teaching staff, the ones who have high talent and rich practical experiences play an important role in training administration major students' practical ability. But according to the status of administration major teachers' team in the applied university of present China, it seems not optimistic.

Firstly, fresh teachers of administration major lack of practical background. Most fresh teachers of administration major are fresh graduates, although they have high education, basically postgraduate or above, they seldom has experience in working government and enterprise, their understanding of concrete problem in practice also stays in theoretical perspective, which makes students' understanding about major knowledge also stay in the books, can't match with practical jobs. In the help of the internet, many teachers can complete the inadequate of practice in virtue of internet resource, such as online curriculums, practical cases, but their practical ability still has discrepancy compare to those who already worked in society directly, it can't meet the demand of students to promote practical skills in practical teaching.

Secondly, inadequate fund input in applied teachers team construction of administration major incur inadequate talent training and arousing. It shows concretely as follows: lack of outstanding major pace-setter to lead and guide administration major teachers, owned teachers have unsuitable sides in educated-related structure, education level structure, professional title structure, major field structure, lack high level of comprehensive talented "double teachers" whom expert in theoretical teaching or practical teaching, lack of continue teaching or training for teachers in this major in daily routine. Besides, affected by traditional thinking, some administration major teachers think it is science and engineering university teachers should improve its practical

ability, for the administration major which cline to liberal arts, their teachers only need to teach in the classroom. This wrongly thinking makes teachers it has insufficient conscious of the importance of improving practical ability.

Thirdly, it is unscientific for the evaluation of teachers' practical ability. The evaluation is to evaluate the teaching process performance of the teachers, it is the last steps of teaching activity, it affects teachers positivity directly, guide the directions and concrete movement of teaching and studying potentially too. Many universities still follow traditional ways in administration major teachers evaluation: still, focus in teaching and researching, pay attention to teachers' class hours and working load, assigned scientific efforts, use this standard to evaluate teachers working situation, as proof of rewards and punishment. It hasn't take into consideration of grasping of new skills and improving practical ability of teachers under applied type target, also haven't exemplified in concrete and reasonable evaluation data, it causes a trend, namely improvement of practical ability does not lie in evaluating and assessing range, so it shows it not important in real work, which makes teachers pay less attention to improve their practical ability.

IV. THE ROUTING TO CREATE APPLIED TYPE TEACHERS TEAM FOR ADMINISTRATION MAJOR

To achieve the target of training applied type talents for administration major, it must depend on a teacher team with high specialization talents, good structure, and practical ability. Therefore, it should focus on establishing applied type teachers team in each applied type universities, centering on "double teacher" type teacher team, experiment, practical training, practice work and specialized leader, devoted to cultivating applied type talents with high ability and high talents.

Firstly, in the training of administrative application-oriented talents, we must attach importance to the construction of application-oriented teachers as basic work. Universities must adhere to scientific, practical and efficient guiding ideology, take the practical ability of administrative management teachers as an important indicator of the introduction, selection, training, promotion, assessment and evaluation of teachers, guide the management and teachers to attach importance to the application ability, and promote the sustainable development of the construction of the applied teaching staff of administration .

Secondly, to improve the proportion of "double teacher" type teachers in administration major. In one side, cultivate owned teachers' practical skills. Encourage teachers to temper in government, enterprise, public institution in summer and winter vacation, to face real scene, to solve real problem, then to improve their practical ability; university provides opportunity, encourage teachers to participate in high-level academic meeting, short time industry training, exchanging learning experience to outside or further studying, to improve teachers' knowledge and ability and teaching level. To accelerate updating speed of knowledge of administration major, grasp front edge knowledge; encourage cooperation between teachers or government, to push a combination of

industry, study, research, probe ways and solve practical problems, improve teacher's research ability and applying ability indirectly. Another hand, bring in strength from outside university, to fulfill the administration major teacher team. To every university, inside teaching staff power is limited, must depend on outside excellent teaching resources to complete. Employ those who worked in government, public institution, social organization, with high education level, rich experience, as part-time teacher of public administration, These teachers can guide these major teachers and students by kinds of flexible ways, pass their practical experience to students, these methods including fixed term or unfixed term lecture, real practice exercising, professional consult. According to teachers' team co-establishment from both inside and outside, achieve to goals of teachers team with all-around talents, ability structure cline to fineness during administration applied talents, to provide intellectual support for applied cultivation goals.

Thirdly, completer teachers' evaluation system in administration major.

Administration major teachers are guides for students' specialization recognition and specialization learning, they are a performer of goals of cultivating applied talents, they should intensify their own practical applying ability consciously. In order to lead teachers to improve their own applying ability, it must build a scientific teaching evaluation system. In one hand, applied universities should build reasonable evaluating and assessing the system. It should include not only teachers previous teaching workload and researching workload, but also the teachers efforts outside of teaching activity taking into consideration of evaluating and assessing system, such as task load in practical teaching, contents of taking part in academic activity, items which tempered in working in the government and enterprise, jobs of guiding students to participate in practical activity, the above jobs should be figured into evaluation system according to reasonable standard, and relate them with teachers award and salary institution and occupation promotion, arrive to coherent strategies. In another hand, in the process of complete evaluation and assessing system, applied universities should distinctly confirm standards of "double teacher"; recognize those teachers who qualified with an assistant title or above, working in enterprises with relevant experience, with certifications of relevant professional skills as "double teachers" talent standard. Via strategy inclination in promotion strategy and training opportunity, it encourages administration major teachers' transit to "double teacher" positively. Besides, administration major teachers should be encouraged to take part in kinds of practice teaching activity, to promote teachers devoted in practical teaching activity provided by a school, or teachers seek opportunity actively by themselves to shape or promote their own practical abilities. Let the teachers from passively accepting training to ask to take part in promoting training gradually, to improve practice level and applying ability. Only if the three steps are well controlled: teachers' team entrance - introduction, middle - cultivating, output - evaluation, can applied teacher team can be well forged for administration major.

V. CONCLUSION

The realization of the training goal of applied talents in administration major must depend on the application-oriented teachers. Only if well controlled the three steps: teachers team entrance-introduction, middle-cultivating, output-evaluation, through the whole process and all-round efforts, we can truly achieve our goals.

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