

## Problems and Analyses in Practical Teaching of Professional Teachers in Applied Undergraduate Colleges

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**Abstract:** The cultivation of applied talents pays more attention to practicality, application and technology than that of academic talents. Teachers' practical teaching ability is the key to ensure the quality of applied talents training. This paper takes Qingdao Huanghai University as the main research object, starting with the current situation and existing problems of practical teaching of professional teachers in applied undergraduate colleges, and further analyzes the influencing factors of practical teaching ability of professional teachers in applied undergraduate colleges and universities. In order to improve the training of teachers' practical teaching ability, some countermeasures are put forward.

### 1. Introduction

China is a big country of human resources, at this stage until the future quite a long period of time, china urgently needs a large number of high-quality applied talents. Applied undergraduate colleges and universities are the main force in the popularization of higher education and the cultivation of high-quality applied talents. The key to the cultivation quality of applied talents lies in the quality of teachers, especially in the ability of teachers to apply practical teaching [1]. The Ministry of Education and other departments issued in 2012“on the progress-step to strengthen the work of practical education in colleges and universities” (teaching thinking (2012) No .1) pointed out:" Universities should combine their talent training programs and professional characteristics increase the proportion of practical teaching in an appropriate amount, and incorporate the practical teaching ability of college teachers into the teaching evaluation [2]. " Therefore, it is the need of the development of applied higher education and the need of cultivating high-quality applied talents to build a team of teachers with high teachers' ethics, new educational concepts, strong reform consciousness and high teaching level, especially strong practical teaching ability [3].

Practical teaching ability means that teachers rely on their own practical ability in the process of practical teaching, through flexible teaching methods and methods, the concept of cultivating students' professional literacy runs through the whole process of teaching, and the ultimate teaching goal is realized, that is, the students' practical ability is comprehensively improved [4]. Therefore, the level of practical teaching ability of professional teachers in applied colleges and universities will directly affect the cultivation and shaping of students' practical ability. Based on the previous research results, this paper will take the applied undergraduate college of Qingdao Huanghai University as an example to study the problems of teachers' practical teaching ability.

### 2. Analyses on the Problems of Practical Teaching for Teachers in Applied Undergraduate Colleges Design of the Chip Kick Mechanics

Qingdao Huanghai University is an ordinary undergraduate college in Qingdao, Shandong Province. It currently offers 36 undergraduate majors, covering 7 disciplines such as engineering, management and economics. Development of application-oriented private undergraduate colleges.

Take it as the main research object, and summarize the current situation and existing problems of practical teaching of professional teachers in applied undergraduate colleges with points and faces as follows:

### **2.1 Lack of Professional Experimental Teachers**

Applied undergraduate colleges and universities emphasize the concept of professional education with ability training as the core, so they need a large number of full-time professional teachers who can undertake experiments and practical training guidance[5]. But through the investigation, it is found that the number of experimental training teachers in Qingdao Huanghai University was insufficient, and the school did not set up the post of full-time experimental training teachers, and the theoretical teachers of professional courses served as experimental training courses at the same time, so the teaching quality of experimental training can't be guaranteed.

### **2.2 The Practical Teaching Ability of Professional Teachers isn't Strong**

At present, when schools introduce and recruit teachers, the first emphasis is on the qualifications and professional title conditions of the candidates. Almost all the teachers recruited under this system or the high level talents introduced are short of practical experience. From the current Qingdao Huanghai University professional point of view, 80% of the in-service teachers' learning experience is to obtain a master's degree, doctorate degree of school education, from school graduation to school teaching, lack of practical work experience and experience, this appears "subject class" origin of teachers difficult to meet the needs of students' practical ability training phenomenon.

### **2.3 Professional Teachers are Less Motivated to Improve Their Practical Teaching Ability**

Teachers of applied undergraduate colleges have solid theoretical foundation and high academic qualifications, but lack practical skills. However, the survey found that most professional teachers in Qingdao Huanghai College are generally less active in improving their practical teaching abilities. Professional teachers do not take the initiative to improve their practical teaching ability. Therefore, the lack of practical teaching ability has led to the teaching of most experimental practice courses, which has greatly affected the quality of applied undergraduate training.

### **2.4 Low Percentage of Professional Teachers Who Chair or Participate in Horizontal Topics Related to the Profession**

In the survey, a small number of teachers have presided over or participated in horizontal topics, and most teachers said that they have never presided over or participated in research on horizontal topics. Industry-university-research is an important way and platform for professional teachers to improve their practical teaching ability and an important guarantee for improving the quality of applied talents. Teachers must insist on cooperation with enterprises, but the results of the survey are very unsatisfactory.

## **3. Influencing Factors of Problems in Practical Teaching of Teachers in Applied Undergraduate Colleges**

Through the investigation, it is shown that the practical teaching ability of teachers in Qingdao Huang Hai College is insufficient at present, and teachers' understanding of practical teaching ability, ability certification and evaluation system, practical training and experience, training mechanism and incentive measures, and the hardware conditions of practical teaching are the main factors affecting teachers' practical teaching ability.

### **3.1 Teachers' Understanding and Understanding of the Importance of Practical Teaching are Deficient**

Although teachers lack practical teaching ability, they do not take the initiative to exercise or go out for training in enterprises because: first, teachers work hard, schools implement target

assessment and performance pay for teachers, teachers must complete the prescribed teaching workload (at least more than ten classes per week), in addition to preparing all necessary teaching materials (syllabus, teaching schedule, teaching courseware, teaching plan, lecture record, guidance record, homework correction record, etc.), but also prepare all kinds of plans, summary and other materials required by the normal teaching management of the school, participate in professional construction, curriculum construction, participate in the preparation of various assessments and inspections, difficult to leave the post, No extra energy to practice exercise; Second, the consideration of their own interests, under the current assessment and evaluation of teachers at all levels, college teachers want to obtain more benefits, only in education, teaching and scientific research to achieve certain achievements. The evaluation title is also only to assess the teaching and scientific research level of teachers, judging from the level and quantity of the papers published by teachers, the topics presided over, the awards received, etc., so most teachers think that the teaching workload can be completed; Third is that the ideological understanding is not in place. Most teachers do not deeply understand the key to the cultivation of applied talents. They regard practical teaching as a supplement to theoretical teaching, and still use the degree of students to master theoretical knowledge to measure the quality of teaching.

### **3.2 Teachers' Practical Teaching Ability Lacks Authority Certification and Perfect Evaluation System**

At present, China can certify teachers for obtaining skill certificates, but the certification of college teachers' practical teaching ability has not yet been carried out, and the improvement of teachers' practical teaching ability is objectively limited. On the one hand, there is no standard for the measurement of practical teaching ability of college teachers, and there is no perfect evaluation system. The training of practical teaching ability is difficult to carry out in a standardized manner; A teaching environment where everyone values practical teaching and everyone creates practical teaching.

### **3.3 A Serious Lack of Time and Experience for Teachers to Receive Professional Practical Training**

At present, teachers in applied undergraduate colleges seriously lack the time and opportunities to receive professional practice training. Professional teachers have too few opportunities and time for professional practice training and exercise, and their practical ability cannot be effectively improved, but accepting professional practice training is currently the most effective way to improve professional teachers' practical teaching ability. Therefore, schools should create more conditions for professional teachers and provide opportunities for teachers to receive professional practice training and exercise. This is also the key work for strengthening the cultivation of teaching staff in current application-oriented undergraduate colleges.

### **3.4 The Training Mechanism and Incentive Measures of Teachers' Practical Teaching Ability Have not been Established**

Although most applied colleges and universities are aware of the importance and urgency of cultivating and improving teachers' practical teaching ability, due to the limitation of human, material and financial resources, most applied colleges and universities have not established a set of more complete training mechanism and incentive measures for teachers' practical teaching ability. First, at the level of introducing teachers' system, we should set specific standards for teachers' practical teaching ability; Second, at the level of work objective assessment and professional title evaluation system, we should also make clear requirements and evaluation standards for teachers' practical teaching ability; Third, at the level of government guidance and system, we should make correct guidance and clear system regulations for enterprises to participate in the training of talents in higher education and the participation of teachers in the production and development of enterprises in colleges and universities. At present, although many colleges and universities are vigorously advocating "cooperation between schools and enterprises", the effect of "resource sharing, collaborative innovation, mutual benefit and win-win" has not really been achieved. These

are also the main factors that affect the improvement of teachers' practical teaching ability in applied undergraduate colleges.

### **3.5 Insufficient Hardware Conditions for Practical Teaching**

In the training of applied talents, colleges and universities have arranged a large number of experimental training teaching links, which requires that the hardware conditions of experimental training should be kept up immediately, otherwise, practical teaching is equal to talking on paper. Qingdao Huanghai University is a privately-run undergraduate college with a shorter running time and less ability to absorb social funds. It can only rely on the school's own funds. The source of funds is relatively single, which leads to practical training base construction funds and procurement experiment Funds for training equipment and other items are insufficient, and the hardware conditions for practical teaching are clearly lacking. Many application-oriented universities even spend a lot of money to purchase related professional laboratory equipment, but there is still a phenomenon of low equipment utilization and high idle rate. The experimental equipment has evolved into a "face project" for decorative laboratories and schools. Therefore, the practical teaching hardware conditions and their utilization rate also directly affect the training quality of applied undergraduate talents.

## **4. Conclusion**

Qingdao Huanghai University has paid great attention to the training of teachers in recent years, and has achieved certain results, but there are still some problems to be improved. Through investigation and analyses, this paper finds out the problems and influencing factors of practical teaching ability of professional teachers in Qingdao Huang Hai College, and puts forward some ideas for how to carry out the relevant training more effectively, from which aspects to improve and how to construct relatively perfect mechanism system.

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