

Problems and Countermeasures in the Construction of Management Teams in Colleges and Universities

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Abstract

Adult colleges are important bases and cradles for training higher professional and technical talents, and also the core of scientific research activities. In order to improve the quality of running a school, a school must establish an appropriate number, a reasonable structure, good quality and a stable management team. Adult education is a part of higher education, which is also facing reform and development. It is a major issue to cultivate a group of managers who master the latest scientific trends, use advanced scientific knowledge, and have good management quality, which is related to improving the quality of adult education and realizing the reform of adult higher education. So. It is of great practical significance to evaluate the quality of adult higher education management to better promote the healthy development of China's adult education system.

Keywords

Adult higher education; Management team; Problems and countermeasures.

1. Introduction

The development goals of adult higher education are diverse, which requires that the development direction of adult higher education should be diversified in order to better improve individual quality. With the arrival of the economic era, knowledge is being updated faster and faster, and the knowledge level of all kinds of professionals is also constantly improving. Due to the economic and social development and the adjustment of the industrial structure, the jobs people are engaged in are also changing. School education alone has been difficult to adapt to the development of society. In order to adapt to the lifelong learning needs of all levels of society, we must provide people with a lifelong learning environment. In addition, with the diversified development of adult higher education and its own characteristics, adult higher education must have an educational system and form that match with schools. At present, teachers are the main restricting factor for the development of adult higher education in China.

2. Background of Adult Higher Education Management Team Construction

(1) Implementation of the strategy of strengthening the country with talents

From a populous country to a talent country, education is the most basic element. Only in this way can we adapt to our basic national conditions. The establishment of China's adult higher education system is not only a necessary condition to accelerate the transformation of China's human resources, but also an important part of promoting China's talent strategy. As the main body of talent training and development, strengthening the construction of teachers is not only an inevitable requirement for the development of adult higher education management itself, but also a requirement to adapt to and serve the talent strategy.

(2) Promotion of popularization of higher education

UNESCO has noted that in terms of higher education, it is necessary to constantly expand the higher education policy and increase the number of students so that everyone can get better education according to their abilities. In recent years, the scale of higher education has gradually expanded and entered the stage of popularization. Due to the rapid development of ordinary colleges and universities in China, it is very difficult to consolidate and upgrade them. Due to the integrity of the unique organizational structure, the expansion of educational objects, the high level of social needs, the diversification of school running forms, and the sociality of school running subjects, adult higher education management team building has become increasingly prominent in the process of popularization in China.

(3) The diversified needs of adult higher education

With the renewal of social knowledge, improvement of skills, job competition and improvement of quality of life, people have higher and higher requirements for receiving higher education. However, the adult education resources in China are far from meeting the needs of social development. The most realistic way to solve the contradiction between supply and demand of higher education is to coordinate higher education resources at all levels, establish a multi form, multi-channel, multi-level, extensive and open lifelong education network with adult higher education management team as the main body, and improve the supply of adult higher education to meet the diversified needs of society. Teachers are the basis and key to build and develop the network system. Therefore, it is an urgent task to cultivate a group of adult higher education management teams that can meet the needs of knowledge innovation.

3. Characteristics of the Construction of Adult Higher Education Management Team

(1) Combination of "double teachers"

The purpose of adult higher education is to cultivate application-oriented talents. Only by outstanding application in employment can it become a competitive occupation. Therefore, teachers should have a certain academic level and teaching level, as well as a certain amount of rich experience in social practice and production practice. For example, accounting teachers should not only have the professional title of lecturer, but also have the qualification of accountant. This team of teachers can best meet the needs of teaching, and is loved by the majority of students. It is also a feature of the combination of "two teachers".

(2) Resource scarcity

At present, the construction of our country's teacher team, especially the "double qualification system" teacher team, which is in urgent need of vigorous development and strengthening, is the top priority of our country's adult higher education teacher team construction. However, the number of such teachers is relatively small. According to the data in 2004, China's adult colleges and universities have 4.198 million students, including 86100 full-time teachers, an increase of 1000 over last year. However, there is still a shortage of resources for "double qualified" teachers.

(3) Construction reliance

The task of adult higher education management and training is very heavy, involving many subjects and few teachers. Therefore, compared with ordinary universities, the teaching content has changed greatly. Therefore, it is necessary to hire some experts to learn from the school for part-time work. Colleges and universities are the centers of scientific research institutions. Only with the support of scientific research institutions can adult higher education make the management team more perfect.

(4) Process liquidity

In adult colleges and universities, there are a certain number of teachers, some even have no fixed teachers. The development of adult higher education requires not only adapting to the needs of students in different majors, but also adapting to the two-way choice of employers and employed teachers and the competition between schools, which is also the law of the construction of teachers in adult colleges. Therefore, on the whole, the construction of adult higher education teachers in China presents a mobile feature.

4. Construction Mechanism of Adult Higher Education Management Team

(1) Dynamic planning mechanism

The construction of teachers' team is a working strategy that will be carried out for a long time. Its connotation includes development goals, basis for realization, steps for realization, contents, methods, etc. It is forward-looking, scientific, operable and dynamic. The management team of adult higher education is based on the new background and characteristics of the teaching team, the variables of the school's own conditions, and the accurate analysis and grasp of the teachers' situation. Its two-tier mechanism includes the information collection mechanism, the goal review and adjustment mechanism, and the implementation feedback mechanism to adapt to the changes in the general environment, the improvement of the school conditions, the needs of educational reform, and the overall planning and adjustment of the university, so as to ensure the efficiency of teachers.

(2) Assessment and evaluation mechanism

The assessment and evaluation mechanism is an indispensable part of the optimization of the operating mechanism of the teacher team. Regular quarterly and annual assessment of teaching work should be carried out for candidates. The focus is to assess the teaching effect of teachers through student information feedback, organize supervisors to conduct professional evaluation and make professional evaluation. Therefore, the teacher performance appraisal mechanism mainly includes: the teacher performance appraisal index system and the related operating mechanism, the timely feedback of student information on teaching information, the working mechanism of the teaching supervision group, the special evaluation mechanism, etc., to promote the optimization of the teacher team.

(3) Incentive mechanism for high-quality teachers

In order to realize the transformation of teachers from traditional teaching to innovative teaching, and to achieve the innovation of teaching quality, schools need to build a target incentive mechanism with the content of improving teaching quality, a teaching incentive mechanism that combines academic innovation, education and teaching content innovation, method innovation, spiritual incentive and material reward, establish and implement the "excellent education and excellent reward" system, in which students, tutors The evaluation and feedback of teaching experts on teachers, combined with the spirit incentive mechanisms such as mid-term and final inspections, and commendation of outstanding teachers, constitute a high-quality teacher incentive mechanism system, and effectively motivate high-quality teachers.

5. Problems in the Construction of Adult Higher Education Management Team

(1) The quality of the management team is not complete

At present, most adult education management teams are managers who have not received formal training, "become a monk", and work while learning. Some people have not gone to college, and some people have professional degrees, but they do not know much about education, psychology, and management. Even teachers with teaching experience are not deep

enough in the field of adult education, and their original knowledge structure can no longer meet the requirements of adult education management. In the case of "congenital deficiency" in education, teachers are only busy working and dealing with government affairs, rarely summarizing, and exploring the learning rules of adults, adult education science and adult education management methods is very superficial. Day after day, year after year, it only outputs but does not input. It lacks both necessary professional skills and systematic management knowledge. It cannot innovate and improve scientific management. It will only stay in a transactional and experiential management mode, thus affecting the school's work efficiency.

(2) Problems of management system

The development of adult higher education was formed in the period of planned economy. The highly centralized management system of higher education has concentrated the power of higher education too much. Moreover, the excessive government intervention and supervision have made it difficult for adult education organizations to adapt to market changes and lack flexible adaptability. In addition, in the process of running adult higher education, there are great gaps in enrollment plans, school levels, specialty settings, etc. These are important factors that affect the development of adult education. In addition, after entering WTO, the marketization of adult higher education has become a general trend. The management system of adult higher education is to meet the objective needs of the development of higher education.

(3) Problems in the construction of teachers and management teams

There are many main factors that affect the competitiveness of adult higher education, the most important of which are teachers and management. At present, there are many problems in adult higher education in China, such as informality, lack of funds, and lack of research funds, which result in the lack of vitality and competitive advantages of adult higher education teachers. At present, there are some problems in the teaching staff of adult colleges and universities in China, such as the great difference between theory and practice, the low quality of the teaching staff, and the unreasonable age structure of the teaching staff. Due to the large gap between the quality of adult higher education administrators and the social needs, the understanding of education laws and education in developed countries is still low. In addition, the theoretical research on the management of adult higher education in China is relatively weak, and there are few bases for the cultivation of management talents in adult colleges and universities, leading to the weak cultivation of management talents and discipline construction. Therefore, our adult colleges and universities need to strengthen the training of teachers.

(4) Major setting and teaching content

Most of the major settings in adult colleges are "people without me, people without me". The major settings are highly imitative and lack of characteristics. Because of the strong guidance of management, the examination and approval procedure of specialty setting, the long examination and approval cycle and other reasons, adult higher education can not timely set up specialties according to the needs of social and economic development. In terms of curriculum content and curriculum system, it is mainly manifested as follows: the curriculum structure is too simple, the knowledge is too finely divided, the theory is emphasized and the practice is ignored, and a complete set of practice teaching system cannot be established. Moreover, the curriculum system is not comprehensive and complete enough to reflect the new trend of scientific and technological development in a timely manner ^[1].

(5) Problems in textbook construction

With the rapid development of social economy and science and technology, the renewal of teaching content in adult colleges and universities will inevitably accelerate. However, restricted by theory and practical experience, the construction of teaching resources in adult higher education is very weak. Most of them use textbooks of relevant courses in full-time

colleges and universities, but there are differences between ordinary colleges and adult colleges in teaching, students' theoretical basis, and knowledge needs, which will inevitably have a certain impact on adult higher education teaching, making it difficult to guarantee teaching quality. Therefore, it can neither reflect the characteristics of adult higher education, nor adapt to the requirements of social and economic development on adult higher education [2].

6. Measures for the Construction of Adult Higher Education Management Team

(1) Establish a contingent of full-time and part-time teachers

Adult education in ordinary colleges and universities should, in accordance with the development plan and based on the characteristics of disciplines and specialties, build a group of high-quality teachers with strong comprehensive abilities. A reasonable plan for the construction of the teaching staff should be formulated according to the development potential, economic affordability and teacher base of the school. In view of the current development of adult education in China, we should strengthen the reform of teachers, effectively build an employment mechanism of "being able to enter and exit, being able to go up and down", introduce "double qualified" teachers who are familiar with the characteristics and laws of adult education teaching, have certain professional theoretical level and practical experience, and introduce specialized talents from relevant enterprises and institutions, relying on professional teachers in ordinary colleges and universities, Establish a full-time and part-time adult education teacher team [3].

(2) Strengthen the training of teachers

Teachers should be strict in politics, strengthen training in business, and make bold use of knowledge in work. The teacher must complete the following tasks before class: ① Training. Senior teachers will carry out the education method of "helping and guiding", and young teachers will be trained according to the teaching rules of adult education. ② Listen to the class. In order to better understand the teaching content of adult education, every teacher should participate in the opening of adult education classes. ③ Try to speak. Each young teacher will give a trial lecture for one or two classes, and the teachers of the course team will participate, then point out the problems, help improve, and gradually complete the teaching of some chapters under the guidance of experienced teachers. ④ Strengthen teachers' teaching and practical operation. Teachers' participation in teaching research promotes the combination of theory and practice, and also promotes students' practical operation ability. In a word, through the implementation of the above courses, every young teacher can skillfully teach. In addition, teachers should be familiar with the teaching rules of adult education and have certain professional ability. Encourage and guide young teachers to constantly hone themselves in teaching and scientific research practice to improve teaching level and teaching quality. We should also cultivate a number of teaching and research backbones [4].

(3) Major setting innovation

With the weak autonomy of the Chinese government in specialty setting, adult colleges and universities should pay attention to market research, curriculum system design, demonstration of teaching methods, social needs, graduation direction and other aspects of planning in the process of setting up new specialties, and require college specialty design to have foresight, vitality and personality, so that adult colleges and universities can have their own characteristics, and thus establish a good social image in society, At the same time, it can also establish a unique talent system and form a stable source of students. At present, adult higher education institutions do not have independent specialty settings, and the opening of new specialties in adult higher education institutions must be approved by the provincial education administrative department and the Ministry of Education. The uneven level of economic

development among different regions in China has led to the imbalance in the specialty setting of adult colleges and universities. If we want to change the specialty setting and management mode of colleges and universities, we should make the adult higher education management team adapt to the needs of social development [5].

(4) Innovation in textbook construction

The textbooks of adult colleges and universities are different from those of full-time colleges and universities. The textbooks should be "practical, targeted and flexible". For this reason, similar adult higher education institutions in China must establish a unified textbook editing committee to adapt to the characteristics of adult education. According to the quality of majors and posts and the training of professional skills, the courses are arranged in a targeted way [6].

(5) Fully understand the position of management in adult higher education

Adult higher education management is a science with dual functions of educational management and administrative management. It is a comprehensive discipline involving management, pedagogy, psychology and sociology. The core of adult higher education management is cadres, and in the management, people are both the main body and the dynamic factor. The specific goal of China's adult higher education management is to gradually form a management system with Chinese characteristics, which meets the requirements of modern management, has complete functions, reasonable structure, coordinated operation, flexibility and efficiency [7].

7. Conclusion

To sum up, young managers should establish the concept of "lifelong learning" and strengthen the sense of urgency of new knowledge. On the basis of vocational skill training and self-learning, we should strengthen the training of management ability of modern adult higher education (decision-making, comprehensive coordination, using modern means to deal with information, foreign languages, communication, etc.). At present, adult higher education fully implements quality education and pays attention to the cultivation of students' creativity and practical ability. Therefore, higher requirements are put forward for educators. In order to further improve the scientific management of adult higher education in China, we must constantly strengthen learning and scientific research.

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