

Exploring the talent cultivation mode of China's higher education teaching force

Jiarui Han * and Chi Zhang

Central University of Finance and Economics, No.39 South College Road, Haidian District, Beijing, China.

International Journal of Science and Research Archive, 2025, 15(01), 1164-1168

Publication history: Received on 07 March 2025; revised on 19 April 2025; accepted on 21 April 2025

Article DOI: <https://doi.org/10.30574/ijrsra.2025.15.1.1118>

Abstract

Against the background of the country's increasing emphasis on education, Chinese universities are paying more and more attention to the talent cultivation of their faculty, and are committed to improving their teaching ability and teaching methodology, scientific research level and innovation ability, emerging fields, and internationalization vision. However, there are still problems such as single evaluation system and restricted promotion paths. Colleges and universities should further strengthen the cultivation of talents, establish a sound model for cultivating talents in colleges and universities, diversify the cultivation mode, synthesize the evaluation index, strengthen international exchanges, and help the intersection of disciplines, so as to effectively cultivate a group of high-quality college and university faculty.

Keywords: Faculty; Talent cultivation; Chinese universities and colleges; Ethical behavior

1. Introduction

Teacher team talent cultivation has been an important issue and challenge faced by institutions of higher education for a long time, with the continuous development of China's economic and social development, the state for the cultivation of teacher team talent, but also constantly have new requirements, colleges and universities should pay attention to the training of talent, comply with the development of the times, and hand over a satisfactory answer sheet.

2. The new requirements of the college teaching force

On October 24, 2015, the State Council issued the "overall program to promote the construction of world-class universities and first-class disciplines", which put forward further new requirements for the construction of colleges and universities in China. In addition, the "double first-class" construction also innovated the implementation of dynamic adjustment, in and out, aimed at motivating colleges and universities to continuously improve the connotation, the pursuit of excellence. The "double first-class" construction program is the key to promote the internal development of colleges and universities and enhance international competitiveness, and it also guides the direction of cultivating talents in colleges and universities and further puts forward new requirements.

2.1. Noble teachers' morals and ethical behavior, and practically do a good job of establishing moral character and educating people

Teachers are important guides on the road of students' life, especially in this special stage of colleges and universities, many students leave home for the first time to study, the first contact with society, the teacher is an important mirror on the road of their life, is a role model for students, the teacher's ideology and behavior and teacher ethics have an important impact on students, as a teacher in colleges and universities, there should be a nobler moral character [1]. In addition, teachers should also pay more attention to the problems and difficulties of students in their study and life, and

* Corresponding author: Jiarui Han

provide as much care and help as they can for the students who need help, so as to effectively do a good job of cultivating moral character.

2.2. Improve the teaching ability and teaching methods of the teaching force

For thousands of years, teaching is the most essential work of teachers, and the cultivation of teachers' teaching ability and teaching methods should be put in the most important position and given enough attention. Although teachers in colleges and universities are the best in various industries, most of them are not specialized in teacher training, which often leads to the fact that they are not able to teach their students well [2]. Colleges and universities should strengthen the training of teachers' teaching ability and teaching methods, and organize more senior teachers on campus to share and exchange teaching experience, help young teachers adapt to the new identity of teachers as soon as possible, and improve the teaching ability and teaching methods of the teaching force.

2.3. Improve the scientific research level and cross-disciplinary research ability of the faculty team

The quantity and quality of scientific research achievements have always been the important indicators and core standards for the evaluation of colleges and universities, and the scientific research of colleges and universities often relies on college teachers to complete. Teachers of "double first-class" universities are supposed to be the best and leaders in their fields [3]. They need to have the ability to carry out cutting-edge scientific research, and be able to explore deeply and achieve innovative results in their own research fields. In addition, with the needs of social development and scientific and technological progress, many new industries and integration of industries, is also emerging, college teachers should also have the ability to cross-disciplinary research, to be able to break the disciplinary barriers, creative solutions to complex real-world problems, to promote the development of the discipline, in order to be in the world's cutting-edge fields.

3. The key role of the cultivation of talents in the college teaching force on the development of the country

3.1. Helping to cultivate talents

Teaching is the most basic work of institutions of higher education, in order to improve the teaching and research ability of teachers, to help teachers to teach with appropriate teaching methods in order to better accomplish the goal of talent cultivation. Excellent teachers can teach students according to their characteristics and needs, and deliver excellent talents with international competitiveness [4].

3.2. Improve the level of scientific research

The state has given a lot of financial and policy support for scientific research in colleges and universities. The scientific research of colleges and universities should be able to help the economic development and social progress of the country. On the one hand, teachers should be encouraged to deeply cultivate their specialties and master more advanced knowledge and methods. On the other hand, teachers should also be encouraged to devote themselves to researching areas that are the focus of the country's development, and to write their scientific papers and research results on Chinese soil. Effectively promote the development of the country and the progress of the society.

3.3. Promote the development of disciplines

The distribution of disciplines in colleges and universities is often very wide, and it is difficult to achieve a balanced and outstanding development of each discipline. It is necessary to develop the core disciplines and advantageous disciplines, through the cultivation of the faculty, so that college teachers are not bound to their original disciplinary direction, and can have the ability to conduct interdisciplinary research, promote the cross-fertilization of disciplines, further promote the development of the core disciplines and advantageous disciplines of the school, improve the distribution of disciplines layout, and further promote the development of the school.

3.4. Promote the national innovation-driven development strategy and enhance the national cultural soft power

For colleges and universities, cultivating a high-quality teaching force can really improve the innovation ability of colleges and universities and cultivate a large number of innovative talents for the country. Further help the strategy of developing the country through science and education and strengthening the country through talents. Teachers' scientific research results should also be more innovative and feasible, and can promote the renewal of China's related industries and fields, further promote social development, and promote the implementation of the innovation-driven

development strategy [5]. On the other hand, college teachers, as the window of China's cultural output, should have strong cultural self-confidence and a sense of identification with the national culture, and should have the ability and willingness to spread Chinese culture on the international stage.

3.5. Serving the needs of major national strategies

The country has different major strategic needs at different times, such as rural revitalization, regional coordinated development, national security and so on. Colleges and universities should strengthen the training and cultivation of these aspects, so that the cultivation of teaching staff can enable teachers to better understand the national strategy, combined with their own professional advantages, to carry out targeted research and services. We should encourage university teachers to conduct research based on China's national conditions, and encourage university teachers to provide the government with information and political advice, provide technical support for enterprises, and provide think-tank services for the community. Better realization of the results of the transformation of high-level research on the ground.

4. The status quo and challenges of the cultivation of university faculty team

4.1. Status quo and insufficiency of talent introduction and cultivation

4.1.1. Talent introduction has increased, but the structure still needs to be optimized

The premise of talent cultivation is to have talent to cultivate, in addition to cultivating the existing faculty of colleges and universities, "attracting talent" should not be ignored. In recent years, colleges and universities have increased the introduction of high-level talents under the impetus of "double first-class" construction, especially in the introduction of overseas talents has made significant progress. However, there is still an imbalance in the structure of the introduction of talents, and there is a relative lack of high-end talents in some disciplines, especially in the emerging cross-disciplines and basic disciplines. In addition, the integration of imported talents with local talents needs to be solved urgently.

4.1.2. Cultivation System Gradually Improved, but Insufficiently Targeted

With the regularization of training and cultivation, colleges and universities have gradually established a personalized and systematic training system in teacher cultivation, including pre-service training for entry, various types of further training during the period of service, and international academic exchanges, etc. However, these cultivation measures are often not comprehensive. However, these training measures are often university-wide, lack of discipline-specific, and fail to fully consider the individual needs of teachers in different disciplines and at different stages of development. For example, there are big differences between young teachers and senior teachers in terms of scientific research ability and teaching experience, but the existing training mode is often "one-size-fits-all", which is difficult to meet the diversified needs.

4.1.3. Evaluation mechanism is gradually diversified, but the tendency of results-only still exists.

Driven by the construction of "double first-class", in order to further stimulate the vitality and research potential of teachers, colleges and universities have strengthened the assessment of teachers, although under the call of the state, it is no longer just "only papers, only titles, only academic qualifications", but after all, scientific research results are the most convenient quantitative indicators for assessment. Although in the national call, no longer only "only thesis, only title, only academic qualifications", but after all, the round of scientific research results is the most convenient assessment of the quantitative indicators, only the results of the assessment is still the main assessment standard. Although this evaluation mechanism is simple and easy to implement, it is easy to cause teachers to excessively pursue short-term results, ignoring the quality of teaching and long-term academic accumulation, which is not conducive to the construction of "double first-class" universities and the long-term development of the country.

4.1.4. Increase in internationalization level, but insufficient localization and integration

With the promotion of the construction of "Double First Class" and the return of overseas talents to build the motherland, the internationalization level of university teachers has increased significantly, and international academic exchanges have become more frequent. However, the integration of internationalization and localization is still insufficient, and some university teachers have copied and adapted the advanced experience of foreign countries, while ignoring the national conditions of our country, which is likely to lead to "not suited to the local conditions", and it is difficult for high-level talents to play a practical role.

4.2. Challenges of Cultivating Talents in College Teaching Teams

4.2.1. Difficulty in balancing the introduction of high-level talents and the cultivation of domestic talents

In order to do a good job in the “double first-class” construction of colleges and universities, attract more talents and create more high-level achievements, colleges and universities often tend to introduce high-level talents from overseas through high salaries and generous treatment, which on the one hand brings international advanced experience, but on the other hand occupies more resources in colleges and universities to a certain extent and squeezes the growth space of local talents. The growth space of local talents. The balance between the cultivation of overseas talents and the cultivation of local talents is also an important issue that needs to be weighed by colleges and universities [6].

4.2.2. Teachers' single career development path, incentive mechanism needs to be improved

College teachers' career development channel is relatively single, often can only rely on title evaluation and talent program evaluation to obtain a certain degree of career development, especially young teachers often have to face the “promotion or leave” assessment, even if they work hard for a few years, but also have to face the risk of not being able to renew the contract, only forced to leave. For them, the pressure for promotion is even greater. This leads to college teachers in order to complete the assessment task, have to put most of the experience on the scientific research output, while ignoring the teaching contribution and social service. The incentive mechanism needs to be further improved, which also leads to university teachers being satisfied with the status quo and lacking the motivation for long-term development, and the single development path also causes the loss of talents and affects the stability of the teaching force.

4.2.3. Internationalization results and localization application problems

At present, China's college teachers have emerged in the international arena, in many fields have been internationally recognized results, there are also many overseas talents to join the tide of building the motherland. However, the localized application of internationalized results still needs further improvement. Many results are not adapted to the national conditions of our country, can not be implemented in our country, only floating on paper, losing its own significance and value.

5. The optimization path of the teacher team cultivation mode

5.1. Optimize the structure of talent introduction, improve the talent introduction system

The premise of talent cultivation is to do a good job of attracting talent. First of all, in the process of attracting talent, should break through the age and discipline limitations, do a good job of talent team echelon construction, not only to introduce senior experts in the industry field, but also to introduce potential young talent, not only to help the development of the school's advantageous disciplines, but also pay attention to the balanced development of disciplines. In addition, attention should also be paid to the diversification of the criteria for attracting talents, taking into account not only the scientific research output, but also the teamwork ability, development potential and so on.

5.2. Improve the teacher training system, enhance the target

At this stage, colleges and universities basically have a systematic cultivation system, and the cultivation content is rich and diverse, but there is still a one-size-fits-all situation, and the target is insufficient. The support and help needed by teachers of different disciplines and at different stages are also different. Young teachers often need more experience sharing in teaching and research, and senior teachers may be more interested in learning about recent network tools. It is necessary to customize suitable training programs for teachers based on the actual situation, listen to teachers' opinions more often, and improve the effectiveness of training.

5.3. Reform the evaluation mechanism and focus on diversified evaluation

In order to stimulate the vitality and potential of teachers, colleges and universities have introduced the “annual assessment”, “tenure assessment” and so on, to assess the performance of teachers. However, scientific research results or even the number of papers and projects should not be the only basis for assessment. Instead, the teacher's moral character, teaching level, research potential, social influence and other aspects should be comprehensively evaluated. Should not only be based on written materials as the basis for assessment, should listen to more peer evaluation, look at the feedback of students. Comprehensive and objective evaluation. At the same time, the assessment cycle should be moderately lengthened to avoid the phenomenon of teachers tired to deal with the assessment.

5.4. Strengthen the interdisciplinary and collaborative innovation

With the development of science and technology, the Internet, artificial intelligence and other industries have been perfected, many traditional disciplines have been greatly impacted and are in urgent need of change, and emerging industries are also constantly developing and improving. The school should help the industrial upgrading of disciplines, build a platform for the development of cross-disciplines, focus on important cross-cutting areas that are in urgent need and shortage in the country, assist teachers to break down the barriers of disciplines and industries, and promote exchanges and communication between scholars so that synergistic effects can play a role. Achievements of cross-discipline and integration can also be introduced into the scope of assessment to encourage teachers to make breakthroughs in cross-disciplines and emerging fields.

5.5. Promote the deep integration of internationalization and localization

In order to comply with the tide of "double first-class" construction, many universities have strengthened international exchanges and cooperation, introduced many excellent overseas talents and overseas quality research results, but localization should not be ignored. Colleges and universities in the process of cultivating talents in the teaching force should open training for returnees to help overseas talents quickly understand the actual situation of our country and help them carry out research suitable for our country at home. At the same time, it is also necessary to encourage university teachers, localize overseas achievements, and create quality research results suitable for our country on the basis of overseas achievements.

6. Conclusion

Universities should optimize the structure of talent introduction, improve the talent introduction system, improve the teacher training system, diversify the evaluation index, strengthen the cross-disciplinary innovation, and promote the combination of internationalization and localization, etc., so as to comprehensively improve the overall quality of the teaching staff, and to provide a solid guarantee of talents for the development of the country.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

References

- [1] Alazeez, A. M. A., Al-Momani, M. O., & Rababa, E. M. (2024). The Role of The Teacher in Promoting The Culture of Islamic Tolerance Among Tenth-Grade Students in Jordan From The Students' Point of View. *Nazhruna: Jurnal Pendidikan Islam*, 7(1), 59-76.
- [2] Avazovna, B. N. (2021). The Role of Kashgarrubabi Performance Practice in Teaching the Subject "Instrumental Performance and Ensemble" in Higher Education Institutions. *International Journal on Integrated Education*, 4(11), 46-50.
- [3] Hertz, B., Grainger Clemson, H., Tasic Hansen, D., Laurillard, D., Murray, M., Fernandes, L., . . . Rutkauskiene, D. (2022). A pedagogical model for effective online teacher professional development—findings from the Teacher Academy initiative of the European Commission. *European Journal of Education*, 57(1), 142-159.
- [4] Lavonen, J., & Salmela-Aro, K. (2022). Experiences of moving quickly to distance teaching and learning at all levels of education in Finland. Primary and secondary education during Covid-19: Disruptions to educational opportunity during a pandemic, 105-123.
- [5] Sulastri, A., Adri, H. T., & Syamsudin, D. (2024). The Role of Teachers in Improving Quality of Education and Developing Competencies of Primary School Students at Muslim Suksa School Thailand. *Continuous Education: Journal of Science and Research*, 5(1), 1-8.
- [6] Uygun, D. (2024). Teachers' perspectives on artificial intelligence in education. *Advances in Mobile Learning Educational Research*, 4(1), 931-939.