

# The Problems and Solutions of Accurate Training for Teachers in Private Universities: A Case Study of Guangzhou College of Applied Science and Technology

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**Abstract:** Accurate training, as a primary goal for the high-quality development of teacher training, is characterized by demand-based, stratified, and evidence-informed practices, which are crucial for meeting the growing needs of teacher training. This study, taking Guangzhou College of Applied Science and Technology as an example, deeply analyzes the issues in the teacher training of private universities, including unreasonable training schedules, lack of rigor in content, singular methods, and incomplete systems. Under the guidance of the "Accurate training" concept, a series of targeted improvement strategies are proposed, including flexible scheduling, optimizing training content, diversifying training methods, and holistic design and planning of training systems and content, aiming to enhance the pertinence and effectiveness of training, thereby promoting the professional growth of teachers and the improvement of teaching quality.

**Keywords:** Private Universities, Accurate Training, Teacher Professional Development, Teacher Demand, Stratification

## 1. Introduction

In recent years, the Ministry of Education of China has successively issued documents such as "Guiding Opinions on Strengthening the Construction and Reform of University Teachers in the New Era" and "Vocational College Teacher Quality Improvement Plan (2021-2025)", aiming to Qumake the university teacher development support system more robust and the management evaluation system more scientific through a series of reform measures. The main goal of private universities is to

comprehensively build a high-quality, dual-teacher-type, and innovative teaching staff [1]. In response to the current widespread issues of lack of targeting and precision in teacher training, it is proposed that teacher training should be "stratified and categorized, with Accurate policies". It is necessary to analyze training needs Accurately based on the different stages of teacher professional development, scientifically formulate training plans, and strengthen process management and diagnostic improvement. The reform of Accurate teacher training has become one of the key tasks in the construction of the teaching staff during the "14th Five-Year Plan" period.

## 2. Connotation and Characteristics of Accurate Training

### 2.1 Connotation of Teacher Accurate Training

Accurate training, in contrast to traditional extensive teacher training, clarifies the needs of the training targets and customizes training objectives, content, and methods accordingly. Zhang Xiaoming believes that Accurate teacher training refers to training programs and activities that are aimed at training targets with relatively common needs, focus on training themes that align with the purpose of the project, establish valuable and achievable training objectives, design training content that participants are interested in, can understand, apply, and see practical effects, use participatory, contextual, and executable mixed training methods, and adopt effective and feasible full-process, diversified, and subject-oriented monitoring and evaluation strategies to guide and motivate the generation of personalized and applicable research results [2]. Zhou Bo points out from a

macro perspective that Accurate training is "targeted," "drip-irrigation," "open," and "development-oriented" training, emphasizing Accurate training objectives, strong targeted training content, collaborative participation of training subjects, and continuous driving of training methods[3]. In summary, Accurate training highlights the connection between individual needs, professional characteristics, and practical application. Under the guidance of the concept of "learning based on needs, training based on learning, and evaluation based on use," it fully collects and analyzes the training needs of participating teachers, designs training in conjunction with the characteristics of adult learning and different dimensions of teacher professional development, and tests the effectiveness of teacher training in educational teaching practice.

## 2.2 Characteristics of Teacher Accurate Training

Current research and practice emphasize that Accurate teacher training should take demand and personalization as the starting point for Accurate training[4], and it is also necessary to guide practice with existing research evidence by collecting teacher development data to understand teacher needs and training effects [5]. Therefore, Accurate teacher training should include three characteristics: demand-based, stratified and categorized, and evidence-informed practices, which together support the deepening and implementation of Accurate training reform.

### 2.2.1 Demand-based

Teacher training needs are divided into subjective and objective needs. Teachers' subjective needs may be influenced by personal levels and may not be comprehensive and reasonable, so it is necessary to consider the four-in-one needs of the country, region, school, and teacher, grasp the balance of different levels of needs, and find the best balance point between the common needs and individual needs of the teacher group, seeking the unity of teacher professional development and teacher team construction. Due to the dynamic and changing characteristics of teacher professional development and learning, understanding and analyzing the needs of the trained teachers should run through the entire training process, enabling Accurate training to generate new content in the continuous process of dialogue

and reflection.

### 2.2.2 Stratified and categorized design

Teachers' educational backgrounds, practical experiences, and development stages have diverse and multi-level characteristics, which is a variable in teacher training[6]. In response to the needs of different teacher groups and individuals, stratified and categorized design classifies and distinguishes training objectives, content, methods, and subjects from a systematic perspective, solving both the structural contradictions between teacher training supply and demand and achieving the effect of rational resource allocation. Taking the design of training themes as an example, there are many contents based solely on object variables, and trainers need to select a specific dimension of teacher professional development, such as integrating training content and selecting training methods from different aspects such as teacher ethics construction or teacher teaching research capabilities, allowing teachers to study autonomously, providing personalized resource push for teachers, and achieving Accurate learning support services.

### 2.2.3 Evidence-informed practice

The "Opinions of the Ministry of Education on Implementing the Excellent Teacher Training Plan 2.0" clearly proposes to "establish and improve a teacher training quality full-process monitoring and continuous improvement mechanism based on evidence," emphasizing that all links in the training process should be supported by evidence for design and improvement. With the help of artificial intelligence, it is possible to achieve accompanying collection and in-depth mining of teacher training process data. Trainers can quickly discover deficiencies in the training process based on data and optimize them in a targeted manner, providing many conveniences for the Accurate improvement of teacher education quality [7].

## 3. Problems in Teacher Training of Private Universities

Private universities are an important part of China's higher education. After 30 years of development, they have expanded rapidly. According to statistics, by 2023, there were 789 private universities in China, accounting for 25.67% of the total number of universities in the country; the number of private ordinary and vocational undergraduate and junior college

students was 9.9438 million, accounting for 26.34% of the total number of ordinary and vocational undergraduate and junior college students in the country. However, due to the short history of running a school and limited financing channels, the level and quality of private universities are still in the middle and lower reaches of the overall development of the country's higher education [8]. It is well known that the level of university education depends on the quality of the teaching staff. Private university teachers generally have worse benefits, social status, and career development than public university teachers, and there is a high teacher turnover, urgently needing to strengthen the construction of the teaching team to adapt to the needs of high-quality development. Promoting Accurate training is the only way to promote teacher professional development and the best choice to achieve talent-strong schools. This paper takes Guangzhou Applied Science and Technology College as an example to investigate and analyze the problems in teacher training in private universities and actively explore breakthrough paths.

Guangzhou College of Applied Science and Technology is a full-time undergraduate college established with the approval of the Ministry of Education. The predecessor was Guangzhou University Songtian College, which was established in 2000 and was approved by the Ministry of Education to be reorganized and renamed in December 2020. The college currently has more than 1,200 teachers and more than 26,000 students. The school is in a critical period of building a distinctive high-level applied undergraduate college and urgently needs a high-level teaching team that meets the school's development vision and goals. For many years, it has adhered to the principles of combining popular training with special training, and external incentives with internal stimulation to develop training projects and content, leading teacher growth. However, there are still some issues that need to be improved in practice.

### 3.1 Unreasonable Training Time

According to the survey, unreasonable training time arrangements are one of the reasons why teachers do not participate in teacher teaching training. They believe that the school's arrangement for teacher training time often conflicts with working hours. Teachers have

many daily tasks, such as subject teaching, scientific research topics, student management, etc., and each task needs to be implemented, making it difficult to find time to participate in training activities. If the training time conflicts with the time of work tasks, they can only choose to prioritize work and give up participating in training. Teachers hope that the school can fully consider their actual work and provide a more flexible, reasonable, and feasible training schedule. Some teachers also said that some training durations exceed expectations, easily causing fatigue, boredom, and rejection, weakening the actual effectiveness of the training. At the same time, for training arranged in non-working hours such as evenings or weekends, occupying teachers' rest and private time, teachers' dissatisfaction, resistance, and complaints are strong, directly refusing to participate in such training.

### 3.2 Inaccurate Training Content

According to the analysis of the survey data, many teachers believe that there is a large deviation between the current training content and the actual situation of training needs. This deviation makes the training plan and execution formalistic and unable to mobilize teachers' enthusiasm for participating in training.

There is a "scissors difference" between the training content and teachers' solving of actual problems. Although training experts will understand teacher needs through surveys, the expert discussion focuses more on the theoretical nature of the training content, which is not highly related to the actual work of teachers. After participating in the training, teachers still cannot find ideas or ways to solve specific problems, and the training content lacks practical value. There is an "information difference" between the training content and teachers' understanding of the forefront of education. In the era of educational globalization, education faces international challenges and opportunities, but school teacher training still focuses on the school itself, lacking introduction to advanced higher education development, and the training content lacks a sense of the times.

### 3.3 Unenriched Training Methods

The interviewed teachers generally believe that for a long time, the main model of teacher training has been to listen to lectures and reports by experts in a centralized manner, and it is

difficult for the teaching experts to accurately grasp the interests of the trainees. In-depth research has found that many current teacher training methods do not match the content and objectives of the training, or are not suitable for teachers' learning habits. Some changes in training methods are only manifested as strengthening interaction in expert classrooms, increasing on-site research and observation, and completing online assignments, without fundamental innovation, leading to low participation of trainee teachers and thus generating a sense of fatigue.

The training organization process is procedural. Even for the same training topic, the focus of training should be different for different trainee teachers, and the corresponding training organization process should be different. For example, teachers of science and engineering need to improve their professional skills more, and the training process should be mainly practical exercises, while teachers of humanities and social sciences hope to enrich their subject depth, and the training process can be mainly theoretical teaching. However, the school's training organization process is obviously procedural, and teacher training has formed a fixed routine, which is difficult to mobilize the enthusiasm of teachers to participate in training. Training resource integration is superficial. Although the school has realized the importance of resource integration, in actual work, training resource integration is still superficial, which is reflected in the insufficient integration of school-based training resources, such as training teachers, training venues, and training functions. There are still barriers between different departments, and different functional departments organize different trainings, increasing the burden on teachers to participate in training. At the same time, it is also reflected in the lack of an effective coordination mechanism when integrating school and external training resources, which cannot truly achieve resource sharing and optimization, and it is difficult to achieve complementarity and synergy.

### 3.4 Incomplete Training System

The school-level training presents a patterned and quantified phenomenon. Patterned is reflected in that regardless of the professional background, teaching experience, or personalized needs of teachers, the training

adopts the same patterned training. For example, new employee training, all new employees are trained in fixed modules such as school history, personnel management, teacher ethics, and school development strategy, and all new teachers are trained in fixed modules such as teaching management system and multimedia use, which is difficult to mobilize the enthusiasm of teachers to participate in training. Quantification is manifested in the emphasis on the degree of teacher participation in training, such as requiring teachers to complete a certain number of training hours and directly linking training participation to title evaluation and salary increase, leading to teachers focusing on attendance and assessment in the training process, rather than participating in training to improve their professional abilities.

The training of the second-level college is passive and task-oriented. Passivity is mainly reflected in the second-level college's simple execution of the school's training tasks, lacking initiative, creativity, and effectiveness in combining with the college's own characteristics. Task orientation is manifested in the second-level college's insufficient understanding of the importance of training, treating training as a task that must be accounted for and completed, rather than an important opportunity to improve teachers' professional abilities.

Teacher autonomous training is relatively blank and compensatory. Faced with professional pressure, school teachers generally have the need for self-improvement, but the actual work tasks are heavy, lacking time and space for autonomous learning. The training organized by the school and the college cannot take into account some teachers' actual situations, resulting in restrictions on teachers' professional autonomous improvement. Blankness is mainly manifested in that teachers have not carried out professional autonomous learning for a period of time, "eating the old book" is difficult to cope with the increasing development of education. In this case, some teachers rely on personal efforts to make up for the shortcomings, such as some teachers may use weekends or holidays to participate in various seminars, workshops, or online courses. This compensatory autonomous learning often requires teachers to invest additional time and energy after work, which is easy to cause an imbalance between teachers' work and life, affecting teachers' professional happiness.



#### **4. Accurate Perspective on the Improvement of Teacher Training in Private Universities**

According to the concept and characteristics of Accurate training, teacher training should fully meet the common and individual professional development needs of the majority of teachers, actively use information technology for the whole process and full-element monitoring, deeply empower the integration and innovation of teacher training, and provide personalized and professional services for teacher development.

##### **4.1 Flexible Training Time Arrangement**

###### **4.1.1 Avoid conflicts with regular work**

When formulating training plans and organizing training, carry out preliminary investigations in advance, communicate with teachers through various channels, understand teachers' work arrangements, teaching tasks, teaching needs, and training expectations, so as to avoid holding training during work tasks and occupying teachers' non-working time as much as possible on the basis of understanding and understanding. If there are situations that cannot be avoided, the school can take measures such as providing overtime pay and leave to compensate for the extra efforts and time costs paid by teachers for participating in training.

###### **4.1.2 Promote the integration of online and offline**

Under the premise of ensuring the completion of tasks and the quality and effect of training, adhere to the principle of efficiency, and try to shorten the training time as much as possible. By streamlining training content and using efficient training methods such as simulated teaching, and using modern educational technology means, such as online training platforms and mobile learning apps, to provide flexible learning methods and resources such as online training and recorded training videos, it is convenient for teachers to learn according to their own time arrangements.

###### **4.1.3 Combining strict uniformity with individual supplementation**

On the one hand, the school should formulate a unified training plan, implement the training plan in a unified time, and promote the overall quality improvement and balanced development of the teaching team; on the other hand, it should also formulate personalized "supplementary" plans for individual teachers' actual situations, meet the different training needs of different

teachers, such as arranging mentors for newly hired teachers and providing more teaching assistance for teachers with weaker teaching abilities, and correspondingly provide a flexible and elastic training schedule.

##### **4.2 Optimize Training Content**

**4.2.1 Conform to the actual situation of teachers**  
Understanding the actual situation of the training object is mainly carried out from three aspects. First, subject literacy composed of subject knowledge and subject thinking; second, educational literacy composed of educational theory and educational concepts; third, teachers' self-assessment of professional literacy and career expectations. Select training content and implement "training for individuals" with the actual situation of teachers as the center.

###### **4.2.2 Solve teachers' actual problems**

Before determining the training content, seriously understand the actual working situation of teachers, listen first and then sort out, only receive without judging, but seriously find out the problems with universality, representativeness, and confusion as the priority themes for teacher training. Respect the psychological needs of the training object, and consciously determine the training content with solving teachers' actual problems as the center and implement "training on demand".

###### **4.2.3 Promote teacher professional standards**

University teachers themselves have relatively prominent personality characteristics. In this college, some teachers' personality characteristics are increasingly inclined to self-centeredness and freedom. Therefore, the school's teacher management should focus downward to ensure that the bottom line requirements are met. It should face the "educational teacher" task faced by the school's teaching staff, strengthen professional ethics education, and design training content with promoting teacher professional standards as the core to implement "position training".

###### **4.2.4 Promote teachers to keep up with the times**

With the accumulation of work experience, teachers' daily work is easy to stay in a repetitive and fixed pattern and level, forming a fixed mindset and developing bad professional inertia and professional fatigue. In order to let teachers break through the fixed thinking and maintain openness and progress in their profession, it is necessary to actively expand the educational vision of the training object. It should adhere to

the core of promoting teachers to keep up with the times in selecting training content.

### **4.3 Flexible Training Methods**

#### **4.3.1 Pay attention to training needs**

When determining the training form, first, based on a detailed analysis of the training objectives and tasks, determine the specific training content and the priority level of different contents, and then design and customize corresponding training forms based on the analysis of the different training needs of the teachers participating in the training, such as taking the theme of course ideology, the main training form is the traditional face-to-face class teaching system and group discussion style; taking modern teaching technology as the theme, The training format should mainly focus on on-site teaching, practical exercises, and coaching teaching; taking teacher career planning as the training goal, the training content needs to be presented in a variety of training modules, and correspondingly, different training forms need to be designed according to different training modules. Adhere to "act according to the situation" to increase the appropriateness of the training form, which can enhance the acceptance and satisfaction of teachers for the training.

#### **4.3.2 Respect teacher differences**

Teachers with different academic qualifications, titles, majors, and career development stages have very different training needs. When the school organizes teacher training, it should implement the guiding ideology of "different people, different training", strengthen the review and classification work of the training personnel, break the unified training form, design different training forms according to the different training needs of the participating teachers, increase the directionality of the training, and stimulate the enthusiasm of teachers to participate in the training through flexible and rich training forms.

#### **4.3.3 Highlight the timeliness of training**

Due to the insufficient in-depth integration of school training resources, there will be a mismatch between training forms and training content, and a disconnection between training content and the development of the times, leading to formalistic and task-oriented tendencies in teacher training. Strengthen the effectiveness of training, and the training form should keep pace with the development of the times, adhere to "change with the times", not only update the training content in a timely

manner but also pay attention to the unity of training content and training form, effectively help teachers obtain professional growth and improvement through training, and thus promote the effective improvement of the overall quality of teacher training work.

### **4.4 Improve the Training System**

#### **4.4.1 Overall design of the teacher training system**

In the context of the continuous deepening of higher education reform, schools need to effectively improve the quality of the teaching staff and strengthen the design and planning from the organizational level. Among them, building a three-level teacher training system with clear division of labor and progressive levels is an urgent task.

The three-level teacher training system is composed of three levels: the school, the second-level college (department), and the teacher individual. Each level undertakes different tasks but is interconnected and promotes each other. The school, as the highest-level "designer", is mainly responsible for the selection of the school's teacher training ideas, the determination of training concepts, the design of training plans, the construction of training teams, and the organization of some high-level and strategic school-level training projects. The second-level college (department), as the middle-level "organizer", is mainly responsible for combining the actual situation of the college (department) itself and the teachers of the college (department), specifying the school's teacher training plan, and organizing and implementing training plans in a planned and effective manner, carrying out targeted and effective college (department)-based teacher training. For example, colleges of science and engineering can focus on experimental skill training; while colleges of humanities and social sciences can strengthen subject thinking and literacy training. Teachers as individuals, as the grassroots "executors", combine their actual situation, according to the school and college (department) two-level teacher training plan, to carry out personal professional autonomous training.

Through the three-level teacher training system, enrich the richness of training content, improve the efficiency and benefit of teacher training, and promote school teachers with the support and help of the school and college (department)

at two levels, according to their own development needs, to exert their subjective initiative, and consciously accelerate personal professional growth.

#### 4.4.2 Systematic planning of teacher training programs

To ensure the effective operation of the school's three-level teacher training system, it is necessary to plan systematically from the implementation perspective and formulate detailed three-level training programs.

The three-level training program is formulated from top to bottom. The school-level teacher training plan mainly formulates the overall goals, policies, ideas, and plans for the entire school's teacher training according to the national education strategy, the school's development positioning, and the "three-step" development strategy. The college (department) teacher training plan needs to follow the latest trends of higher education teaching reform, start from the construction goals of disciplines and majors, combine professional characteristics and professional development needs, and formulate feasible training plans with college characteristics and professional features according to the specific problems of college teachers. Both the school and college (department) two-level training plans should cover various aspects such as training objectives, content, methods, schedule, resource allocation, and assessment mechanisms, forming a complete set of operating processes and standards. Teachers, according to the school and college two-level teacher training plans, formulate a three-year professional growth plan, which is implemented after being reviewed and approved by the second-level college. An annual personal summary is conducted every year, and a plan summary is conducted after three years. All plans and summaries are filed as personnel materials and managed by the second-level college in a personal growth file bag. It needs to be particularly emphasized that the school should pay attention to the importance of teacher autonomous training, provide autonomous training resources and support with time flexibility and content diversity, and encourage and support teachers for effective self-development and improvement.

## 5. Conclusion

The core of Accurate training is to build an efficient teacher training supply and demand

system, aiming to improve the pertinence and effectiveness of training, and thereby promote the professional growth of teachers. Private universities have realized the importance of Accurate training, carried out demand-based pre-training surveys, and designed and developed training themes and content based on this. However, during the training process, they have not been able to use technology for Accurate analysis and evaluation throughout the process. In future practice, it will further highlight demand orientation, respect the main position of teachers, and build and optimize the teaching team by combining internal and external forces. Internally, it mainly strengthens the construction of teacher training and development incentive mechanisms, strengthens the integration of teacher resources and teacher culture construction, provides more professional development opportunities and platforms, and encourages teachers to teach innovation and academic research; externally, it mainly strengthens the establishment of various cooperative relationships between the school and other universities, scientific research institutions, social organizations, etc., cultivates advanced educational concepts, introduces teaching methods, enriches teaching resources, and broadens teachers' horizons. Through the integration process of internal and external connections, it provides a more comprehensive and superior teacher development cultural environment.

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