

Examining Factors That Influence Academic Staffs Creative Mindset in Xi'an Shaanxi

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ABSTRACT

In order to improve teachers' teaching ability and promote the cultivation of innovative teachers, this study explores the factors related to influencing the innovative consciousness of college staff. The article emphasizes that the cultivation of teachers' innovative quality firstly needs to stimulate their innovative consciousness and construct an innovative way of thinking. Based on this, the paper analyzes in depth the current psychological elements affecting the development of young teachers' innovative consciousness in colleges and universities, including the level of motivation, innovative thinking ability, personality traits, intellectual structure and teaching reflection ability. In response to these influencing factors, the paper proposes corresponding cultivation strategies, i.e., building an open and inclusive educational environment, implementing policies and measures to encourage innovation, optimizing the objectives and modes of talent cultivation, innovating the curriculum content, exploring new learning methods, improving the evaluation system of teachers, and setting up effective incentives in order to promote the growth and development of the innovative teachers' team.

KEYWORDS

college and university faculty; innovation awareness; factors

1 Introduction

With the rapid development of higher education in China, the position of colleges and universities in the national innovation system has become increasingly prominent. Xi'an, Shaanxi Province, as an important education center in the western region of China, has many famous colleges and universities. The task of teachers is to teach and educate people and impart their knowledge to students without reservation. The duty of educators is to train successors for the country and society, and to give students the right example from their words and deeds (Gao, 2021). Teachers have a great influence on students, and a good teacher can help students improve their abilities and qualities and form good moral character. An excellent school can not be separated from a group of teachers with profound knowledge and high moral quality. Young teachers, as a group of idealistic, energetic and highly educated people, have shown an irreplaceable role in the current stage of the teaching community. In order to promote the development of higher education institutions, young teachers have an indispensable role. However, how to stimulate and enhance the innovative consciousness of university staff has become an urgent problem in the development of current universities. This study aims to explore the factors affecting the innovation consciousness of university staff in Xi'an, Shaanxi Province, to provide reference for enhancing the innovation ability of universities and cultivating innovative talents (Dong et al., 2024).

2 Connotation and current situation of innovation consciousness

A sense of innovation is an internal motivation and an important force for social progress. Among the teaching staff, the sense of innovation is particularly important because it is directly related to the improvement of the quality of education and teaching and the sustainable development of education (Katz et al., 2020).

2.1 Definition of innovation consciousness

Innovation consciousness refers to the individual's tendency to pursue novel, unique and valuable thoughts and behaviors in cognition, thinking and action. It includes cognition, attitude, motivation, ability and other aspects of innovation. Innovation consciousness is the precursor of innovative behavior, and it is the important foundation for individuals to exert their subjective initiative in innovative activities (Wang et al., 2024).

2.2 Current situation of innovation consciousness of college and university staff

In today's educational context, the faculty and staff groups in the field of higher education in China have an increasingly high degree of recognition and enthusiasm for participation in the concept of innovation. They recognize the

importance of innovation in improving the quality of teaching and promoting the development of disciplines, and gradually integrate innovative thinking into research and teaching in their daily work. However, although such a trend is positive, at the same time we have to face some challenges. On the one hand, although college and university faculty members are generally open to innovation and make conscious attempts to innovate, they often lack sufficient depth and systematic thinking. Specifically, many faculty members fail to form a systematic innovation methodology and lack the necessary theoretical knowledge to support them when practicing innovation, which leads them to easily fall into the situation of acting blindly rather than thinking deeply in the process of innovation. This situation may inhibit their innovation potential, making it difficult for them to effectively solve practical problems or make breakthroughs in academics. On the other hand, in practice, another barrier to innovation faced by university staff is the constraints from traditional educational concepts and institutional mechanisms. These traditional concepts believe that innovation needs to be carried out on the premise of a solid theoretical foundation, emphasizing rigor and normality. In this cultural and institutional environment, innovation is often viewed as an unorthodox or unstable behavior, so even if faculty members possess the will to innovate, they may give up trying for fear of going against tradition. In addition, existing institutional mechanisms tend to be more conservative and stable, with limited acceptance of new thinking and methods, which further limits the space for faculty members to utilize innovative thinking in activities such as pedagogical reforms and scientific research explorations (Mu et al., 2023).

3 analysis of factors affecting innovation consciousness of college and university faculty members

3.1 Individual factors

Individual factors have a greater influence on university teachers' creative thinking.

Knowledge structure: the knowledge structure of university teachers plays an important role in the formation and development of university teachers' creative thinking. Broader knowledge and more interdisciplinary ability are more likely to develop more creative thinking.

Cognitive power: cognitive power is the cornerstone of the creative spirit of university teachers. The higher the cognitive level of the students, the deeper their cognition and understanding of creative activities, and the easier it is for their creative consciousness to arise.

Good psychological quality plays a vital role in the cultivation of teachers' creative spirit. Good psychological quality is conducive to teachers to overcome difficulties and setbacks in creative activities, so that they always keep the passion of creation.

3.2 Organizational factors

In the modern education system, organizational factors play a crucial role, especially for the formation and development of the creative consciousness of college and university staff. Through various ways and means, these factors influence and shape the working environment, thinking mode and behavioral tendency of teachers, thus exerting a profound influence on academic innovation (Wang et al., 2021).

As the cornerstone of university operation, the rationality of the management system is directly related to the innovation motivation of faculty members. A strict management system may stifle those with creative thinking and limit their space to explore new ideas. On the contrary, if the management system is loose and flexible, faculty members can express their opinions freely, and such an environment is more conducive to stimulating innovative thinking. Therefore, administrators in colleges and universities need to carefully design a management framework that ensures the orderly operation of the organization while providing enough freedom for faculty members to experiment and practice. Academic atmosphere plays an indispensable role in cultivating the innovative consciousness of college and university staff. Incentive mechanism is also crucial to the innovation consciousness of university staff. A reasonable incentive mechanism can not only enhance the job satisfaction and sense of belonging of the faculty members, but also effectively stimulate their innovative potential and creativity. For example, the establishment of research project grants, teaching incentive programs, or career development opportunities, etc., can let the staff feel their own value and achievements, thus enhancing their motivation to participate in innovative activities. In short, a reasonable and effective incentive mechanism can become a powerful driving force to promote the formation of innovation consciousness of university staff (Yi, 2024).

3.3 Policy and institutional factors

In today's society, the innovation consciousness of college and university staff plays a crucial role in improving the quality of education and research level. This is not only a reflection of individual ability, but also an indispensable part of

the innovation ecosystem of the whole higher education system (Tang, 2021). Policy and institutional factors play a key role in this, and they influence the cultivation and development of the innovation consciousness of university staff at the macro level.

Policy support is an important driving force for the formation and development of innovation consciousness of university staff. An institutional environment that encourages and supports innovation can stimulate the innovation potential of teaching staff and provide a stage for them to show themselves and realize their value. When the policy tends to take innovation as one of the criteria for evaluating teachers' performance, teachers will be more active in exploring new methods and ideas, thus promoting the updating of knowledge and the improvement of teaching methods (Wang, 2020). Institutional safeguards should not be overlooked as well. A sound institutional system provides university faculty with the necessary resources to support, build platforms, and create conditions. These systems include, but are not limited to, support funds for academic research projects, reward mechanisms for innovative achievements, and incentives for interdisciplinary cooperation. While an open and shared academic exchange platform enables faculty members to get in touch with the latest research dynamics, broaden their horizons, and inspire them (Guo, 2020). In addition, the equal and competitive performance evaluation mechanism can also stimulate the sense of competition and teamwork spirit of the faculty members, and jointly promote the innovative development of the university as a whole.

4 Strategies for the cultivation of innovation consciousness of college and university faculty members

4.1 To build an open system

Colleges and universities should make full use of the opportunities brought about by the current rapid development of the national economy and society to create a broad social and psychological space and values for general education, innovative education and innovative training of teachers, to improve the employment system and to ensure the innovation of the education system.

4.2 Implement a positive education policy

The government must adhere to the principle of innovation when carrying out educational policy making, and adopt a variety of methods to ensure the implementation of the policy. Positive educational policies can provide basic guarantees for educational reform, but they must also adhere to two bottom lines: first, they must be adapted to reality, and they must make appropriate adjustments to the teaching mode (Wang, 2021).

4.3 To improve training targets and training methods

With the rapid development of science and technology, competition and collaboration in the market economy, continuing education, lifelong learning and other concepts deeply rooted in people's hearts, universities must make breakthroughs and innovations in the purpose and mode of talent training (Xin et al., 2023). Colleges and universities in the process of development, can not just stay in the traditional teaching purposes, must explore a new way suitable for the development of young students.

4.4 The teaching content of the curriculum has been reformed

Education is a superstructure, its content must be closely linked with life and production reality, and closely related to people and social development (Guo, 2020). With the development of science and technology and the advent of the knowledge economy era, people's knowledge structure has undergone great changes (Zhang, 2022). Fifthly, the learning method should be revolutionized (Yan et al., 2021). Young teachers should strengthen the ability of self-study, such as being able to consult the literature in time, consulting databases and utilizing various tools on the Internet to obtain comprehensive information (Cheng, 2021).

4.5 To carry out the innovation of learning methods

Young teachers should strengthen the ability of self-study, such as being able to consult the literature in time, consulting databases, utilizing various tools on the Internet, and obtaining comprehensive information (Wu, 2020).

4.6 To improve the system of teacher assessment

The existence of education and teaching assessment is to carry out teaching work better and change the past practice

of “good or bad only on the basis of scores”. Teacher evaluation should be based on science, supplemented by incentives, timeliness and purposefulness, reflecting objectivity and comprehensiveness (Yang, 2021).

4.7 Incentive mechanisms should be established

“innovation” is both a bold exploration and experimentation and a challenge to the traditional teaching methods (Ma et al., 2021). In order to encourage teachers to be innovative, schools and administrative bodies should develop appropriate incentive mechanisms to promote the innovative spirit of young teachers (You, 2021).

5 Conclusion

Higher education is the cradle of cultivating innovative talents, the cornerstone of China's innovation system construction, and the cornerstone of China's higher education development. Cultivating creative teachers is an important initiative to promote the development and progress of the whole social civilization, and also has a distinctive value orientation.

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