

A Study on the Problems and Solutions of Teachers' Innovation and Entrepreneurship in Vocational Colleges

Liqiang Sun^{1, a}

¹Department of Information Engineering Technology, Qingdao Vocational and Technical College of Hotel Management, China.

^asunliqiang79@163.com

Abstract

Based on the research on the innovation and Entrepreneurship of vocational teachers, this paper analyzes the influence of entrepreneurial teachers and off-duty colleges, puts forward five existing problems, makes a detailed analysis of the causes of the problems, and finally studies the problems and proposes solutions.

Keywords

Teacher; Innovation and Entrepreneurship; scientific research; technological achievements.

1. INTRODUCTION

At present, the main tasks of professional teachers in Colleges and vocational colleges are teaching and scientific research. Teaching is inheriting of knowledge and techniques. only through teaching can push the whole society develop healthily. Scientific research mainly focuses on the framework of theories. which provides students with a shoulder, a ladder, a ladder to climb the technical peak, so it can be regarded as a way of teaching. However, there is also a purpose of scientific research, which is to transform the achievements of scientific research into productivity, and contribute to the development of society and industry. Teaching has thousands of years of history and has proved to be a very mature way, but there are still many problems in the transformation of school scientific research. At present, many undergraduate colleges have started various reforms to promote the transformation of achievements, such as the establishment of joint-stock companies and other models, so as to mobilize the enthusiasm of teachers. However, there are still many problems in the transformation of Higher Vocational College Teachers' technical research, and teachers' technical innovation and entrepreneurship are important factor to solve the problem, but innovation and entrepreneurship has brought new problems and contradictions to participating teachers and units. This paper focuses on the problems and solutions in the process of scientific research technology transformation from the perspective of teachers' innovation and entrepreneurship

Through the research, it is found that the problems existing in the innovation and Entrepreneurship of professional teachers or technicians in vocational colleges mainly include the following aspects: the lack of internal motivation for the innovation and Entrepreneurship of professional teachers; whether the comprehensive level and ability of the innovation and Entrepreneurship of professional teachers are "qualified"; the talent management of the off-duty colleges after the innovation and Entrepreneurship of teachers is affected; scientific research honors, technical patents and how to achieve the goal of mutual benefit between teachers' innovation and entrepreneurship.

2. ANALYSIS OF INNOVATION AND ENTREPRENEURSHIP

2.1. Policy Aspect

Anuscri The guidance of the Ministry of Human Resources and Social Security on supporting and encouraging the innovation and Entrepreneurship of professional and technical personnel in public institutions (Ministry of personnel and social affairs [2017] No. 4 document), in January 2018, the Organization Department of Shandong provincial Party committee and other departments jointly issued the implementing opinions on supporting and encouraging the innovation and Entrepreneurship of professional and technical personnel in public institutions, aiming to inspire the positive effects of technical personnel resources in the marketing allocation. improving the mobility of technical talents, stimulating innovation and entrepreneurship as much as possible, and realizing rapid industrialization of technological innovation results. Apparent as the aim of the documents is, the vocational teachers are constrained by the different details of the current management system and mechanism of their respective colleges and universities. Although the management mechanism of most colleges and universities has played an advantageous role in training excellent teaching teachers, many problems have also been exposed, such as the obvious lag and rigidity of the income distribution system compared with the industry and enterprises, which can no longer adapt to the progress of the industry. With the development of market economy, especially the embodiment of the innovation value of vocational teachers, there still exists a relatively huge gap between vocational teachers and enterprise employees. It is believed to be an increasingly prominent contribution of driving loss in technical innovation for the teachers. which is a prominent factor affecting the innovation and entrepreneurship vitality and driving force of vocational school teachers, resulting the lack of advancing.

2.2. Institutional System

According to the regulations of the Ministry of Human Resources and Social Security at present, the evaluation system of teachers in Vocational Colleges in China still focuses on scientific research and papers. Administratively regulated, its actual effect is somewhat out of line with the scientific research and development of enterprises. The school has standard quantitative index administrative management index in practice, which makes teachers lack a comprehensive understanding of their own scientific research innovation and entrepreneurship technical ability, and the actual technology is not "qualified"; Moreover, teachers in Vocational Colleges usually have strong theoretical research ability, but they are more competent for theoretical cooperation and Advisory cooperation with enterprise research projects; while other teachers have rich project experience and good team management ability in scientific research. Partly owing to lack experiencemanagement, they are prone to judge out of their enthusiasm and technology. The difference between teachers in Vocational Colleges and ordinary undergraduate colleges lies in the fact that most of their technology is practical technology because of the teaching environment, which can be used in the production line. Just because of its practical application, it may lead to the lack of core confidential technology, which makes the entrepreneurial enterprises do not have an absolute advantage in the peer competition. Therefore, it is easy for the teachers to fall into the deviation of their own ability cognition. They unilaterally believe that if they understand scientific research innovation or only have certain scientific research ability under the system, then key points of entrepreneurship would be grasped, which will greatly increase the risk of entrepreneurial failure.

2.3. Personnel Management

After leaving the post, the influence of teachers' innovation and entrepreneurship on the personnel management of the university is mainly reflected in: 1) brain drain. According to the

national policy, the innovation and Entrepreneurship of scientific research staff and teachers can not return to the original unit after 3 years under the current situations. They are requested to renew the contract of leaving the post and entrepreneurship or officially leave the company. Successful entrepreneurs are usually believed to have strong comprehensive ability of scientific research and management. If they leave the company after 3 years or 6 years, it will cause the consequence of brain drain to the school. 2) Talent redundancy. In view of the risk of brain drain and the actual teaching needs of colleges and universities, it is generally necessary to recruit new personnel to fill the vacancy and complete the daily teaching process. If the entrepreneurial personnel return to the school after 3-6 years, the post may cause the phenomenon of overstaffing and overstaffing, resulting in personnel management difficulties.

2.4. Achievement Attribution

In the process of teachers' innovation and entrepreneurship, it is in the company's name to obtain the scientific research honor, resulting in the ownership of technical patent achievements. Due to the needs of the development of the entrepreneurship subject, it has requirements for high-quality patents, honors, papers, project achievements, which is the key factor for the enterprise company to require government support and other policies to be reviewed. In the assessment and examination of faculty and workers in almost all colleges and universities, it is required that the serving unit and the patent owner be the colleges. Although the entrepreneurial teachers have left the post, according to the policy, colleges and universities are required to recognize the scientific research achievements of the employees, but it is difficult for colleges and universities to verify the authenticity of the scientific research and technical achievements during the period of leaving the post. How to solve the relationship between degree and signature is of great significance to the promotion of the influence of colleges and universities? We need to find a reasonable solution.

2.5. Win-win?

The starting point of leaving the post and starting a business is to activate the industry and accelerate the enterprises to help the social development and feedback to the school, but the actual implementation effect is not satisfactory, and it is difficult for individuals to benefit, enterprises to benefit and schools to benefit. Can we win? If we want a win-win situation, the contract constraint is very crucial. The content is reflected in the innovation and entrepreneurship system and mechanism. It is supposed for the teachers to keep the original posts while working in the enterprises. People in the enterprise are in the school, people in the school are in the technical service enterprise, and teachers, enterprises and schools are integrated into one.

3. THE FEASIBLE STRATEGY OF VOCATIONAL TEACHERS' INNOVATION AND ENTREPRENEURSHIP

3.1. Improve the Internal Management System and Mechanism of Vocational Colleges

We should improve the internal management system and mechanism of vocational colleges, and establish a classified evaluation system for different types of teachers, such as applied teaching teachers, academic teachers, and comprehensive of applied teaching and academic teachers. There are corresponding incentive systems to promote the improvement of professional skills. We should not only implement national policies, but also implement the system of innovation and Entrepreneurship of professional teachers in local competent departments. In addition, we should further improve the internal management regulations of the school, while more researches and investigations are required, superficial guiding document should be reduced. Effective mechanism and systems should be carried out. and the processing assessment and ineffective materialized projects are supposed to be reduced. For example,

some excellent resource banks are just for the purpose of assessment quantity but without quality. The peers have already got national level and provincial level. Why do some schools set up school level projects? There is no effect in the international teaching. It is shown that students look up the banks just to finish the visiting requests. resulting in negative impact in constraining teachers research time. Through the research, it is found that the assessment and evaluation system formed with students as the main body, with promoted mechanism system can more effectively improve the technical research level of teachers, for example, employment oriented assessment. If the teacher team can cultivate most of the students who adapt to the market and industry, and the students have the ratio of engaging in the professional jobs for a period of time (several years) after graduation. For example, through actual employment, teachers' professional skills are forced to adapt to the requirements of the industry and improve the technical level of teachers. So students-centered teaching is not empty talk, nor can it be empty talk. No matter what kind of teacher assessment is based on students, there should be a reasonable and effective system mechanism guarantee.

3.2. Induction Exercise

According to the policy of the Ministry of Education, teachers are proposed to be suspended teaching and trained in enterprises. At present, most of the universities in China are paid while suspended and trained. According to the research, paid suspension often results in no actual motivation and pressure for participating teachers. The enterprises do not pay for the trained teachers and have no economic loss, forming a formal project of not assessing and coping with the assessment. while neglecting the management of teachers, the final result is the formal suspension exercise. Suppose if the suspension becomes a non paid suspension, and the salary teachers get in the enterprise is also assessed, is it also a primary factor to encourage teachers to promote their professional level? Only the capable are brave to do work in the enterprises and paid in suspension. The new mode of unpaid enterprise payment in colleges and universities can also encourage teachers to participate in enterprises in practice, so that teachers can better understand the corporate culture, the development of the industry, and the technology required by enterprises. So that teachers are more theoretical and practical supported to innovate and start entrepreneurship.

3.3. School Enterprise Individual Multi-Mode

In order to establish the tripartite evaluation and agreement regulations of schools, individuals and start-up enterprises, we should do a good job in the process tracking and process service of innovative and start-up teachers. We can carry out the innovation and start-up system from multiple modes, such as "co construction mode of teachers' team, teaching resources, training base, talent training program, order training mode, mass innovation and entrepreneurship mode, etc." The management and formulation of the degree make the school, the individual and the enterprise a unified whole. It is agreed to form the evaluation, supervision, assessment, incentive system and system for various forms of entrepreneurs, including professional teacher achievement award, technical project application, etc. The proportion of shares owned by the enterprise shall also be clearly stated, the ownership of project R & D and project innovation income shall be no objection, and the income distribution shall be clearly defined, so as to achieve bilateral or trilateral benefits.

4. CONCLUSION

The the full establishment and implementation of the innovation and entrepreneurship mode and system of teachers in vocational colleges not only rely on the guarantee of reasonable and effective system, but also rely on the current school environment for teachers' teaching and scientific research. Only through encouraging teachers to work and participate in the industries

all the time, can the professional and technical teachers be better promoted and developed. It also attributes to teachers' innovation and entrepreneurship in vocational colleges. Market vitality is stimulated and trilateral benefits are realized.

5. PROJECT

Qingdao Education Science "13th Five-Year" Planning Project (QJK2018B0042), Research on Promoting the New Integration of Schools and Enterprises by Vocational Education Entrepreneurship from Innovation-driven Perspective.

REFERENCES

- [1] Danfeng Guo: Problems and Countermeasures of innovation and Entrepreneurship of professional and technical personnel in Colleges and universities [J], Human Resources Development, (2018) No.4, p.36-37.
- [2] Weiwei Huang, Rongding Ban and Zhang Bo: An analysis of the influence of the state's policies to encourage the innovation and Entrepreneurship of University Teachers [J], Higher Education Forum, (2017) No.8, p.123-125.
- [3] Bai Yu: based on SWOT analysis, studies on the new policies of innovation and Entrepreneurship of professional and technical personnel in scientific research institutions [J]. Theoretical Discussion, (2018) No.26, p.93-94.