

Research on the Path of Teacher Team Building from the Perspective of Innovative Talent Cultivation Guided by the Spirit of Educators

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Abstract

The spirit of innovation and the awareness of innovation are the inherent demands of implementing the innovation-driven development strategy and enhancing competitiveness in the new era. The cultivation of innovative talents is the core of educational reform under the innovation-driven development strategy in the new era, and building a high-quality teaching staff is the core issue in the cultivation of innovative talents. The educational spirit of nurturing people, the scientific spirit, and the innovative spirit are the spiritual core of the construction of the teaching staff. This study attempts to explore how to lead and anchor the direction of teachers with the "educational spirit", release the creative potential of teachers, and optimize the cultivation of innovative talents. The research results can provide suggestions for the path selection of the construction of the teaching staff in the new era and the optimization of the system for cultivating innovative talents.

Keywords

The Spirit of Educators; Cultivation of Innovative Talents; Construction of the Teaching Staff.

1. Introduction

The competition in science and technology is intensifying, and innovation has become the main driving force for social development. The cultivation of innovative talents hinges on education. Teachers are the main participants in educational activities. Their educational qualities, educational concepts, and innovative spirit determine the quality and quantity of innovative talent cultivation. The educational spirit of educators, which embodies the original intention of nurturing people, the spirit of science, and the ideal of innovation, provides certain guidance and value orientation for teachers. From a theoretical perspective, the educational spirit of educators guiding the construction of the teaching staff is both timely and practical, and it is a response to the cultivation of "great teachers" in the new era. From a practical perspective, guiding the construction of the teaching staff with the educational spirit of educators can provide value guidance for the development of teachers' capabilities, point out the direction of practice, and promote the construction of teacher ethics and style from "external discipline" to "self-discipline". Therefore, studying the influence of the educational spirit of educators on the construction of the teaching staff is of educational support significance for breaking through the current bottleneck in the construction of the teaching staff and building an innovative talent cultivation system. It is a practical action to safeguard the cultivation of innovative talents.

2. The Requirements of the Times for Cultivating Innovative Talents and the New Positioning of Teachers' Roles

In the dynamic process of productivity development, workers are always the most proactive core element. And innovative talents are the new force among workers who possess pioneering spirit, enterprising nature, and the ability to lead advanced culture and advanced productivity. From the perspective of concept definition, innovative talents are not ordinary professional personnel. Instead, they refer to those who possess innovative consciousness, innovative spirit, scientific innovative thinking and innovative ability, and have successfully achieved innovative results [1]. In the process of building the system for cultivating innovative talents, it is essential to accurately grasp the laws and characteristics of talent cultivation, which forms the foundation of the educational responsibilities of higher education institutions. During the process of gradually improving the talent cultivation system for innovation, the cultivation of the ideological and political qualities of talents is even more crucial as it serves as the key support for ensuring that innovative talents can grow steadily and realize their value. The advanced concepts and measures in the process of talent cultivation can be strengthened and improved in the following aspects: establish the awareness of "students as the center", implement problem-oriented research-based teaching, encourage teachers and students to conduct cooperative research on cutting-edge or practical issues, establish a course evaluation mechanism targeting knowledge, ability and creativity, and enhance the innovative talent cultivation ability of university teachers.

2.1. The Requirements of the Era for Cultivating Innovative Talents

Education is the foundation, universities are the base. Cultivating innovative talents is the unshirkable responsibility of universities. Whether they can continuously provide the society with high-quality, innovative, and hands-on talents with strong creativity determines the success or failure of modernization construction. The cultivation of innovative talents requires meeting three requirements: Firstly, in terms of ability development, it should highlight the aspects of comprehensiveness and practicality, break through disciplinary barriers, and cultivate the ability to solve complex problems and apply knowledge to solve practical issues, including addressing new challenges in fields such as artificial intelligence and biomedicine, as well as fostering students' innovative thinking through project-based teaching and school-enterprise cooperation in real scenarios. Secondly, in terms of character development, it should highlight value orientation and individual development. It is necessary to guide students to establish the value of "contributing to the country through science and technology", combine innovation with social strategic demands, and also respect the differences among individuals and leverage students' unique advantages. Thirdly, in terms of training methods, it should highlight openness and collaboration. It is necessary to break the boundaries between schools, families and society, integrate resources, and form an educational system of collaborative education.

2.2. The New Positioning of the Teacher's Role

With the rapid development of the economy, society needs to constantly innovate. The requirements for the comprehensive quality and practical ability of college graduates are also constantly increasing. Guided by the high-quality development requirements of society, colleges and universities can only actively absorb advanced educational concepts and scientific methods, and deepen the reform of educational management, in order to lay a solid foundation for the cultivation of innovative talents. During this process, the role of teachers also needs to undergo three transformations: Firstly, from "knowledge transmitters" to "innovation guides", no longer being confined to teaching students textbook knowledge, but by providing students with investigative topics, guiding students to think actively, explore proactively, and boldly

innovate. Secondly, from "subject teachers" to "cross-disciplinary collaborators", actively learning knowledge from other subjects, actively participating in interdisciplinary research teams, jointly developing interdisciplinary courses with other teachers, helping students acquire knowledge in all aspects. Thirdly, from "teaching implementers" to "educational companions", not only caring about students' learning, but also caring about the setbacks that they encounter during the innovation process, providing students with targeted and personalized guidance and psychological counseling, cultivating students' spirit of facing difficulties, and also conducting home-school cooperation to provide convenience and support for students' innovative practices, becoming the "guiding figure" on students' innovative journey.

2.3. The Main Gaps Currently Existing in the Management Team of Universities in Adapting to the Cultivation of Innovative Talents

The educational philosophy is the "soul" that permeates educational management activities. Its value pursuit and orientation directly influence the final manifestation forms of the educational management model framework, and operation mechanisms, and play a decisive role in the construction of the educational management model. From the traditional management model, it can be observed that managers focus their efforts on handling teaching affairs, exaggerating the word "management" while shrinking the word "education", and even defining themselves as "management-oriented individuals". In such a management atmosphere, the teaching and learning principal positions of teachers and students are difficult to be reflected, which to a large extent hinders the development of students' innovative spirit.

Standardized teaching management is an essential prerequisite for the smooth operation of educational management in universities. There are still many areas where the university's educational management system needs to be improved. For instance, "final exams" remain an important means for evaluating teaching in universities. However, the students' regular attendance and participation in class activities are not included in the student assessment. This approach cannot comprehensively and objectively understand the true learning situation of the students. It can only test the students' review before the exam. It cannot reflect the students' overall level and is not conducive to the cultivation of their innovative spirit and ability.

3. The Essence and Contemporary Value of the Educator's Spirit

Without spirit, a person cannot stand firm [2]. In the process of educational development in the new era, the spirit of educators serves as the guiding banner for all educators on their journey forward. Building a team of teachers with high quality and strong capabilities has always been the core link in consolidating the foundation of education and promoting its high-quality development. By leading the construction of the teaching staff with the spirit of an educator, we can cultivate the teacher's soul. Its value implications of this lie in that the spirit of an educator serves as the foundation for the establishment of teachers' ideals and beliefs, is the benchmark for the improvement of teachers' educational and teaching qualities, and is the guiding light for the refinement of teachers' professional ethics. Based on the spirit of educators, it is necessary to further strengthen teachers' ideals and beliefs, optimize their teaching abilities, enhance their professional ethics, and strengthen their professional sense of mission.

3.1. The Historical Origin of the Educator's Spirit

The spirit of an educator does not arise out of thin air. Instead, it gradually accumulates and forms through the practical exploration and ideological inheritance of educators in successive dynasties. Although educators from different eras and regions are situated in diverse educational environment, they jointly shape the core essence of the educator's spirit.

The thoughts and practices of Chinese educators are the spiritual source of the original intention of educating people. The spirit of Chinese educators originated from Confucius, who was regarded as the "model teacher for all generations" in the pre-Qin period. His thoughts formed the foundation of this spirit. He deeply understood the essence of education and developed the advanced concept of "education for all", breaking the traditional aristocratic system of educational resources and making knowledge accessible to the common people. This profoundly demonstrated the advanced concept of "education equity". In the process of teaching and education, he practiced the educational concept of "tailoring education to individual needs", discovering students' individual talents, and based on this, implementing individualized education. This reflects the educational concept of "putting students first". He adhered to the great spirit of "never tiring of learning and never tired of teaching", and tirelessly strived to promote educational development, setting a shining example of the spirit of Chinese educators. The brilliant genes and advanced concepts of Chinese educators have given rise to the belief and characteristics of "putting students first and maintaining the original aspiration", which has become a treasure trove of resources for future generations to draw upon.

During the Ming and Qing dynasties, educator Zhu Xi inherited and developed the educational spirit, emphasizing "investigating things to acquire knowledge", focusing on enabling students to explore the essence of things. Zhu Xi advocated "cultivating virtue and educating people", integrating teaching and virtue cultivation in educational practice, further clarifying the value pursuit of cultivating virtue and educating people.

Since modern times, Tao Xingzhi's theory and practice of "Life Education" have become a landmark achievement of the spirit of modern educators. He proposed the concepts of "Life is Education", "Society is School", and "Integration of Teaching, and Learning", advocating the combination of education with life and practice. He integrated the educational work with the historical mission of saving the country and the people with the noble teacher ethics of "Bringing a Heart Here, Leaving Not a Single Grass Behind", endowing the spirit of educator with the contemporary value connotations of "National and Family Sentiment" and "Practical Innovation".

The practical activities of educators have infused the educator's spirit with the scientific genes of "following laws and daring to innovate". The ancient Greek educator Socrates established the "method of the midwife", guiding students to think independently and discover truth. This teaching method followed the laws of "student-centeredness" and "the development of thinking", and was the starting point of the "scientific education" in the educator's spirit of the West.

In the 17th century, educator Comenius systematically expounded the core concept of "general education" in "The Great Didactic", advocating "teaching all knowledge to all people". He also proposed that education should follow the "natural order", and further put forward the proposition of "teaching in accordance with nature". Particularly notable was that he pioneered the class teaching system, transforming the previously scattered individualized experiential education into standardized systematic practice, providing a scientific basis for subsequent educators in "following educational laws".

In the 20th century, Sukhomlinsky's educational practices enriched the spiritual connotation of Western educators. He proposed the educational thought of "comprehensive and harmonious development", advocating that education should not only cultivate students' knowledge abilities, but also promote their all-round development. at the same time, he emphasized that "teachers should become students' friends and guides", advocating that teachers should enter each student's inner world and promote their growth through care and respect.

3.2. The Theoretical Foundation of the Educator's Spirit

The shaping of an educator's spirit not only stems from their practical insights but also cannot do without the theoretical support of education. Humanistic educational views, constructivist learning theories, and theories of teacher professional development provide theoretical explanations and logical evidence for the intrinsic meaning of an educator's spirit from various dimensions.

Humanistic educational theory serves as the foundation for the educational principle of "putting students first". This theory advocates that education should aim at "the self-actualization of the individual", which is in line with the "putting students first" and "respecting individuals" spirit in educational philosophy. This theory provides two major supports for the educational spirit: First, the ultimate goal of education is not to impart knowledge, but to achieve the all-round development of students, which is in harmony with Confucius' "teaching according to individual aptitude". Second, teachers should respect the dominant position of students and meet their emotional needs, which inherits Tao Xingzhi's "respecting students' interests" and Socrates' "guiding students to think independently" theories.

The constructivist learning theory underpins the educational philosophy of "scientific education". This theory emphasizes that "learning is a process in which students actively construct knowledge", rather than passively accepting it. This provides theoretical support for the scientific concept in the educator's spirit of "following the rules and focusing on the cultivation of thinking". This theory injects the logic of "scientific education" into the educator's spirit: On the one hand, it emphasizes that education should follow "cognitive laws", which is consistent with Comenius' idea of "teaching adapting to nature", supporting the scientific principle of "following educational laws" in the educator's spirit. On the other hand, it advocates that teachers should be "guiders of students' knowledge construction" rather than "instructors of knowledge", which corresponds to Socrates' "method of the midwife" teaching practice of guidance, providing a theoretical basis for the educator's spirit of "innovating teaching methods".

The theory of teacher professional development is the foundation for the professional pursuit of "lifelong learning". The theory of teacher professional development emphasizes that "teachers are professional individuals in continuous development", and they need to enhance their professional qualities through lifelong learning and reflective practice. This provides theoretical support for the practical character of "professional dedication and continuous innovation" in the spirit of educators: Firstly, it clarifies the necessity of teachers' "professional dedication". Teachers are professionals and must possess solid theoretical knowledge and teaching skills. Secondly, it emphasizes that teachers need to achieve professional growth through "reflective practice", providing theoretical guidance for the practical character of "continuous innovation" in the spirit of educators.

3.3. The Essence of the Era of Educators' Spirit

The spirit of an educator is the condensation of the thoughts and practices of educators throughout history and across cultures. It not only embodies the commitment to the essence of education but also responds to the demands of the times [3]. The core value of the educator's spirit lies in the fundamental commitment to "cultivating virtue and educating people". This is the essence of the educator's spirit in the new era. On one hand, it emphasizes the value stance of "putting students first", respecting individual differences and growth patterns of students, paying attention to their individual development and potential stimulation, and providing personalized growth paths for students. On the other hand, it represents the educational concept of "placing moral education first", integrating the cultivation of virtue and education throughout the entire process of school education. Beyond the cultivation of knowledge and skills, it also focuses on the shaping of ideals and beliefs, and moral sentiments.

The practice-oriented nature of the educator's spirit is centered around the concept of "scientific innovation". This is the key characteristic of the educator's spirit in the new era and is the basic requirement for teachers' professional capabilities in the cultivation of innovative talents. It reflects the scientific rationality of "following the laws", and is an embodiment of teachers basing themselves on the constructivist learning perspective, respecting the cognitive development laws of students and the laws of education and teaching. It demonstrates the practical vitality of "being courageous in innovation", and is an expression of encouraging teachers to break through traditional disciplinary boundaries and explore innovative models of interdisciplinary teaching. At the same time, it promotes professional development through "practical reflection", continuously improving one's ability to innovate teaching and research level, providing professional support for the cultivation of innovative talents.

4. In the Process of Talent Cultivation, the Spirit of Educators Guides the Direction of Progress

The spirit of educators plays a leading role in the construction of the teaching staff. It should be implemented by taking multiple paths from "policy - school - teacher", converting the spirit of educators into training measures. Key measures should be extracted from the three levels of policy, school and teacher, and attention should be paid to the key measures at each level, emphasizing the operability and relevance of the methods.

4.1. Policy Level: Establish the Direction by Anchoring the Spirit through Institutional Design

By clearly defining the requirements for cultivating the spirit of educators in policy documents and improving the evaluation, incentive and guarantee systems, the construction of the teaching staff can be guided by rules. This can be specifically manifested in the following aspects: Firstly, we should incorporate the spirit of educators into the teacher training system. The management department should introduce special policies and integrate the spirit of educators into the entire process of teacher admission, training and assessment. Secondly, we should establish a "Special Program for Cultivating the Spirit of Educators" to assist teachers in carrying out teaching reforms and research based on the spirit of educators.

4.2. School Level: Activating the Promotion of Spirit through Specific Practices

Taking the school as the main practice site, the school can build a study tour platform to organize teachers to immerse themselves in learning the ideas of educationalists, and integrate the spirit of educationalists into daily teaching and research. This can be specifically manifested in the following aspects: Firstly, the school should create an "educationalist spirit study tour platform" and carry out immersive learning and practical activities. Secondly, the school should build a "teaching and research community based on educationalist spirit", and promote teachers' growth through cross-disciplinary and cross-grade collaboration.

4.3. Teacher Level: Achieve Spiritual Internalization through Autonomous Reflection

Through self-study, practical reflection and innovative attempts, teachers transform the spirit of educators into their personal motivation for professional growth. Teachers should engage in reflective comparison, using the ideas of educators as a benchmark to identify teaching deficiencies and make improvements, converting the spirit into their personal teaching style and professional capabilities. First, they should conduct "reflective comparison of the spirit of educators". Teachers use the ideas of educators as a mirror to regularly review the deficiencies in their teaching practice and make improvements. Secondly, they should initiate "micro-

innovation teaching actions". Teachers carry out small but practical teaching reforms based on a certain aspect of the spirit of educators.

5. The Educationalist Spirit Guides the Construction of the Teacher Team's Practical Path

5.1. Value-driven Path: Building the Foundation of Professional Ethics and Conduct through the Spirit of Educators

The essence of the educator's spirit lies in its inherent benevolence and persistent attitude. This spirit demonstrates an outstanding pursuit in the construction of teacher ethics and conduct. Teacher ethics and conduct are not only the soul that molds and educates people but also the solid guarantee for the steady and far-reaching development of education, and they are the key factor for students' all-round development [4]. To consolidate the foundation of teacher ethics and conduct with the educator's spirit, multiple levels of linkage should be achieved: it should strengthen the education of teachers' ideals and beliefs, and integrate the typical cases of the educator's spirit into the teacher education curriculum system. And it should leverage the exemplary role of outstanding teachers to achieve the transmission of spirit, and understand Tao Xingzhi's spirit of "bringing a heart to teach and leaving not a single blade of grass behind". It should carry out "educational narrative" activities, encourage teachers to tell their own educational stories, elevate their educational sentiments through reflection, and practice "student-centered" in daily teaching, so that the educator's spirit can be internalized in the heart and externalized in action, thereby firmly establishing the foundation of teacher ethics and conduct for the teaching staff.

5.2. Capability Development Path: Establish a Teacher Learning and Development System for Innovative Education

In order to achieve teacher professional development centered on stimulating educational innovation, it is necessary to grasp the two fundamental pillars of "scientific innovation" and "practical education" in the spirit of an educator, and systematically establish different levels of teacher growth support systems. The key lies in optimizing the teacher education practice curriculum system, cultivating research-oriented teachers with strong research capabilities and strong practical application skills, reforming the content and mode of teacher training, and vigorously promoting project-based learning based on real problems and interdisciplinary teaching. Secondly, it is necessary to grant teachers the authority to lead courses, encourage teachers to participate in the development of school-based courses, and become "course designers". Finally, a teacher learning community should be formed, encouraging cross-disciplinary, cross-school, and cross-national teacher professional exchanges, and promoting an open spirit.

5.3. Institutional Guarantee Path: Establish a Long-term Incentive Mechanism to Stimulate the Spirit of Educators

To establish a long-term mechanism for cultivating the spirit of educators, the institutional guarantee approaches can be divided into three types: evaluation, motivation, and protection. In terms of evaluation, we can innovate the evaluation mechanism for teachers [5], integrating the core spirit of the educator's spirit into the evaluation of teachers, and advocating developmental evaluation. In terms of motivation, we can improve the standards for professional title assessment and honor evaluation, giving preference to teachers who innovate in education and educate students. In terms of protection, we can determine the conditions such as the time and resources for teachers to participate in the cultivation activities of the educator's spirit in the form of policies, establish a mechanism for tolerance and correction of

mistakes, allow failure, encourage experimentation, and make it consistent with the spirit of striving for excellence in the craftsmanship spirit, so as to continuously stimulate teachers' conscious motivation to practice the spirit of the educator.

5.4. Cultural Infiltration Path: Creating a School Culture Environment that Values Innovation and Tolerates Failure

To highlight the core role of the cultural immersion path, we will start from the specific measures for constructing the school's cultural ecosystem, combined with the spiritual connotation of educators, to elaborate on how to create an environment that values innovation and tolerates failure. The cultural immersion path for creating a school cultural ecosystem that values innovation and tolerates failure requires the core of "the courage to explore" and "respect for laws" in the spirit of educators. It needs to permeate from multiple dimensions: The school can convey value orientation through campus cultural carriers and become a practitioner of the educator's spirit, creating a democratic and open management atmosphere. Schools should hold regular "Innovation Achievement Exhibition and Failure Case Sharing Meeting", encouraging teachers to showcase cross-disciplinary teaching reform attempts and encouraging students to share their setbacks in science and technology competitions, breaking the "solely focusing on success" mentality. In teaching and research activities, establish a "tolerance for mistakes discussion mechanism", for the shortcomings in teachers' innovative teaching, the teaching group should jointly discuss and adjust the content rather than denying the attempt, gradually integrating the culture of valuing innovation and tolerating failure into the daily life of the campus, providing a relaxed environment for teachers to practice the educator's spirit and carry out innovative education.

6. Conclusion

The spirit of an educator serves as a powerful driving force for the construction of the teaching force in the era of innovative talent cultivation and for innovation itself. Leading with the spirit of an educator is a systematic project that requires value guidance, ability guidance, system guidance, and cultural guidance. In the future, the educational wisdom, educational sentiment, and creative leadership of educators will be irreplaceable. Research on leading the construction of the teaching force with the spirit of an educator should be continuously deepened in light of technological progress, social progress, and changes in the times.

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