

Analysis of Factors Leading to the Lack of Education Innovation

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Abstract. Education innovation is the basic requirement of higher education, it needs to actively invest. In order to continue to create a large number of high-quality personnel, only to further promote educational innovation. But in a creative enthusiasm, we need more rational analysis: what factors are hindering the educational innovation. This paper will study the problem from three aspects: school, teachers and students.

Introduction

In 2010, the CPC Central Committee, the State Council promulgated the "national medium and long term educational reform and development plan (2001-2020)", which emphasizes should firmly established the central position in the work of the institutions of higher learning personnel training, focus on the cultivation of perseverance and faith, good moral character, rich knowledge and the excellent high-quality talents and top-notch innovative personnel. This has pointed out the direction for the higher education's personnel training.

For educational innovation, many scholars have carried on the research[1-4]. However, although a lot of people have a high enthusiasm for education innovation, there are still some factors that hinder education innovation. In the following, we will study the problem from three aspects: school, teachers and students.

The Main Body Position of School in Education Innovation and Its Obstruction Factor Analysis

The school is the main body of the education innovation, the implementation of any educational innovation can be carried out only through the school. In the course of carrying out the education innovation, is there a factor that hinders the innovation of education? The answer is yes.

School Authorities in the "Official Standard" Management Model Is An Obstacle to the Education Innovation

Any school has educational administrative departments, the education department in charge of school management is used management level, especially to the University executive level management mode, such as ministerial level schools, bureau level schools. And the level management is a significant feature of the "official standard". The biggest difference between the official and the educator is that officials pay attention to the level of its position, which leads to the direct control of educational behavior. The need of educational innovation is no longer the exhaustive control, but the openness of the education act. The competent department of education should delegate more decision-making authority to the school, because the decision is made by the competent authorities, but the behavior and innovation can only come from the school. Delegate more decision-making power to school, schools can respond to competition, demand and their own development quickly.

But the "official standard" management mode of the competent department can interfere with the school's educational innovation.

The Education Idea of School, Hinders the School Education Innovation

As a kind of conscious activity of human beings, education is carried out under certain ideological concept, what kind of educational ideas, there will be what kind of educational activities. Education innovation, the first is the innovation of education idea. Starting in 1999, the Chinese Universities have continuously expanded, higher education has shifted from the traditional elite education to mass education, the form of higher education is becoming more and more diverse. Therefore, we can not use one kind of education quality standard to replace many kinds of education quality standard, also can not use the elite education of the talented person to replace the mass education. On the evaluation of the quality of talents, we should from the evaluation of the master degree of knowledge, turn to social evaluation.

Some Unscientific and Unreasonable System in School Hinders the Innovation of Education

Institutionalization is an important feature of modern school development, and it is also an important reason for its development. School system is the strong protection of the school organized, orderly teaching, scientific research and other activities, but not all the school system is scientific and reasonable.

Teaching System

First of all, it is a defect in the educational system. The traditional teaching system of our country is influenced by the former Soviet Union and continues in the planned economic system. University major is meticulously, teaching mode is of uniform. For some of the public basic courses, such as advanced mathematics, the implementation of a unified examination. The result of this system is that many teachers are in accordance with the mode and the routine in their teaching activities, the rich and colorful teaching activities have been erased, the students' personalized learning has also been denied. It seriously hinders the innovation of education teaching.

Scientific Research Institution

At present, to measure the academic level of a university and the quality of talent cultivation, an important standard is to measure its scientific research results. This urges all universities to use the system to put forward the research request to the teacher, how much research work must be done per teacher per year. The negative impact of such a system is that quite a majority of the teachers conduct scientific research only for completing scientific research work, and not for the sake of innovation. Quick research requirements on teachers, is not conducive to the cultivation of innovative talents, is not conducive to innovation education.

Management System

Educational innovation requires a suitable environment and condition, and whether the environment and the conditions are met, it is directly related to the educational system itself.

First, it is the evaluation system for teachers. Every year, the university should assess the teachers. As long as the teacher has completed the teaching work and scientific research work of the school year, it can be qualified to be competent in normal circumstances. This does not reflect the quality of teachers' teaching quality, the level of teaching. It is not conducive to improving the enthusiasm and creativity of teachers, and it is not conducive to encourage teachers to carry out educational innovation.

Second, the teacher's reward and punishment system. Rewards can establish advanced, good demonstration; punishment can play a disciplinary violation, play a warning, this is a positive effect on the behavior of teachers. But the role of discipline is often greater than the role of incentive. Many teachers can only according to the mode, the routine to implement the teaching behavior, resulting in

the teaching activities of the rich and colorful is denied, but not on the students' personalized education, creative education.

The Leading Role of Teachers in Educational Innovation and Its Obstacle Factors

Education innovation is a system engineering, in addition to school factors, teachers are the soul of education innovation. Teachers' innovation consciousness and innovation ability, not only related to the school education can achieve innovation, but also directly affect the students' innovative quality of training. If the teacher's own quality is not high also will affect the education innovation. This is mainly manifested in the following aspects:

Some Teachers Lack the Innovation Consciousness, Which Hinders the Education Innovation

As the organizer of the teaching process, the teacher has the position and function of the teachers in the aspects of stimulating students' curiosity, imagination, creating desire, cultivating students' innovation consciousness and innovation ability. Therefore, the strength of teachers' innovation consciousness is directly related to whether the education innovation can be implemented. For a long time, the teaching behavior of teachers has been understood and designed for the programming and routine, like as operator training. The result of the long-term effect of this kind of system is that many teachers used to implement the teaching behavior according to the rules and regulations, the teacher has no clear curriculum consciousness. Education is understood to be the ability to teach students knowledge, rather than to develop students. It is difficult to imagine a conformist teachers will develop active thinking, dare to break through, innovative spirit and creative ability of the students.

The Lack of Knowledge of Part of the Teacher Hinders the Innovation of Education

As a university teacher, his innovation consciousness and innovation ability is closely related to his personal knowledge reserve. In this sense, to improve the level of teachers, that is to improve the teachers' education innovation ability.

First, teachers must learn the theory of Education Science, master the law of education science. This is because the university teachers, especially in the non systematic way to receive normal education, lack of education and psychology knowledge. To cultivate and improve the teachers' innovative consciousness and innovation ability, the most basic requirement is to be able to do not repeat to impart knowledge, but to be able to carefully and creatively summarized, processing the knowledge taught. This requires that teachers should actively carry out the research on the theory of educational science and master the law of education. Not only to know what to teach, but also to learn how to teach. Teachers can take on different teaching tasks, but all the teachers must have the knowledge of education science.

Secondly, carry out scientific research, enrich the teaching content. University teachers must actively carry out scientific research, because only through scientific research, to grasp the latest achievements in the discipline frontier, in order to continuously improve their academic level. The teacher will reflect the latest achievements of scientific research and discipline to the teaching practice, in order to continuously improve their own innovative consciousness and innovation ability, can be creative to guide students to study and research work.

Again, optimize the knowledge structure, improve their own quality. Which can be measured in terms of quality and quantity of knowledge from two aspects. On the one hand, It is the intensive degree of teachers' knowledge and the extent to which teachers have knowledge and mastery of other disciplines outside of the profession. On the other hand, it is the knowledge that people master is useful or useless to social practice. It is advanced, or obsolete, backward, scientific or non scientific, etc. To combine these two aspects together, to form a reasonable structure of knowledge. If the teacher's knowledge structure is unreasonable, the knowledge is single and narrow, it is impossible to be innovative; if the teacher's knowledge is not advanced and scientific, the people's creation ability and the innovation ability cannot obtain the scientific instruction and the training. In short, the teacher

only optimize the structure of knowledge, improve their own quality, in order to improve the innovation consciousness and innovation ability.

The Degree of Participation of Students in Educational Innovation and Its Factors

The starting point and destination of education innovation is to cultivate high quality, innovative spirit and practical ability of the talents. Therefore, the students' innovation spirit and innovation ability, as a measure of the ultimate standard of education innovation. But, on the whole, the students we have trained have a strong ability to test, and weak innovation ability. What are the factors that hinder the students' innovative spirit and ability of innovation?

Stability, Convergence of Consciousness Weaken the Innovation Consciousness of College Students

College students since childhood are the "obedient" education. Therefore, obedience is a kind of basic principle of life, lack of inner impulse to create and the critical thinking of the question. Long term "obedient" education, so that a large number of college students form a habit of thinking. This attitude of college students has greatly weakened the innovation consciousness of college students, which has influenced the development of College Students' innovation ability.

The Identity of the Students Being Educated Hindered the Students to Participate in Educational Innovation

At present, the university teaching management system is lack of flexibility and selectivity, and can not provide the appropriate selection of students' learning freedom. First, in the professional choice, for students, whether voluntarily or by the swap into a professional, the possibility of converting a professional is very small. A considerable proportion of the students "do not like" the professional, the phenomenon of "learning not to love" is more common. Secondly, students lack the right to choose the course of study, the teacher and the study time. On the one hand, the course the students like is difficult to open, or out of the need to meet the needs of most people; on the other hand, some students are not interested in some courses, but they must take the exam. Although a number of universities have implemented the elective system, credit system, and increased the number of elective courses, but in fact the students are able to freely choose the course is too small. If there is no student's participation in the education innovation, it is impossible to realize the real education innovation.

The Lack of College Students' Quality of Their Own Ability Weakened the Ability of Students to Participate in Educational Innovation. College Students' Quality, Including the Ideological and Moral Quality and Scientific and Cultural Quality. Improve the Quality of Students, Is the Basis for the Cultivation of Students' Innovation Ability

To improve the quality of college students, we must first improve the ideological and moral quality of College students. Ideological and moral quality can provide direction for the growth of innovative talents and intellectual support. Although the cultivation of innovation ability needs a solid scientific and cultural knowledge, but the level of the students' Ideological and moral quality decides how they use their own scientific and cultural knowledge. Establishing a correct world outlook, outlook on life and values, is the inevitable requirement for college students and the innovation talents, which is the important guarantee for the healthy growth of talents.

Next, but also to improve the college students' scientific and cultural quality. Scientific and cultural quality not only refers to the scientific and cultural knowledge, but also refers to the ability, including the ability to innovate, to use the knowledge under the guidance of scientific spirit. Learning knowledge and development ability, the two are not completely equivalent to each other. Knowledge is the essential basis for the development of ability, without knowledge, ability is difficult to develop, so we should pay attention to the accumulation of knowledge. However, a person has a more extensive knowledge, if only to make themselves into a simple knowledge warehouse, it does not

mean that they have a higher ability. So we should pay attention to the transformation of knowledge to ability. But for a long time, because of the influence of examination oriented education and university professional settings are too thin, narrow knowledge, skills training is not enough, do not pay attention to the thinking method training and other factors, so that many college students lack the ability to transform knowledge into quality, lack of innovative spirit and innovative ability. To overcome these problems, we need to do more work, and to strengthen the scientific and cultural quality of college students is an important part of education.

Here to point out that, we emphasize the "scientific and cultural quality," rather than "scientific and cultural knowledge". Knowledge and quality are two different aspects of the problem, there is a wealth of knowledge does not necessarily mean that there is a higher quality, For example, some knowledgeable people have made a lot of things offensive to God and reason. In fact, only those who have internalized the knowledge into their own qualities and expressed themselves in their actions, is a high quality of people; Only those who have internalized knowledge into their own perfect human nature and perfect personality and show themselves in their actions , is a higher quality of people.

Conclusion

Education innovation is a systematic process, which requires the joint efforts of schools, teachers and students. Cultivating talents with high quality, innovative spirit and innovative ability is the starting point and destination of education innovation. Therefore, education must pay attention to the development of people, adhere to the people-oriented, promote active learning and development, so as to remove obstacles to the education innovation, so that students' innovation spirit and practical ability to achieve.

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