



Research on the Professional Development of Applied University Teachers in the New Era

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Abstract. As important participants for cultivating contemporary applied and innovative talents, the professional development of teachers in applied universities is directly related to the quality of education and teaching as well as the level of talent cultivation. In the context of the new era, the professional development of applied university teachers faces many practical difficulties, such as unstable development, insufficient development ability, incomplete development, and uneven development. In this regard, the implementation path for the professional development of application-oriented undergraduate teachers was proposed from six aspects.

Keywords: Applied universities; Teacher professional development; Implementation path; Teacher evaluation.

1 Introduction

The background of the new era provides new scenes for the professional development of teachers and endows them with new connotations. Teachers are the key factor in improving the quality of education. Only by building a high-quality and professional teaching team can we fulfill the fundamental task of cultivating moral character, cultivate socialist builders and successors in the new era. Currently, both the government, education authorities, schools, and teachers themselves are gradually strengthening their understanding of the professional development of teachers in the new era, attempting to continuously improve the level of teacher professional development with new ideas and means.

As important participants for cultivating contemporary applied and innovative talents, the professional development of teachers in applied undergraduate colleges is directly related to the level of education and teaching, as well as the quality of talent cultivation. In the context of the new era, the professional development of applied university teachers is facing many practical difficulties, and the effectiveness and improvement of teacher professional development are not yet ideal, which restricts the connotation and high-quality promotion of teacher professional development. Therefore, it is necessary to comprehensively sort out the problems faced by the professional development of applied university teachers in the context of the new era and propose targeted

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strategies to promote the professional development of teachers, improve the quality of the teaching staff, and lay a better foundation for talent cultivation in the new era.

2 The Dilemma of Professional Development for Applied university teachers in the New Era

2.1 Unstable development

The instability of teacher professional development is a major problem faced by many applied undergraduate universities. On the one hand, many applied universities are newly established, with imperfect educational conditions and weak conditions and abilities to attract talents. There are also many applied universities that have transformed, upgraded, and merged from other types of schools, and the original faculty structure does not match the current development needs of the school. Some applied universities have introduced many inexperienced new teachers due to their development or expansion needs. This group has high enthusiasm for work, but lacks teaching experience and academic research abilities. At present, applied universities generally lack high-level talents with rich teaching experience and strong scientific research level. At the same time, although many application-oriented undergraduate universities emphasize the construction of a dual teacher team, the compatibility of their "dual teacher" talent introduction is not high. On the other hand, applied universities have not yet established effective employment mechanisms and lack effective incentive mechanisms, resulting in a lack of motivation for teacher development. The lack of a comprehensive and comprehensive teacher professional development system also leads to a lack of coherence in the professional development of applied university teachers.

2.2 Insufficient development ability

The professional development of teachers is a closed-loop improvement process, including job position analysis, development plan formulation and implementation, effectiveness evaluation and feedback, and other links[1]. From a practical perspective, many application-oriented undergraduate university teachers currently lack professional development capabilities, which is not only reflected in their own lack of development capabilities, but also in their inadequate understanding, planning, execution, and evaluation of teacher professional development.

From a practical perspective, many teachers lack self reflection awareness and ability, and their teaching and research remain stagnant; Even with reflection, it is mostly a reactive reflection on the requirements of school teaching management, which has a limited impact on one's professional development. The insufficient development ability of teachers greatly restricts the professional development of applied university teachers. At the same time, universities also have insufficient abilities in understanding, planning, executing, and evaluating the professional development of teachers. The pre job training time for university teachers is limited, and on-the-job training lacks systematic planning, as well as targeted and differentiated approaches, which cannot truly promote

the comprehensive development of teachers' profession. Schools lack necessary assessment systems and incentive measures for teachers to master professional skills and improve their practical abilities, which hinders their motivation for development.

2.3 Incomplete development

The main problem with the incomplete professional development of applied university teachers is the emphasis on theory over practice and scientific research over teaching. In many applied colleges, there is a common phenomenon that schools often place more emphasis on training and guiding teachers in professional theoretical knowledge, but lack training in professional application skills for teachers. The direct impact of this approach is that there has been a phenomenon of teachers emphasizing theory over practice in their teaching and instruction, resulting in a general lack of application and practical skills among undergraduate students, and a certain disconnect between the knowledge and ability learned and social needs.

The positioning of "application-oriented" universities determines that compared to ordinary universities, they should pay more attention to the ability of teachers to transform theoretical research into practical results. However, the assessment indicators for teachers in universities are almost the same as those in ordinary universities, greatly reducing the importance of teaching performance. The overall evaluation system fails to highlight the operability and practicality of the abilities and development of applied university teachers, and cannot support and promote the high-quality development and implementation of teacher professionalism.

2.4 Uneven development

Although the professional development of teachers has certain dynamics and differences, there is a clear imbalance in the current practical development of applied university teachers, with individual development being stronger than group development occasionally occurring. The cultivation of applied talents not only requires students to master professional theories and knowledge, but also pays special attention to the cultivation of their professional skills and practical abilities. This requires applied university teachers to have strong learning ability, knowledge conversion ability, and practical application ability in order to cope with the constantly changing and updating professional skills and practical needs. From a practical perspective, some teachers with strong abilities, abundant resources, and good reflexes, after a period of development, have stronger abilities, more resources, and good professional development[2]. At the same time, some teachers who lack abilities, resources, and are not good at reflection, on the contrary, have unsatisfactory professional development, and even have almost no development or regression. Over time, universities have formed a situation where individual development is stronger than group development, and the professional development of teachers is uneven.

3 The Implementation Path of Professional Development for Applied university teachers in the New Era

3.1 Introducing and cultivating simultaneously to build a "dual teacher and dual ability" teacher team

Creating economic value and serving society is one of the basic functions of universities, and building a dual teacher and dual ability teaching staff is an important means for universities to achieve their mission. Therefore, the professional development of applied university teachers should pay special attention to the practical needs of the social work positions that students face. At the same time, although many application-oriented universities currently regard the guidance of "dual teachers and dual abilities" as the standard in the construction of their teaching staff, there is a common misconception in practical operation that emphasizes "dual teachers" and neglects "dual abilities"[3]. Therefore, it is necessary to truly attach importance to the dual ability construction of dual qualified teachers.

In the new era, the construction of the "dual teachers and dual abilities" teaching team in applied universities should be introduced and cultivated simultaneously. On the one hand, directly introducing teachers with industry and enterprise experience requires a comprehensive consideration of the educational background, age, disciplinary background, and structure of existing teachers, to ensure that a more reasonable structural arrangement can be formed after introducing new teachers. On the other hand, make full use of existing teaching resources, establish industry university research cooperation relationships with relevant enterprises in a planned manner, and cultivate existing teachers.

3.2 Collaborating with government, enterprises, and society to build a multi subject connectivity network

In the context of the new era, the governance concept, governance subjects, governance methods, and governance system of higher education have undergone significant changes. Driven by a logical shift, it is necessary to transform and solidify conservative governance thinking, enhance the governance capabilities of diverse entities, build flexible and flexible governance models, and optimize an open and shared governance environment eliminate multiple obstacles to the flow of information and data; Strengthen government coordination and encourage the joint participation of diverse social entities; Give full play to service efficiency and promote the coordinated development of different universities in the region.

The integration of industry and education is an important way to promote the effective connection between education and industry. By innovating and constructing diversified cooperative education mechanisms, improving demand oriented talent cultivation models, and deeply integrating industry and education, it helps to achieve organic integration between the education chain and the industrial chain[4]. As the main body of a community with a shared future, "political schools, enterprises, and communities" are located in the same social network. They should be good at guiding and promoting

network members to integrate complementary resources, achieve complementary advantages of all parties, and achieve synergistic effects.

3.3 Building a learning community and fully leveraging the empowerment effect

The learning community of university teachers is not only a collaborative relationship based on a common vision, but also a small-scale, interdisciplinary learning organization, and an empowering mechanism that combines challenges and fun[5]. The learning community of university teachers, as an organization for them to play the role of personal human capital, is an important way for the development of current university teachers. To strengthen the role of learning communities in the professional development process of applied university teachers, the construction and construction of learning communities can be carried out from the following aspects: firstly, to ensure the core position of teaching academia. The mission and purpose of a learning community must start from the problems existing in teacher teaching, focus on specific problems, and provide guidance and guarantees for solving specific problems. Secondly, enhance the team strength of the learning community. Although individual members of a learning community have their own unique values and goals, each member of the community needs to adhere to common interests, fulfill their duties, and actively participate in the construction and development of the community. Thirdly, provide strong external support. The development and effectiveness of the learning community for applied university teachers are not enough to rely solely on the participation and strength within the learning community, but also require the support of various resources from the school.

3.4 Emphasizing both knowledge and ability to establish a diversified teacher evaluation system throughout the entire process

Applied universities must also establish a diversified teacher evaluation system and system, build multi-dimensional promotion channels, and respect the diversity of teachers. Specifically, attention should be paid to the diversity and professionalism of evaluation subjects, with moral education as the practical basis for evaluation, adhering to student-centered principles, establishing quality oriented educational evaluation standards, and forming a comprehensive educational evaluation system.

Diversification refers to the comprehensive examination of teachers' teaching, scientific research, social services and other work in the teacher evaluation system, objectively reflecting their work. At the same time, for some teachers who have made significant contributions in certain aspects, different assessment ratios or distinctive assessment indicators can be set according to the actual situation. The whole process refers to the basic concept of promoting teacher professional development in the teacher evaluation system, encouraging teachers to participate in the evaluation process, providing timely feedback, promoting the optimization and adjustment of teacher professional development, and forming a closed loop. By utilizing a diversified process

oriented teacher evaluation system, we aim to enhance the subjectivity of teachers, continuously enhance their initiative and enthusiasm for development, and promote their independent and high-quality development.

3.5 Combining inheritance and innovation to improve teacher incentive mechanisms

Facing the realistic dilemma of teacher motivation, breaking traditional constraints, innovating incentive methods, and truly achieving motivation for teachers. University teachers are a group with distinct characteristics, and incentives for this group not only require the widespread use of external incentives such as salary incentives, assessment incentives, and promotion incentives and recognition[6], but also internal incentives such as innovation incentives, achievement incentives, and social incentives. It is also necessary to further grasp the differences in incentive effects between the group and individual characteristics of university teachers in order to truly achieve effective incentives[7].

Based on the existing teaching staff and structure, combined with the needs of regional economic and social development, a comprehensive system for teacher cultivation and introduction, a system for building a dual teacher teacher team, and a system for rewarding industry university research cooperation and scientific and technological achievement transformation achievements should be established. This will comprehensively meet the needs of teachers to supplement transformation knowledge, enhance practical abilities, develop professional skills, promote their active transformation and development, and achieve knowledge system updates and professional skill upgrades.

3.6 Cultivating innovation ability and strengthening social service awareness

The innovation ability of university teachers is related to the quality of student training and socio-economic development. In the new era, personalized and differentiated learning have put forward higher requirements for the teaching design and innovation ability of university teachers. Based on the understanding of students' learning objectives, learning habits, interests and hobbies, teachers should be able to innovate teaching and design personalized teaching. At the same time, social service is the third major function of universities besides teaching and research. Serving the economic and social development of the region is the mission of applied universities. The realization of teacher technological innovation and achievement transformation also helps applied universities to enhance their educational brand and economic benefits. Therefore, it is necessary to continuously cultivate and enhance the innovation ability of teachers. By utilizing the dual channels of organizational education and self-education, a project-based, combined, and integrated training model can be established, which includes project-based training led by school enterprise cooperation, combined training with internal training as the main focus and external training as a supplement, and integrated training with internal and external coordination and dynamic follow-up. In this process, It is necessary to strengthen the social service awareness of teachers, so that the strengthening of

awareness and the improvement of abilities can mutually influence and promote each other, achieving a spiral upward cultivation.

3.7 Consciousness and habit guiding to cultivate a lifelong learning culture

Learning is an important aspect of teacher professional development[8]. Learning culture is the sum of various learning characteristics developed by a specific group during a specific period of time. The construction of a lifelong learning culture should combine "soft" and "hard" aspects. On the one hand, by continuously improving policies and regulations to promote lifelong learning for teachers, constructing a three-dimensional incentive and constraint mechanism at the school level to promote lifelong learning for teachers, breaking down the "voluntary" barriers in the logic of self-directed learning, and grasping the "reflexive" tension. On the other hand, making reasonable use of information technology to consolidate and strengthen lifelong learning habits, and transforming consciousness into behavior. Modern information technology can effectively promote the construction of lifelong learning capabilities. In the context of educational informatization, new learning environments, more learning resources, and richer learning platforms all stimulate the enthusiasm for lifelong learning. Future learning is no longer limited to specific times and places, but transformed into a lasting and decentralized learning, further forming a form of life and cultural atmosphere. In the process of combining "soft" and "hard", organizations such as communities can become carriers for the establishment, dissemination, and consolidation of lifelong learning concepts and cultures, achieving the growth of teachers under the dual driving force of their own transformation requirements and organizational development requirements.

4 Conclusions

In the context of the new era, applied universities, as important participants for cultivating contemporary applied and innovative talents, need to take actions in the aspects of development subjects, development motivation, evaluation systems, incentive mechanisms and so on in order to break through the many practical difficulties faced by teacher professional development, achieve high-quality teacher professional development, and further improve the quality of education and teaching as well as the level of talent cultivation.

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