

Research on the Training demand of teachers in local application-oriented universities under the background of "Internet +"

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Abstract: The continual innovation and growth of Internet technology in recent years has prompted the conception and in-depth development of the idea of "Internet +." Teachers in application-oriented colleges are fast adjusting to and changing the manner of instruction and scientific research as "Internet +" becomes more widespread and deeper. However, it has also exposed the weaknesses of college professors, as well as the lag of ideas and other problems, so teacher training in colleges and universities is also essential. The survey issued a total of 160 questionnaires, a total of 160 survey responses, eliminate invalid questionnaires, received valid questionnaire 152, efficient reached 95% of college teacher training is without a doubt an essential part, because it is not only to meet the needs of social development, but also to ensure that the school and students get better development. Furthermore, via systematic curriculum construction, in-depth study of curriculum content, and curriculum practice, teachers' professional levels can be considerably increased, allowing them to better meet the needs of social development.

Keywords: college teachers; training needs; Internet +

1. Introduction

The increasing popularity of "Internet +" presents serious challenges to application-oriented university education, requiring university lecturers to increase their own technological level and ability to adapt to the changing condition of teaching, scientific research, and management. Simultaneously, "Internet +" provide a platform and methods to promote college instruction. College teachers can actualize knowledge sharing, collaborative teaching, and information education by utilizing network platforms, digital teaching, and other techniques. The fundamental objective of teacher education in colleges and universities is to increase teachers' educational level and overall ability so that they can adapt to the development of "Internet +" and contribute to the transformation of college education. To improve the effectiveness of teacher education in colleges and universities, appropriate training programs and methodologies should be established based on the needs of teachers at various scales. At the same time, it requires the collaborative efforts of education departments, colleges and universities, and all sectors of society to promote comprehensive and coordinated teacher training and development in colleges and universities^[1].

2. Analysis of the status quo of teacher training needs in local application-oriented universities under the background of "Internet +"

2.1 Basic information of the investigation subjects

A total of 160 questionnaires were issued in this survey, 160 questionnaires were recovered, invalid questionnaires were removed, and 152 valid questionnaires were received, with an effective rate of 95%.

The subjects of this study are mainly mainstream teachers in LY universities, of which 46% were associate professors, and the proportion of senior and intermediate titles reached 72 respectively.3% and 25%, in terms of education, the proportion of doctor reached 73.6%.(Table 1)

Table 1. Basic information of the survey respondents

class	feature	number of people	percentage
sex	male	90	59.2
	female	62	40.8
post	professor	38	25
	adjunct professor	70	46
	lecturer	38	25
	assistant	6	4
professional ranks and titles	senior	110	72.3
	middle rank	38	25
	elementary	4	2.7
record of formal schooling	Undergraduate	8	5.2
	Master	10	6.5
	Doctor	112	73.6
	Post-doctoral	20	14.7

2.2 Investigation process

2.2.1 Training situation

Teachers should teach different levels and levels of training

Table 2 Statistics of training levels received by teachers

Options (Training level)	Number (person)	percentage (%)
national level	38	25
provincial level	24	15.8
city level	64	42.1
Didn't attend	26	17.1
variance	254	100
amount to	152	100

Statistics show that most teachers in universities attend professional and technical training at the provincial and national levels, which plays a vital role in the improvement of their teaching ability and quality (Table 2). From the perspective of variance alone, the number of people receiving different levels of training is relatively discrete. Most of the teachers receive the training at the municipal level, and there are also some teachers who have not received any training. For these teachers, strengthening the level of their training received will have a positive impact on their work. With the progress of society, more and more schools begin to pay attention to education and training, and actively use their own resources to provide more opportunities for teachers to improve their professional ability. In particular, those teachers who have not received formal professional training, more need to get sufficient attention, so that they can better serve the society.

2.2.2 Satisfaction degree

Table 3: Statistics of the teachers' satisfaction with the training

Options (Satisfaction Level)	Number (person)	percentage (%)
Very satisfied	28	18.4
More satisfied	64	42.1
Average	52	34.2
discontent	4	2.6
other	4	2.7
variance	599.04	100
amount to	152	100

After the survey (Table 3), the teacher training of LY universities was satisfied by 60.5% of the respondents, which showed that the school paid full attention to the teacher training, and also indicated the attitude of the university teachers towards the training results, and brought a positive impact on the future training, thus greatly improving the quality of the training. From the perspective of variance, the problem is very discrete, the variance is as high as 599.04, and the number of dissatisfied people is very small.

The degree of teacher training on current work

Table 4 Statistics on the impact of teacher training on the current work

Options (Degree of Help)	Number (person)	percentage (%)
very helpful	32	21
avail	98	64.4
The help is not big	18	11.8
No help	4	2.8
variance	1298	100
amount to	152	100

According to the chart (Table 4), 98 teachers believe that the teacher training they participated in is significantly helpful to the current teaching work, accounting for 64.4% of the total number of trained teachers, which shows that many teachers have felt the importance of training and recognized the effect of training. In addition, 21 percent of the teachers thought that the teacher training they attended had significantly helped the current teaching work, while 18 teachers said that the help was not obvious. This phenomenon is also directly reflected in the variance result of this problem, and the final variance is 1298, which is relatively large. The results showed that only 18 trained teachers contributed nothing to their training in their current teaching work, while the remaining four teachers had extremely weak cognitive levels.

2.3 The motivation to participate in the training Personal personal development

Table 5 Professional orientation of teachers' personal development

Options (Professional positioning)	Number (person)	percentage (%)
Become a teaching teacher	43	28.3
There is no expectation	6	3.9
To become a teaching and scientific research teacher	72	47.4
Become an expert teacher	31	20.4
variance	563.5	100
amount to	152	100

According to the data (Table 5), teachers in LY universities attach great importance to their professional development, and they hope to do their best to complete their work and become an excellent teacher or researcher. Especially in the aspect of scientific research, they are more eager to make achievements. Due to the strong scientific research atmosphere of the school, the school learned through interviews that the school attaches great importance to scientific research and gives great support to teachers in terms of treatment and policies. From the above variance, we can see that only a very small number of people do not have the expectations for themselves, and most teachers still have strong self-expectations. To become a teaching teacher, this is mainly the professional belief of many teachers, through the classroom to realize their own life value. Wanting to become an expert teacher shows that teachers' requirements for specialization are further deepened, and schools should also provide training in teachers' professional knowledge.

Table 6 Statistics of teachers' abilities that teachers are most deficient in

Options (teacher competence)	Number (person)	percentage (%)
Ability to educate the students	44	28.9
Teaching ability	18	11.8
ability to research	42	27.6
Organization and coordination ability	40	26.4
other	8	5.3
variance	213.44	100
amount to	152	100

According to the data analysis and interview results, I found that the current students' difficulties in

management, diversified ideas and weak sense of responsibility lead to the lack of teachers to some extent (Table 6). From the perspective of variance results, all the abilities of teachers need to be strengthened, which also reflects the relatively average ability of teachers in this school. In addition, the school will carry out a strict assessment of teachers' scientific research ability every year, requiring them to have a higher level and level, which is also a kind of ability that teachers must have, which needs to be further improved.

Table 7 Statistics of teachers' most deficient classroom teaching ability

Options (teaching ability)	Number (person)	percentage (%)
Subject content processing	22	14.4
Making of teaching courseware	18	11.8
Effective management of classroom teaching	38	25.2
Innovation in teaching methods	74	48.6
variance	488	100
amount to	152	100

According to our research (Table 7), many teachers have found that there are problems with their teaching methods, mainly unable to stimulate students' interest, resulting in a low classroom atmosphere. This is closely related to their conventional teaching methods, where they rely too much on / one-way teaching and ignore the communication and interaction with their students. With the increasing diversity of learners, their needs are also changing, so relying solely on the original rote method cannot meet the needs of today's quality education. Therefore, in classroom teaching, how to carry out effective management of classroom teaching has become a challenge for college teachers. In addition, the lack of classroom teaching ability of college teachers is also reflected in the effective management of classroom teaching, which largely leads to the reduction of classroom teaching level. Therefore, college teachers in the future teaching process should not only innovate teaching methods, but also improve the level of classroom teaching management.

Table 8 Main ways for teachers to solve difficult teaching problems

Options (Problem solutions)	Number (person)	percentage (%)
Ask your peers for advice	108	71.1
Study on yourself	26	17.1
Consult with the teachers who have trained them	15	9.9
other	3	1.9
variance	1699.5	100
amount to	152	100

After in-depth research, I found that people are happy to communicate with their colleagues for a simple reason: they experience roughly the same experience and have the same professional skills (Table 8). In addition, because the purpose of communication has high practical value, it is necessary for the school to vigorously carry out communication activities inside and outside the school. According to the variance results, it also shows that most teachers have relatively unified research methods, and the school can organize the core teachers to communicate in this way.

2.4 Teacher training needs status

2.4.1 Training form

Table 9 Statistics of training forms for teacher needs

Options (training form)	Number (person)	percentage (%)
Long-term off-job training	24	15.7
Short-term amateur training	114	75.1
Correspondence training	2	1.3
distance learning	12	7.9
variance	1986	100
amount to	152	100

The results show that many universities are very love short-term amateur training, mainly because it can provide a field communication platform, both classroom or extracurricular, can easily done, at the same time also can meet the teacher's daily needs, in addition, because not to worry about time or place,

114 teachers choose to participate in such training, accounting for 75% of all participants (Table 9). While long-term off-job training helps to improve their expertise, it is not the best solution at the moment, which will cause great stress on students, their families and their daily lives. However, with the development of technology, the demand for remote training is also increasing, mainly because it can help teachers better master knowledge, improve their ability, and is more effective than traditional face-to-face teaching. This shows that the Internet proportion is too small, while the Internet + is very popular. Therefore, under the background of "Internet +", the college teacher training strategy should be targeted according to the different needs, advantages and disadvantages of college teachers. The following are some suggestions and strategies applied to teacher training in colleges and universities.

2.4.2 Training mode

Table 10 Statistics of teachers' favorite training patterns

Options (Training Mode)	Number (person)	percentage (%)
The "discussion type" mode mainly focuses on the communication between teachers and students and colleges	62	40.8
The "lecture" mode is based by the trainees	12	7.9
The "case analysis and discussion type" is the main mode	56	36.9
A "task-driven" mode that encourages students to find solutions	4	2.6
on-the-spot investigation	6	3.9
Observe and study the actual records of the famous teachers	12	7.9
variance	578.222	100
amount to	152	100

The research shows that the communication and interaction mode between teachers, students and students has achieved remarkable results (Table 10). Teachers also actively participate in the combination of their own experience with the interaction of students, and pay more attention to case display and discussion, in order to achieve the perfect combination of theory and practice.

2.4.3 Training content

Through the systematic training, we hope to improve the professional and technical level of university teachers, improve their comprehensive quality, so as to effectively improve their education level. The focus of these training is to improve your professional and technical level, be familiar with the latest educational concepts, and be familiar with the relevant knowledge of natural science and humanities, and skillfully use the latest teaching technology, so as to achieve the best educational effect.

Table 11 Statistics on the training content that teachers like to receive

Options (training content)	Number (person)	percentage (%)
The use of the advanced teaching media	22	14.5
The application of advanced educational and teaching methods	68	44.8
Educational, teaching and scientific research methods	12	7.9
Curriculum reform concept	16	10.5
Natural sciences and humanities knowledge	32	21
Frontier knowledge of the discipline and specialty	2	1.3
variance	447.555	100
amount to	152	100

As shown above (Table 11), "the application of advanced educational teaching methods" is the most desired training course for teachers, 68 teachers take advanced teaching methods as the first priority, they want to get guidance in this aspect, accounting for 44.8%. Natural science and humanities knowledge was also their focus, with 21% of teachers choosing it. According to statistics, two teachers made using advanced media a top priority, accounting for 14.5 percent of the total number. In addition, 16 teachers chose the concept of curriculum reform, accounting for 10.5% of the total number. In addition, 12 teachers chose educational science research methods, accounting for 7.8% of the total population. Only two teachers put cutting-edge knowledge at the top level, while others did not pay much attention, or only 1.3%. The above table data fully shows that college teachers like and hope to get advanced teaching methods, the use of advanced teaching media and other aspects of training, so as

to better improve their teaching level and cultivate more excellent students for the society.

2.4.4 Demand

Table 12 Statistics of the favorite training teachers

Options (Training Teacher)	Number (person)	percentage (%)
Leadership of the educational administrative department	20	13.2
Teaching and research personnel	34	22.4
College teachers / experts	38	25
First-line lecturer	60	39.4
variance	206	100
amount to	152	100

According to this form (Table 12), I found that many teachers pay great attention to their experience. Among them, 60 teachers chose teachers with rich practical experience, which accounted for 39.5 percent of them. In addition, 38 teachers chose teachers from universities or professional institutions as their mentors, which also accounted for 25 percent of them. In addition, 34 teachers chose teachers from academia, accounting for only 2.4 percent. In this training, most of the 20 teachers were opposed to being courses by officials from the education administration, which was only 13.2 percent.

2.4.5 Training demands

Table 13 Teacher requirements for training teachers

Option (Requirements for training teachers)	very high (%)	higher (%)	same as (%)	cannot be designated as (%)	amount to
Requirements for professional title and academic background	25.3	41.3	14.3	19.1	100
Requirements for the subject and professional knowledge	33.3	52	5.3	9.4	100
The requirement for teaching skills	40.2	47.9	8	3.9	100
The requirement for scientific research and innovation ability	25.6	56	11.8	6.6	100

According to the tabular13 data, 19.1% of teachers chose "indifferent" as the training course, which indicates that they regard teaching skills, subject knowledge and scientific research innovation ability as the most important abilities, and these abilities are not particularly strict, because they focus more on practical experience. Obviously, in the training, teachers pay more attention to those teachers who have rich teaching experience, because their experience is more targeted.

3. Optimization measures for teacher training needs of local application-oriented universities under the background of "Internet +"

3.1 Policy support and funding guarantee

According to the survey, under the context of Internet +, the government fails to provide sufficient support and fails to give full help to teachers, which will seriously hinder the conduct of teacher training, thus reducing its quality and efficiency. In view of the negative emotions of teachers, they cannot fully participate in training, and lead to the low quality of training, therefore, the government has the responsibility to take effective measures to ensure that all teachers have the opportunity to participate in training, so as to meet their career development, professional skills, professional quality, professional quality, professional ethics and so on three major goals, solve the problem of education, education fairness, justice and openness^[2]. The development of modern education in China is relatively backward. It is not until the past two decades that the number of modern teachers has gradually grown. Since 1993, China has adopted legislation to establish the reasonable rights and interests of teachers and set clear boundaries for their responsibilities. As our country is growing rapidly and the quality of life is improving, our society is starting to focus more on educators. This has changed their working

status dramatically from the past. At the same time, our laws have also provided more protection for their work^[3]. And promulgated a series of policies such as the Teacher Development Plan of the Ministry of Education (2014-2020). As the government issued a series of laws and regulations help to protect and regulate the teachers' rights, the status of teachers has been significantly improved, however, due to the lack of effective legal protection, teachers' rights are still a certain infringement, especially in terms of training, therefore, the government should strengthen the construction of the legal system of teacher training. Formulate effective rules and regulations, implement effective policies and measures, and implement strict laws and regulations.

3.2 Make reasonable planning for teacher training

With the progress of The Times and the rapid development of the economy, the planning of teacher training has become more and more important, because these changes directly affect the requirements of the society and schools for teachers, especially the specialization of teachers. This trend has become a new trend in the education industry. In order to better complete the teacher training, we must define the training objectives and determine our training level. The achievement of these goals will provide a clear direction for our training program, and we can take a series of specific measures to achieve them. These measures include: the rational allocation of human resources and the improvement of quality. Therefore, we should make continuous efforts to improve the teacher training program from many aspects^[4].

3.3 Constantly improve the training system

Colleges and universities should continue to improve the mechanism of teacher training and ensure its smooth progress by establishing a strong system. At the same time, the relevant supervision measures should be promulgated in time to ensure their orderly operation. In addition, we should attach importance to long-term development and formulate policies conducive to the promotion of college education to ensure that it has operational characteristics^[5]. In addition, a set of strict assessment mechanism should be established to ensure the orderly progress of college education. By setting up effective policies and measures, we aim to promote the professional quality of college teachers, stimulate students' learning passion, and promote students' learning results. In addition, we will also pay attention to the implementation of the policy, to ensure the effective implementation of the policy, so that the implementation of the policy can truly benefit the majority of graduates. At the same time, we will work hard to ensure that the policies are implemented, so that they can obtain sufficient income from the government, so as to obtain a better environment. To improve the teachers' professional skills, we need to improve the curriculum^[6]. In addition, we need to design an appropriate set of incentives to ensure that all rewards and punishments are implemented. At the same time, we also need to establish a strict evaluation mechanism to evaluate the performance of teachers. At present, many colleges and universities pay more attention to the development of the course, and ignore the quality of the course, resulting in some teachers to ignore the quality of the course. Lack of effective management and evaluation has led to the decline of teaching quality, and the relevant evaluation system has not been fully implemented^[7].

3.4 Update the training content

Due to the inconsistency between the teacher's needs and the training content, there are a lot of problems arising, such as absence, tareness, and perfunctory training. This series of problems directly affects the training effect, so it is very necessary to reform the training content. First, colleges and universities should reform the curriculum according to the needs of schools and the level of social development. For the needs of different groups of teachers, some elective courses can be offered; additional courses are available for teachers to choose from. Second, select the information needed for training based on the target. Finally, training relevant departments should often involve in-depth front-line investigation, keep up to date with the grassroots level, and clarify what training teachers need most. "Develop training plans, training content, and training curriculum" finally answer the issues and problems experienced during training.

4. Conclusion

After in-depth investigation and study of LY university teacher training, and the relevant officials

and a few teachers, this paper draws a series of valuable conclusion: the needs of teacher training, not only the form, policy, content, and teachers in teaching, scientific research ability, and the level of teachers, more importantly, to clarify the important position of teachers in training, in order to better meet the needs of schools and teacher training. This paper aims to explore how to improve the quality of teacher training more effectively, and to analyze this problem from the perspective of teachers and training management departments, in order to obtain more perfect solutions.

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