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Exploring the Ways to Build a High-Level Teacher Team of Surveying and Mapping Major from the Perspective of Collaborative Innovation

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ABSTRACT. *In recent years, higher vocational education has become an integral part of the teaching system in China. How to achieve a strong improvement in the level of teachers in higher vocational education has become the focus of current higher vocational education. Based on the perspective of collaborative innovation, this paper conducts research with teachers of higher vocational surveying and mapping, outlines the analysis of the role of collaborative innovation based on collaborative innovation, and proposes ways for collaborative innovation to create a high-level faculty of surveying and mapping professionals.*

KEYWORDS: *Collaborative innovation, Higher vocational surveying and mapping, High-level teachers*

1. Overview and role of collaborative innovation

1.1 Connotation of Collaborative Innovation

The concept of collaborative education is put forward by American scholar Grow. He pointed out that collaborative innovation is a group of organizations or individuals with the same goals. They use exchange tools to exchange ideas and opinions to achieve common goals. In the development of the concept of collaborative education, Chinese scholars have redefined the concept of collaborative innovation in light of China's basic national conditions [1]. It is pointed out that collaborative innovation is mainly based on multiple organizations and guided by the same goals. And paths to achieve a mutually complementary and complementary innovation model at the technical and ideological levels. In the process of constructing faculty in higher vocational colleges, collaborative innovation mainly takes vocational colleges, society, enterprises, and scientific research institutions as the main body, and takes the construction of faculty as a common goal. Through the sharing of technology and resources, the innovation construction model and the purpose of optimizing the faculty are realized. Therefore, the main characteristics of the collaborative innovation of higher vocational teachers are interaction, integrity and diversity.

1.2 Cooperative Innovation Effect

(1) Need for teaching reform. With the rapid development of China's social market economy, traditional teaching concepts and teaching models have been unable to meet the needs of rapid social development. It is necessary to improve the professional quality of vocational teachers and promote the scientific development of teachers. The concept of collaborative innovation subverts the traditional training model of higher vocational colleges [2]. It has the characteristics of diversification, integrity, and interaction. It can effectively link government agencies, enterprises and institutions, higher vocational colleges, and research institutions. Promote the construction quality of teachers.

(2) Need for cultural development. China's quality education has entered a generalized and diversified development state, but at this stage, China's higher vocational colleges have less cooperation with government departments, social organizations and scientific research institutions, which seriously affects the overall development and teaching level of higher vocational colleges Promotion. Collaborative innovation can effectively promote the connection between higher vocational colleges and scientific research institutions and social organizations, and promote the scientific development of education culture.

(3) Teachers need. The construction of higher vocational teaching staff covers the assessment, training, and admission of teachers. The different links affect each other and promote each other, forming a complete

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professional construction mechanism [3]. However, in order to effectively build a faculty team that meets the purpose of running a vocational college, it is necessary to mobilize many social resources, play a role in optimizing the structure of the faculty, and improve the quality of the faculty.

2. Current Problems in the Construction of Teaching Staff for Surveying and Mapping in Higher Vocational Colleges

2.1 Asymmetry in the Construction of Higher Vocational Surveying and Mapping Teachers

The level of teachers in higher vocational colleges is directly related to the quality of training of higher vocational students. Through the survey of some higher vocational colleges, it is found that the following problems are common in the construction of teachers in most higher vocational colleges. Low skills, that is, asymmetry between professional skills and professional knowledge. Teachers of higher vocational surveying and mapping majors do not match their work tasks and personal treatment. Not only must they complete normal teaching work, they also need to be good at teaching, scientific research, vocational skills and other aspects. And the professional goals and personal goals of teachers of higher vocational surveying and mapping are inconsistent.

2.2 Lack of Collaborative Innovation Motivation

In the actual operation process, teachers have limited time to enter the company, most of them are engaged in some short-term business work, know little about some key technologies and key positions, coupled with the unclear responsibilities of teachers to enter the enterprise, the effective assessment and supervision mechanism is not perfect[4], and the practical ability Most come from imitation, and deeper innovation is not possible. The external part-time teachers themselves work in the company, and the class time cannot be fixed, which affects the normal teaching stability. Due to the consideration of the company's own interests, the company does not provide enough support to the dispatched staff, resulting in sufficient motivation for the work of the external teacher. Both aspects have hindered the collaborative innovation of talents in school-enterprise cooperation, and the implementation of assessment and supervision mechanisms has been blocked.

2.3 Lack of Mature Collaborative Innovation Mechanisms

With the rapid development of the economy, people’s demand for new products is increasing, and corporate products are constantly upgrading. It is necessary for vocational teachers to master the continuous innovation of new technologies, new processes, and new materials related to surveying and mapping. Continuous innovation [5]. However, in fact, most vocational colleges have a one-sided rough assessment of teachers' teaching assessment and quantitative scientific research assessment. It cannot be accurately measured with labor remuneration, and the actual benefits such as the application of the project and the evaluation of professional titles have not been effectively linked, resulting in insufficient motivation for teachers who go to the post for internships in enterprises.

3. Collaborative innovation to build a high-level faculty team for higher professional surveying and mapping

3.1 Deepen School-Enterprise Cooperation and Promote the Cultivation of High-Level Teachers in Surveying and Mapping

Under the concept of collaborative innovation, high-level teachers in applied technology-based universities should have solid theoretical knowledge. At the same time, they should have strong practical skills. Deepening school-enterprise cooperation can effectively implement this daily standard, thereby building a high-level teacher team and promoting the overall development of undergraduate education. Deepening school-enterprise cooperation requires full cooperation between undergraduate colleges and enterprises,and deepening cooperation in the deployment of the curriculum system, the development of talent cultivation techniques, the construction of training venues, the selection of teaching content, and the cultivation of high-level teachers. Improve the quality of talent cultivation in all aspects. In school-enterprise cooperation, companies and schools can collaborate on research and development projects, develop courses together, and build training bases together. In this way,

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teachers from other universities can participate in scientific research, improve their practical ability and scientific research level, and then promote the construction of high-level teacher teams. Not only that, but also through the integration of high-quality education resources to form a cross-disciplinary, cross-professional, distinctive teacher building team, teaching-centric, sharing full content, comprehensive and outstanding professional teaching resources, and promote classroom teaching collaboration Innovation.

3.2 Constructing Regional Alliances to Realize Resource Collaboration

In the process of coordinating and innovating the construction of teachers in higher vocational colleges, the higher vocational colleges should be the center and the characteristics of its development should be combined with the surrounding colleges, enterprises, social training institutions, etc. to build regional alliances and set up training trials for the construction of teachers Base and teaching and research base. After establishing a regional alliance, it is necessary to strengthen the interaction between the various parties. With the platform of the educational community, higher vocational colleges must effectively cooperate closely with other colleges, enterprises, governments, social training institutions, and other regions. The role of sexual alliances is maximized, and the main bodies of regional alliances are promoted to jointly promote the innovative construction of teachers in higher vocational colleges.

3.3 Constructing a Reasonable and Safe Teacher Level Evaluation Mechanism

The essence of collaborative innovation is innovative teaching, scientific research, and talent cultivation activities. In order to enhance the enthusiasm and enthusiasm of innovative work for schools and teachers, a related incentive mechanism for collaborative innovation should be established to give certain rewards to institutions that succeed in innovation and to institutions that fail It should be encouraged. At the same time, in light of the differences in levels and positions of high-level teachers, the construction funds, daily standards, and advances of project days should be clarified to prevent waste of resources compared to high-level teachers. For successful teachers, we should implement a form of extensive publicity or application for rewards to strengthen the sense of honor of high-level teachers, and then encourage other teachers to actively participate in the collaborative innovation-related work and activities of colleges and universities, and promote the all-round development of colleges and universities. Constructing an evaluation system guided by collaborative innovation and quality and integrating the common progress and development of education and scientific research is one of the main paths for building a high-level teacher team. Transform the traditional single evaluation mechanism focusing on the number of items and the number of papers, encourage teachers to actively carry out academic research, and attach importance to the evaluation of the level and quality of independent innovation and scientific research.

4. Conclusion

To sum up, under the collaborative innovation, it is imperative to build a professional faculty for surveying and mapping in higher vocational education. The training of high-quality comprehensive talents cannot be separated from the solid theoretical foundation and practical ability of full-time teachers. Therefore, higher vocational colleges should cooperate with the government, enterprises, other colleges and universities and social training institutions to innovate and develop the teaching team construction, and use all effective resources to improve the practical teaching ability and scientific research ability of surveying and mapping teachers.

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