Research on the Training Mode and Incentive Mechanism of “Double-quality Teachers” in the Transitional Development of Private Undergraduate Universities

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Abstract. With the country's demand for applied technology talents, the transformation of some local universities to applied technology universities has become the background of national strategic decision-making. The construction of “double-skilled” teachers has become a practical guarantee for the transformation and development of universities. Establishing an effective double-quality teachers training model and incentive mechanism is the main issue discussed in this paper.

Introduction
At the beginning of 2014, the State Council convened a conference on accelerating the development of modern vocational education, clearly proposing to “guide a group of local undergraduate colleges to transform into applied technology universities”, which means that the transformation of some local universities to applied technology universities has become a national strategic decision. In this context, private undergraduate colleges and universities should take the road of transformation and development. First of all, the construction of the "double-type" teacher team should be taken as a breakthrough to provide practical guarantee for transformation and development.

Double-quality Teachers Training Mode
In the past, the standard of “double-quality” teachers refers to the dual-professional teacher, that is, the teacher's title qualification, and the engineering series title certificate, but as a college teacher, regardless of the title, it has limitations, cannot meet the current colleges and universities' need to develop technical talents. The current colleges and universities' requirements for “double-quality” teachers refer to, and can carry out theoretical teaching, and have practical project development experience. This puts higher requirements on the cultivation of "double-type" teachers. The training methods for double-quality teachers are summarized as follows:

Establish the Correct Concept
Teachers have always been the main work of the above classes. In the new situation, we must change this concept. University teachers can no longer think that relying on textbooks can teach a course well, recognize the importance of practice, and realize new talents. Under the training mode, the importance of self-cultivation of “double-quality” teachers requires the university to do a good job in publicity and education.

Organize Training
Schools should provide teachers with training opportunities for teaching practice. They can either find engineers outside the school to train teachers, or organize teachers in the school to listen to experienced teachers. Teachers who are proficient in theoretical teaching can experience the importance and effectiveness of practical teaching.
Post Training

The school can organize teachers to take a relatively long time to go to the company to work, understand the whole process of project development, to understand the gaps in the theoretical knowledge into the actual work, so that teachers realize the lack of practical problems in the teaching process, also understand the importance of project development experience.

Incentive Mechanism for Double-quality Teachers

In the process of training double-quality teachers, it is very important to establish an effective incentive mechanism. The incentive mechanism of double-quality teachers is divided into two parts: internal motivation and external motivation.

Intrinsic Motivation

The cultivation of double-quality teachers depends to a large extent on the self-motivation of teachers. Only teachers who have their own driving force can truly achieve self-transcendence, and can constantly improve themselves in practice, thus achieving the standard of double-quality teachers.

Target Drive. Anyone should have their own goals, and setting personal goals is an important internal motivation. If you want to become a "double-skilled" teacher, you should have a clear goal. First, you should have the corresponding certificate qualification. Secondly, you should take advantage of the practice, find your own entry point, and bring practical teaching to your own classroom and your own research. Then; form a theory plus practice teaching mode and research method that suits their own characteristics; eventually form their own style, skills will apply their achievements to the classroom, and also can make breakthroughs in scientific research.

Crisis Incentives. Teachers always give people the feeling that they are iron rice bowls, but because of the popularity of the Internet, teachers are no longer the only source of students' knowledge. If teachers can't bring students no knowledge on the Internet, the meaning of teachers will be lost. A teacher must demand a strong sense of crisis. He must be aware of the importance of cultivating himself as a double-educated teacher with rich theoretical knowledge and rich practical experience. If there is no such crisis awareness, he is likely to face elimination. Awareness of the teacher This industry is an industry that needs to be studied all the time.

A Sense of Achievement. As a teacher, we must have a sense of honor for teachers. In the face of the needs of social enterprises for talents, we must take responsibility for cultivating qualified students. We must train students with applied skills. Students must meet the needs of enterprises and graduates can find themselves. Satisfied work, teachers must first improve themselves, know their level of improvement, can give students more, so that when they encounter difficulties, they will be able to inspire their own fighting spirit, let themselves act and meet the challenge. With such a sense of honor and realizing the social responsibility that I shoulder, I can truly appreciate the value of the profession of teachers.

External Incentive

For the characteristics of the double-quality teachers' work, private colleges and universities should formulate corresponding incentives, such as giving a certain amount of material rewards, enjoying a certain working environment, giving priority to upgrading the first-level professional and technical positions, etc., for training, introduction and encouragement. Double-quality teachers can play a positive role.

Salary Incentive. Scientifically constructing the "double-quality teachers" salary system is a good incentive to ensure teachers' enthusiasm. To ensure the stability of the double-quality teachers team, the compensation system of the double-quality teachers must be competitive. In addition, certain rewards should be given. This kind of salary system will attract more teachers to make efforts to transform into double-quality teachers, and clarify the differences in labor outcomes in order to attract and stabilize talents.
Reputation Incentives. In addition to material incentives, as teachers, they have a higher level of knowledge, a distinct personality, and a higher demand for the spirit, so they should be given a certain reputational incentive. Let the teachers who work hard have a certain status, so that the material needs and spiritual needs of the teachers are satisfied, in order to better improve themselves, and to devote full enthusiasm to work.

Long-term Incentives. Due to the particularity of the work of college teachers, different from other work, the efforts and work results of college teachers may not be effective immediately. Many colleges evaluate the teachers by semester, or use a certain result as an evaluation. Scientific, it is easy to lead to short-sighted teachers, paying attention to small profits, which is not conducive to the development of teachers.

Summary
The cultivation of double-quality teachers in private undergraduate colleges is a long-term and complicated task. It is necessary to pay attention to the training methods and not rush to seek success. While encouraging teachers to self-motivate, they must also do external incentive work to avoid simplification of training and incentives and fail to achieve good training results. Teachers should also pay attention to the cultivation of individual abilities, take the initiative to change, and adapt to the needs of current talent training, that is, focus on theoretical cultivation and focus on practical quality.

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References
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