

Research on Strategies for Improving the Teaching Ability of University Teachers under the Background of Integration of Industry and Education

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Abstract

Promoting the improvement of teaching ability of university teachers in the context of industry education integration is an effective way to improve the quality of university education in the new era. At present, most university teachers in China lack social practical experience and are constrained by the "either promoted or left" teaching evaluation system. Most university teachers focus on academic research and do not pay enough attention to their own teaching ability level, leading to the phenomenon of "high education, low ability" among university teachers, which seriously affects the quality of university teaching. In response to this situation, Chinese universities have reformed the teaching situation of university teachers in the context of the integration of industry and education, in order to improve their practical abilities, strengthen their team cooperation awareness, and combine current advanced science and technology to focus on building a high-level university teaching team.

Keywords

Integration of industry and education, University teachers, Improvement of teaching ability.

1. Introduction

With the hot progress of teaching reform in universities, the integration of industry and education has become a new direction of teaching reform in universities. However, traditional teaching reforms have always focused on reforming students' learning abilities, while neglecting the reform of teaching abilities of university teachers. At present, most university teachers in China lack social practical abilities and are constrained by the "either promoted or left" teaching evaluation system. They focus on academic research while neglecting the social demand for talent cultivation, making it difficult for them to stimulate students' learning enthusiasm in the classroom, resulting in poor teaching quality and difficulty in cultivating comprehensive talents that are needed in today's society. This paper mainly analyzes the improvement of teaching ability and teaching status of university teachers in the context of industry education integration, and proposes corresponding strategies accordingly.

2. The Current Teaching Situation of University Teachers in China

2.1. Professional Course Teachers Have Poor Practical Abilities, Making It Difficult To Connect Theory With Practice.

At present, most of the professional course teachers in universities in China are directly staying to teach after graduation. These teachers lack social practical experience; especially in the rapidly changing era, where the emphasis on "academic talents" in teaching methods is no longer able to meet the needs of the times, and there is an urgent need to make changes. With

the implementation of teaching reform in universities, there is now a greater emphasis on cultivating students' professional skills and practical talents in the teaching and training process of professional courses in universities. However, due to the lack of practical experience among Chinese university teachers, most of them have high achievements in the academic field. However, for professional courses in universities, achievements in the academic field do not necessarily mean that they can be applied to the field of professional courses. Theory is difficult to connect with practice, which leads to the detachment of university teaching from current social needs and difficulty in achieving the goal of talent cultivation. At present, the number of college graduates in China is increasing year by year, and there are more and more people with "high education and low abilities" in society, which to some extent hinders the development of China's economy. This also leads to an increasing attention from the social level to the teaching reform of universities. However, due to the poor practical ability of professional course teachers in universities and their excessive emphasis on the cultivation of "academic talents", theoretical teaching is difficult to connect with practical life, and the achievements of teaching reform in universities are not significant enough. Not only can students' professional literacy be improved fundamentally, but they also cannot cultivate professional talents that meet the needs of social development [1].

2.2. University Teachers Lack Teamwork Spirit and Individualism is Rampant.

Due to the constraints of the "either promoted or left" evaluation system, most university teachers devote a lot of energy to academic research, and this type of academic research is mostly completed alone, with few group collaborations. It leads to a lack of teamwork spirit in university teaching, and individualism is rampant in both academic research and daily teaching processes, which seriously affects the quality of university teaching. College teaching should not be an individual's "solo struggle", only cooperation between different groups can improve teaching quality and achieve teaching objectives. However, in recent years, both Chinese universities and university teachers prefer to conduct teaching independently and rarely collaborate with other organizations, which seriously affects the improvement of teaching quality. Especially for higher education teaching, overly independent teaching can hinder universities from understanding the current development of society, nor can they timely understand the needs of enterprises for talents. The trained talents will also be off track with society, unable to meet the current demand for higher education talents in society, and thus seriously affect the national economic development.

2.3. The Training System for Young Teachers is Not Sound Enough, and the Quality of Teaching is Poor.

Currently, most universities are actively introducing young teachers to ensure the youthfulness of the teaching team in universities, in order to ensure the vitality of university teaching. However, most universities in China do not have a complete system for cultivating young teachers. In the process of teacher training, teachers often value their academic abilities and pay insufficient attention to their teaching achievements. It leads to some teachers concentrating their energy on academic research in order to better stay in universities and work, resulting in low personal teaching levels and inability to achieve the goal of talent cultivation. For university teachers, the most important thing should be the improvement of their teaching ability. In the training system of young teachers, more attention should be paid to the cultivation of their teaching ability. However, due to the constraints of the "either promoted or left" evaluation mechanism, most universities in China pay too much attention to the academic ability of young teachers in the training process, and easily overlook the key factor of their teaching ability. The teachers who ultimately stay behind often have high academic levels and insufficient teaching abilities, unable to effectively undertake the important task of

talent cultivation, ultimately leading to poor quality of classroom teaching in universities, which is not conducive to talent cultivation in universities.

2.4. Some University Teachers are Unable to Keep Up With the Trend of the Times and Lack the Concept of Cultivating Morality and Talent.

With the continuous changes of the times, the demand for talents by enterprises is gradually changing at the social level, with an increasing demand for professional literacy and comprehensive abilities of talents. However, in the process of higher education and teaching, most universities still adopt traditional teaching models, which overly emphasize the cultivation of students' academic abilities and neglect the cultivation of students' practical abilities. Although some university students hope to embark on the path of academic research in the future, most university students in China still hope to learn many practical skills in university classrooms, which will provide convenience for them to enter society in the future. At present, some university teachers are unable to keep up with the trend of the times and still use traditional teaching methods in the teaching process. The teaching philosophy is outdated, lacks the concept of cultivating morality and talents, and places too much emphasis on improving students' test scores, while neglecting the cultivation of their practical and comprehensive abilities. The outdated teaching philosophy and methods cannot stimulate students' enthusiasm for learning, resulting in poor classroom teaching quality. It is difficult to achieve the goal of talent cultivation [2].

3. The Significance of Improving the Teaching Ability of University Teachers

3.1. Helping to Improve the Quality of Teaching in Universities.

Currently, due to the inability of university teachers to integrate theoretical teaching with practical teaching in the teaching process, the quality of teaching is poor, and students find it difficult to learn more useful knowledge from the teaching process of professional courses. Especially with the continuous changes of the times, the demand for professional talents in society is increasing. However, influenced by traditional teaching concepts, Chinese universities still adopt traditional teaching methods in the teaching process. It is difficult to stimulate students' enthusiasm for learning professional courses, resulting in poor teaching quality and insignificant teaching outcomes. In this context, Chinese universities have reformed the current situation of teaching and learning in colleges and universities through the integration of production and teaching. Through a series of measures, they have effectively improved the teaching ability of college teachers in professional courses, introduced more advanced teaching concepts and teaching methods in the teaching process, and stimulated students' interest in professional courses. It is conducive to improving the teaching quality of colleges and universities, and also helps to cultivate more professional talents in line with the requirements of the development of the times.

3.2. Helping Promote the Comprehensive Development of Talents.

The demand for university talents in today's society has shifted from focusing on "academic talents" to focusing on "professional talents", with a greater emphasis on practical skills. Currently, most university teachers in China lack social practice experience and often have high academic abilities. However, their social practice abilities are relatively scarce, which cannot meet the needs of today's society for talent cultivation. In response to this situation, Chinese universities have improved the teaching level of university teachers through the integrated teaching model of industry and education. In the teaching process, more attention is paid to the cultivation of students' practical abilities, achieving an effective combination of theoretical teaching and practical teaching, which helps to promote the comprehensive development of

talents, cultivate talents from a more professional perspective, and also help cultivate more professional talents that meet the requirements of social development.

3.3. Helping to Meet the Needs of Social Development.

With the continuous changes of the times, China has entered the digital era, and the Internet has penetrated into all aspects of people's lives, having a great impact on people [3]. However, for a long time, Chinese universities have not been in line with society in the process of talent cultivation, and their perception of the development and changes of the times is not deep enough, and they do not have a sufficient understanding of the needs of the current era for talent development. In this context, Chinese universities have improved the teaching ability of teachers through the integrated teaching model of industry and education, updated their teaching concepts, and integrated more advanced teaching technologies into daily teaching. It helps to stimulate students' learning enthusiasm and better meet the needs of today's society for talent cultivation.

4. Research on Strategies for Improving the Teaching Ability of University Teachers under the Background of Integration of Industry and Education

4.1. To Emphasize the Improvement of Teachers' Practical Abilities and Combine Theoretical and Practical Teaching.

In the context of the integration of industry and education, universities need to pay attention to the cultivation of teachers' practical abilities, change the traditional teaching evaluation system, reduce the proportion of academic level in teaching evaluation, improve the proportion of teachers' teaching ability in teaching evaluation, and cultivate teachers' ability to combine theory and practice through teaching lectures and other methods, changing teachers' traditional teaching concepts. In the teaching process, more emphasis is placed on cultivating students' practical and comprehensive abilities, and effectively cultivating professional talents that meet the requirements of the times.

4.2. To Strengthen Teachers' Sense of Teamwork and Communication Between Teachers.

In the teaching process of universities, the personal consciousness of most teachers is too strong, and there is a lack of teamwork awareness with other teachers in the teaching process, resulting in poor teaching quality. In response to this situation, universities should strengthen their connections with enterprises, adopt a teaching model that integrates industry and education in the teaching process, and focus on cultivating teachers' practical abilities [4]. In the teaching process, group cooperation teaching can be carried out to enhance communication between teachers and enhance their sense of teamwork. For example, schools can regularly hold sports meetings, group cooperation competitions, and other strong teamwork projects among teachers. On the one hand, it helps to strengthen communication between teachers; on the other hand, it can enhance teachers' team cooperation awareness, thereby improving the teaching ability of university teachers.

4.3. To Improve the Training System for Young Teachers and Improve the Quality of Teaching and Training.

At present, the proportion of young teachers in Chinese universities is gradually increasing, but their teaching experience is relatively scarce, and they cannot fully stimulate students' learning enthusiasm in the teaching process. Their teaching level is limited, leading to poor teaching quality. In response to this situation, Chinese universities need to build a more complete system for cultivating young teachers, pay attention to the cultivation of young teachers' teaching

abilities, introduce more advanced teaching concepts and methods, combine the characteristics of the young teacher group, integrate the school enterprise cooperative teaching model in the training process, and effectively improve the quality of teaching and training, in order to cultivate more young teachers who meet the requirements of the times and are more professional, and strive to build a high-level teaching staff.

4.4. To Strengthen School-Enterprise Cooperation and Work Together to Cultivate High-Quality Talents.

In the context of the integration of industry and education, the improvement of teaching ability of university teachers cannot be separated from the help of enterprises. In the teaching process of universities, traditional teaching concepts and methods should be broken [5]; cooperation between universities and enterprises should be strengthened, and timely information on the development of the times should be obtained. In the teaching and training process, the needs of enterprise development should be listened to, and the practical ability of teachers should be exercised through the establishment of relevant industries, to improve teachers' social practice level and cultivate more high-quality talents in line with the development of the times under the school enterprise cooperative teaching model.

5. Conclusion

In summary, in the current era of rapid development, the demand for talents in society has transitioned from the original "academic talents" to the current "professional talents" and "comprehensive talents", with a greater emphasis on the comprehensive development of talents. However, there are still many problems in the field of teaching in Chinese universities, such as the lack of social practice ability among university teachers, outdated teaching concepts and methods, and poor quality of classroom teaching. In this context, universities need to enhance the teaching ability of university teachers, improve the quality of classroom teaching, and strive to build a high-level teaching team in the context of the integration of industry and education.

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