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Exploration on the Construction of Scientific Research Talents under the Background of "Breaking the Five Only" in Higher Vocational Colleges

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Abstract: *The development of scientific research talents determines the contribution of scientific research results to the social economy and the advanced level of educational development. It is necessary to implement the fundamental task of building morality and cultivating people, and to break through the stubborn diseases and high levels of evaluation of scientific research talents in the "five only" papers. The motivation for promotion of scientific research by a single professional title in vocational colleges is to return to the spiritual essence of scientific research, so that scientific research talents can concentrate on research to serve talent training, economic and social construction, improve the quality of talent team construction and the conversion rate of scientific research achievements. In terms of evaluation mechanism, achievement transformation-oriented scientific research evaluation mechanism, and scientific research literacy building of scientific research talents and management teams, the "double-qualified" front-line practice drives the expansion of scientific research projects, and explores multi-institutional cooperation in the form of problem discovery and recognition. Research collaboration mode, and establish a systematic scientific research talent training system and whole-process management environment.*

Keywords: *transformation of scientific research achievements, scientific research talent team, evaluation orientation, shaping of scientific research literacy*

1. Introduction

The development of scientific research talents determines the contribution of scientific research results to the social economy and the advanced level of education development. In terms of national, provincial and ministerial-level discipline declarations, project research, and teacher team construction, scientific research talent teams and their achievements occupy clear data indicators, which affect institutions in their own discipline construction, social and economic services, and education. Due to the historical orientation of education evaluation and talent evaluation, the current scientific research talents and scientific research achievements of colleges and vocational colleges have formed a vicious circle: the number of papers, monographs, patents, and the number and level of projects are used to compete for professional titles. It deviates from the original intention of teaching and educating people in education and educating talents for the country, and also ignores the transformation and application of scientific and technological productivity.

On October 13, 2020, the Central Committee of the Communist Party of China and the State Council issued the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era"[1], which put forward specific ideas and directions in the evaluation of scientific research talents in order to implement the mission of cultivating talents and cultivating talents for the country. , pointed out to resolutely overcome the stubborn disease of "only grades, only further studies, only diplomas, only papers, and only hats", aiming to establish a correct, objective and positive environment for educational evaluation and development, but with the changes in economic and social development, higher vocational colleges The outstanding problems of the university's scientific research talent team and the output of scientific research results cannot be ignored.

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2. Problems in the transformation of scientific research talents and scientific research achievements in higher vocational colleges

2.1. The achievement output motivation of scientific research talents in higher vocational colleges is single

Whether in enterprise, university or higher vocational college, the motivation of most scientific research personnel for the output of the results is quite simple. The main motivation for scientific research is the promotion of professional titles, not the discovery of actual production applications and the exploration and practice in the process of knowledge discovery. The root of this phenomenon lies in the imperfection of the employment mechanism, talent evaluation orientation and standards.

Compared with other traditional colleges and universities, higher vocational colleges start relatively late in the construction of scientific research talent teams and scientific research management, whether it is in cooperation and exchanges with external enterprises, other universities, regions and regions, or in the subject areas of scientific research exploration. Compared with traditional colleges and universities, their fields and scope of practice are different, so the form and scope of achievement output are not necessarily the same. Anyway the overall environment of the evaluation mechanism for talent evaluation and selection is mostly based on conventional indicators such as scientific research papers. Universities and vocational colleges almost all evaluate scientific research and talents in the same standard system. As a result, researchers are less devoted to real research, devote themselves to publishing papers and apply for patents, and pay little attention to whether the research issues and results meet social needs and production practices.

2.2. The evaluation criteria for the achievements of scientific research talents in higher vocational colleges are more quantitative than qualitative

The evaluation criteria for the achievements of scientific research talents in higher vocational colleges are more quantitative than qualitative. On the one hand, the evaluation form of scientific research achievements is limited to quantifiable and visible objects. For example, the common forms of scientific research achievements are: scientific research papers, scientific research projects, scientific research awards, academic works, patented inventions, utility models, etc. On the other hand, because scientific and technological achievements have both displayed and invisible achievements, and those invisible achievements are difficult to quantify, or it is difficult to see actual economic or social benefits in the short term, the evaluation of scientific research achievements is in a single form. There are many quantitative evaluations of the quality of the results.

2.3. Scientific research talents have not formed a joint force to meet social needs and academic inheritance

According to literature research [2], in the past five years, 88 higher vocational colleges have applied for nearly 30,000 invention patents, but the number of final authorizations is only about 6,000, and about 1,000 have been transferred, with an authorization rate of about 20%. Technology transfer is about 25%. Compared with similar data in higher vocational colleges across the country, the patent application and authorization data of our school are very low, with 0 data all year round and 0 transfer rate. Other scientific and technological achievements are almost dormant. It shows that the transformation of the achievements of scientific research talents in higher vocational colleges is difficult and the transformation rate is extremely low. The activities of various societies or associations at all levels in society are limited to the dissemination of academic policies and project application skills, and the social link between institutions and society has not been brought into play. Construction needs or other areas of development needs.

3. Countermeasures and reflections on the management of scientific research talents and scientific research achievements in higher vocational colleges

3.1. Highlight the contribution of actual performance, and improve the evaluation orientation of scientific research talents by job classification

The personnel organization should take the position as the benchmark, highlight the contribution and performance of the position, and effectively implement the talent classification evaluation guide. The

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criteria for evaluating people with candidates should get rid of stubborn diseases such as "only academic qualifications and hats", and should be based on the actual performance and career development contribution of job categories, majors, performance levels, etc., to classify and formulate different positions, majors, and levels. The system of personnel performance evaluation, in the mechanism, guides the faculty and staff in different positions to have something to do, no place to do anything, whether it is to give corresponding incentives in personal development space or career contribution honor, to avoid personnel career competition There is a phenomenon of only professional titles, and create a good spiritual outlook and career environment for teaching and educating people and educating people for the country.

Teaching management and educational affairs institutions should guide a scientific, diverse, and positive educational achievement evaluation environment and orientation in terms of resource construction and educational talent teams, and should also avoid using the quantity and level of scientific research results such as papers and projects to weigh the teaching ability and achievement. Indicators, or the single use of a certain educational achievement award-winning hat as a standard for the degree of educational and teaching contribution.

Pay attention to team evaluation and comprehensive evaluation, and avoid excessive turnover of post personnel. Scientific research is based on practice accumulation and problem discovery, and scientific research evaluation is based on the feedback effect of post practice on the post. Too frequent personnel flow is not conducive to the practical accumulation of scientific research and the discovery, exploration and solution of practical problems. Long-term job performance evaluation should be explored, guided by job representation and professional representation results. In terms of professional title evaluation and employment, the hat behavior of "successful success and lifelong benefits" should be avoided. It should pay attention to the current performance contribution, explore the integration of talent training and scientific and educational work, and consider the evaluation mechanism and orientation of scientific research talents to truly serve the development of the institution's own education, the social economy and consulting services of the country and region.

3.2. Guided by market demand, actively build a scientific research collaboration mechanism between government, school, enterprise and locality

The market is the touchstone for testing scientific research talents and scientific research achievements. Enterprises and production lines are the front-line places for the application and transformation of scientific research achievements. Universities are the new force of scientific research achievements. Breaking the barriers of institutions in various fields, connecting the gap between achievements and applications, and realizing the transformation, promotion and application of scientific research achievements into practical production applications are not something that a certain type of institution can carry out alone.

The data empirical research of scientific research projects such as Xu Li's off-campus part-time job data survey [3], Chen Heng's industry-university-research cooperation to cultivate innovative talents [4], Fang Yangchun's inclusive talent development model innovation behavior impact [5] and other scientific research projects show that, Off-campus part-time jobs, school-enterprise cooperation and inclusive talent training models have a positive and significant effect on the transformation and output of scientific research achievements in colleges and universities, and the transformation of scientific research achievements by innovative talents. Exploring the construction of a collaborative [6] cooperation mechanism is conducive to the construction of talent teams and the transformation of achievements.

Guided by market demand, aiming to serve the needs of regional economic construction and social development, adhere to the correct political direction, and actively build a model for the output and transformation of scientific research achievements in schools, enterprises and localities. For example, talent training in higher vocational colleges is based on skills. Master, you can take the opportunity of "dual-training" talent team training and "teacher-led apprentice" mode, by going deep into front-line enterprises and other means, find problems in the production process, and use the form of problem identification to drive the expansion and extension of scientific research projects and student training. , realize the integration of teaching-research-transformation, give full play to the functions and production efficiency of each institution, form a synergistic development effect of the output and training of scientific research talents, the transformation of scientific research results, and the application and promotion of the results, and cooperate to produce scientific and technological achievements with social production and application benefits. , stimulate the vitality of scientific research innovation and the transformation rate of achievements.

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3.3. Improve the evaluation orientation of scientific research achievements and realize the whole-process tracking management of talents and achievements information

Science and technology departments should respect the spirit and essence of scientific research, take the output and transformation of scientific research results to the application in practical production, education, culture and other social fields as the main goal orientation, get rid of "SCI-only" and other evaluation criteria for quantitative indicators based on the number of papers, projects, funding or patents owned, etc. achieve the transformation from quantity to quality.

In the process of scientific research management, explore the social practice and technical application evaluation criteria of the research content of scientific research projects, and promote the social transformation of scientific research results. While emphasizing the academic value and contribution of papers, etc., it also strengthens the feasibility and foresight of the transformation of scientific research results in practical production applications.

Change the evaluation consciousness, pay attention to the internal transformation and external output of scientific research results. On the one hand, the positive evaluation of the internal transformation of tacit knowledge of scientific research achievements in teaching application, open educational resource construction, educational model development, discipline construction, talent training, system construction and career development should be strengthened.On the other hand, it is also necessary to pay attention to the evaluation of the external output of scientific research results in terms of convenient decision-making consultation, technology application, technology transfer cooperation, etc. in national economic construction, regional economic and social construction, etc.

Actively explore the evaluation mechanism for the application transformation of introduced enterprises and third parties, and conduct management, tracking and supervision of the whole process of team building, scientific research members, research fields, achievement categories and construction cycles for the scientific research talent team, and guide the cultivation of potential scientific research teams.

3.4. Establish and improve the collaborative system guarantee for scientific research achievements and scientific research talent evaluation

According to the physical form of achievement transformation, it can be summarized into the following four categories. Talent output achievements, including technical consultation, decision consultation, and mechanism application talents; product output achievements, including the output of scientific research and innovative products such as new products, new drugs, new equipment, new species, etc., can be marketed, and can have specific Economic value realization. Technical output achievements, new processes, new technologies, new designs and other production technologies with process and periodic application value. Theoretical output results, non-material research results with spiritual guidance, ideological and behavioral guidance significance for educational development, social culture, politics, ecology, etc.

The traditional achievement transformation is based on the contract economic value of patents and technology transfer as the main measurement standard. This standard is reasonable for the evaluation of scientific research achievements in science and technology, but it is difficult to evaluate the transformation of humanities and social sciences achievements in terms of economic value. Reasonably and quantitatively, the value of scientific research activities is ultimately reflected in the transformation of results. Scientific research activities involve the construction of scientific research talents, scientific research evaluation and incentives based on scientific research projects and scientific research results, management and transformation of scientific research results, etc. The main part's contribution to talent development, contribution to education, and social and economic service capabilities should all be summarized as specific aspects of the transformation of scientific research results.

According to the above, different types of scientific research achievements should form different achievement evaluation mechanisms. It is not possible to simply evaluate the output level of scientific research activities based on the number of papers, works, patents and projects. The application transformation value in the actual production field, as well as the influence and social benefits of human-made social science scientific research activities in the fields of social economy, culture, etc. At the same time, as a university, it should also consider the scientific research behavior and achievements in different positions in the system construction. , system governance, discipline development, etc.

Evaluation indicators should be diversified, and different evaluation standard systems should be

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formulated for different positions and majors. The economic indicators of a single patent or contract assignment cannot be used as a reference. Explore a high-quality evaluation system for the transformation of achievements, and form a collaborative guarantee system in synchronization with talent evaluation.

4. Conclusion

The similarities and differences between higher vocational colleges and traditional colleges determine that in the development and reform of education, the standards and orientation of scientific research talent teams and scientific research achievements evaluation and management should be different. However, the fundamental goal of scientific research talents serving the needs of social development and the development of education itself is invariably, how to form a specific and feasible classification of talents and evaluation of scientific research achievements is a problem that various social elements and institutions in a social system develop and explore together, and further specific research and analysis are needed for different disciplines and application environments.

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