

The Structure and Cultivation of Teachers' Teaching Development Ability in Colleges and Universities

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Abstract: Enhancing the reform of the education and teaching system in colleges and universities to maximize the teaching level of teachers is the guarantee for the improvement of the quality and efficiency of education in college and university in the new era. In the new historical period, the teaching development level of college and university teachers faces new challenges. Based on this, this paper first explains the structure of college teachers' teaching development ability, and then expounds the cultivation of college teachers' teaching development ability.

Keywords: Teachers in Colleges and Universities; Teaching Development Ability; Cultivation

Introduction

With the issuance of documents such as Comprehensive Improvement of College Teachers' Teaching Ability in the New Era and Overall Plan for Deepening the Reform of Education Evaluation in the New Era, improving the efficiency and quality of classroom teaching in colleges and universities has become an important issue in the current teaching reform in colleges and universities. However, the development of college teachers' own teaching ability is still the key to effectively improve the quality of classroom teaching in colleges and universities. The various teaching and research activities that college teachers participate in further affect the development of teachers' teaching ability. Teaching and research activities promote the formation and development of advanced classroom teaching concepts and methods for teachers in colleges and universities. Based on this, the improvement and optimization of the relevant training mechanism to maximize the teaching level of teachers is the guarantee for the improvement of the quality of higher education in the new era.

1. The Structure of Teachers' Teaching Development Ability in Colleges and Universities

As a necessary quality of college teachers, basic teaching ability exists in every stage of classroom teaching in colleges and universities. Basic teaching ability is the ability of college teachers in teaching practice, with corresponding explicitness, which can not only be observed intuitively, but also can be promoted through learning and training. The core teaching ability presents the process of classroom teaching vertically, and both the basic teaching ability and the expanding teaching ability must be established in the vertical development process of classroom teaching. The core teaching ability has certain specialization and progressive effect. With the good development of college teachers' basic teaching ability, their core teaching ability will become more and more mature, and promote the sublimation of college teachers' expanding teaching ability. At the same time, expanding teaching ability also provides opportunities for other abilities to advance. The process of continuously enriching the professional structure of core teaching competence is the promotion of innovation, practice and integrated development. Based on this, in this sense, the core teaching ability and the extended teaching ability have similarities in nature. Expanding teaching ability needs to be built on the basis of basic teaching ability, and it should be highlighted in the breakthrough of core teaching ability to promote the transformation of college teachers during the teaching period. On the whole, these three abilities together form a complete picture of teachers' teaching development ability, which runs through all stages of practice activities of classroom teaching.

2. Cultivation of Teachers' Teaching Development Ability in Colleges and Universities

2.1 Cultivating teachers' teaching development ability at different levels

Teachers are the main force in the classroom teaching work in colleges and universities, and to a certain extent, they are also the foundation for improving the quality of classroom teaching in colleges and universities. Therefore, the establishment of a high-quality and high-level teaching team that fully integrates young, middle and old teachers is the key to doing well in college education. Young teachers are the new force of teaching force in colleges and universities; middle-aged teachers are the backbone of teaching in colleges and universities; however, senior teachers are the soul of teaching power in high school classrooms, and they have rich experience.

Based on this, colleges and universities should assign outstanding teachers with more than five years of teaching experience to train and guide new teachers, give them sufficient help, help them understand the content of all aspects of classroom teaching in colleges and universities, and maximize their teaching development ability; Before new teachers teach theoretical courses, they need to pass at least one trial lecture in colleges and universities, and submit more than half of the teaching cases of the courses to be taught. As well as all the exercises and other relevant basic materials they have done, only after passing the leadership review can new teachers be formally arranged to undertake the teaching work of theoretical basic courses.

The creation of a team of young teachers with noble teachers' morality and excellent classroom teaching is a necessary condition for effectively improving the efficiency of classroom teaching in colleges and universities, and it is also an inevitable requirement for the construction of "double first-class" colleges and universities. Based on this, colleges and universities should introduce a plan related to the "cultivation target of young teaching famous teachers", strictly require the relevant candidates' performance, age, achievements and other reporting requirements and conditions, and strengthen the process supervision of the training cycle, so that the professional development of young teachers has goals.

With the continuous development and innovation of modern information technology and classroom teaching concepts, the traditional classroom teaching concepts and teaching methods of senior teachers are not in line with the development of the times. Senior teachers should adapt to the current development of classroom teaching in colleges and universities, and gradually change from "teacher-centered" to "student-centered" teaching philosophy; It is necessary to master new technologies such as "MOOCS" and "flipped classroom", appropriately reduce teachers' burnout, and fully stimulate the new vitality of classroom teaching.

2.2 Creating a perfect competition system

The strategy of talent training quality in colleges and universities often depends on the actual resource quota. In particular, the core resources of colleges and universities are often scarce and limited, and the supply of school-running funds reflects a great degree of government dependence to a certain extent. The local government's allocation of scarce resources, that is, school-running funds, is the key factor in the implementation of the strategy and its guarantee. In order to re-create a fair and competitive system for the ability training of college teachers, the local government should provide support for the development of college teaching from the whole chain. They should continue to speed up the improvement and optimization of the current university system and education evaluation system, and create a suitable environment in terms of policies and resources. In order to cultivate the teaching development ability of college teachers, it can provide the layout support of high-quality resources and the form of innovative funding. Colleges and universities can create unique school-enterprise alliances in advanced industries and carry out distinctive school-enterprise collaborative education. This gives full play to the important role of related organizations such as the Industry-University-Research Alliance and achieves the purpose of co-construction and sharing. It is also necessary to give certain encouragement to colleges and universities, so that they can actively seek relevant support from local governments. In this way, outstanding talents in colleges and universities are created

to sink to the grass-roots level, promote teachers to carry out technology promotion, and integrate into the development of local talents.

2.3 Promoting the integration of teacher practice

Practice is the driving force for the sustainable development of college teachers' teaching development ability, and it is also the standard of college teachers' teaching development ability. College teachers need to practice in practical activities inside and outside the school, and realize the linkage and comprehensive application of their own abilities in the process of multi-party in-depth results. The tasks and requirements of higher education in different periods are also different. Teachers further think about the development of education in colleges and universities through the practice of enterprises inside and outside the school, and fully stimulate the innovative spirit of teachers. It is also necessary to give teachers some encouragement to enable them to combine theory with practice, so as to achieve a leap in their teaching development ability. To improve the teaching development ability of college teachers in the process of multi-faceted practice integration, college teachers need to actively expand their personal practice channels, carry out practical research and development, and continuously develop their ability in solving practical problems. We should deepen the integration of school-enterprise production and education, encourage teachers and enterprises to carry out horizontal projects, apply theoretical research in practice, and improve personal ability and quality in solving practical problems of enterprises.

Conclusion

To sum up, this paper mainly cultivates the teaching development ability of college teachers by cultivating teachers' teaching development ability at different levels, creating a perfect competition system, and promoting the integration of teachers' practice. How to plan the teaching development of college teachers, and constantly explore the mechanism and practice mode to promote the teaching development ability of college teachers, still needs to be further explored and excavated.

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