

Research on the Construction of Training System for Teachers' Teaching Ability Improvement in Ordinary Colleges and Universities

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Abstract: In order to better promote the development of colleges and universities and the continuous improvement of the quality of higher education in my country, it is necessary to focus on the cultivation and improvement of the overall teaching ability of college teachers. In recent years, with the continuous emphasis on the construction of colleges and universities in my country's overall policy, this theme has become particularly important. However, because the training and selection system of college teachers still suffers from some bad influences from the traditional system, these influences in turn lead to many problems, which have greatly hindered the training of teachers. This article will discuss these issues, and propose targeted construction strategies from the aspects of optimizing the assessment mechanism and improving the supervision and management, in order to effectively improve the level of higher education in my country.

Keywords: College Teachers; Teaching Ability; Training System; Construction

Introduction

Higher education is an important means of a country's development. A good higher education can effectively promote the rapid development of our country in various fields and achieve a corresponding dominant position. In colleges and universities, the quality of teacher training is the necessary guarantee to promote a college to meet these requirements. Therefore, how to improve the teaching quality of college teachers and promote the improvement of the teacher training system is the premise for the rapid development of colleges and universities. It is the key to ensuring that a country can gain an advantageous position in the future world competition.

1. The deficiencies exposed by the current college teachers' teaching ability improvement training system

1.1 Lack of social attention and lack of corresponding research

In the traditional educational theory research, many theories and experts focus on the teaching ability of teachers in primary and secondary schools, but there is a lack of relevant attention and theoretical research on the teaching research of higher-level college teachers. Because in the traditional concept, the main task of college teachers is to improve their scientific research capabilities and the corresponding academic attainments. They think that as long as their professional skills can be hard, they can afford the identity of college teachers, but they are greatly ignored. For the improvement of its teaching ability, the corresponding training system research is naturally very scarce, which cannot provide sufficient theoretical support for the teacher training work in today's colleges and universities.

1.2 Colleges and universities pay less attention to academics than teaching

For a long time, there has been a concept of attaching importance to academic research and despising teaching work in colleges and universities in our country. The specific manifestation is that in the selection of teachers, the main focus is on teachers' scientific research and academic achievements, and their actual performance. The teaching ability is not paid

enough attention, and it is a kind of inspection index that is almost dispensable. There are two main reasons for this situation: First, in the selection of the university's grade by the relevant government itself, the main emphasis is on the scientific research achievements of the university itself. The amount of academic achievements directly determines whether the university can be ranked. In the selection mechanism of school grades, relatively good results have been achieved, but the most important function of colleges and universities: the evaluation of teaching ability, has not received due attention. The second point is the influence of traditional social concepts. In the impression of the society, the university itself is not so much a higher-level institution, but more like a scientific research base. It is the results of scientific research and the number of relevant national key projects. The superimposed influence of these two factors has led to the fact that from the management to the teachers themselves, a lot of effort has been devoted to scientific research and academic research, while the cultivation of the most important teaching ability has been greatly diluted.

1.3 Lack of training mechanism, ignoring related construction

In order to improve the teaching ability of college teachers, it must be inseparable from the construction of the relevant teaching ability training mechanism. However, in most colleges and universities in my country, there is a very lack of relevant teaching ability training and selection mechanisms, both before and after entry, resulting in a serious imbalance between teachers' professional ability and teaching ability. First of all, before entering the job, although colleges and universities in our country have implemented a very perfect teacher qualification certificate access system, because a large number of college teachers themselves are not teachers majoring, their actual teaching ability is not enough, and colleges themselves do not have one. A system well established enough to test it. Secondly, after joining the school, the school itself will also organize some teachers' teaching ability training, but these trainings themselves also have obvious defects, mainly including: lack of scientific and long-term systematic training planning; lack of training funds; training content Single outdated, the training content of many colleges and universities still refer to the content of more than ten years ago, and there is no corresponding change with the development of the times. Naturally, this kind of training cannot produce good results.

2. Strategies to improve the training system for improving the teaching ability of college teachers

2.1 Improve the assessment mechanism and attach importance to teaching ability

In order to better serve the teacher's teaching ability improvement training system, the first thing to pay attention to is to enhance the teacher's own emphasis on teaching ability, and an important means to strengthen the teacher's emphasis on teaching ability is to improve the relevant evaluation mechanism. Increase the proportion of teaching in the evaluation of awards, so as to fundamentally stimulate teachers' enthusiasm for teaching, and realize the transition from attaching importance to scientific research to attaching importance to teaching. In order to achieve this goal, it is necessary to consider the following aspects: First, the selection and evaluation system for teachers should no longer be limited to scientific research results, but also include sufficient teaching achievement factors, such as classroom teaching. Teaching effects, student evaluations, performance feedback, etc., all need to be comprehensively considered when evaluating awards to increase the proportion of these factors in them. The second point is to improve the evaluation mechanism of teachers' teaching ability. Adopt a more efficient and scientific method to consider the teacher's classroom effect, not just a one-size-fits-all approach, all based on the student's performance. The last point is to encourage those teachers who study classroom teaching research, and give these teachers a certain subsidy from the school level to help them carry out related research, so as to achieve a good situation in which theoretical research and teaching ability are jointly improved.

2.2 Improve the training mechanism and strengthen the teaching level

In order to better improve the teaching ability of teachers, it is inseparable from the support of relevant training work, which requires schools to provide teachers with sufficient and complete teaching ability training work. At present, most of the teachers recruited by colleges and universities in our country are mainly doctoral and master students. They have a high educational level and sufficient professional quality. They are generally active in teaching work, and it is easy to communicate with students and share their knowledge with them. Introduce into classroom teaching. However, because he has just transformed from a student to a teacher, he does not have enough experience to face the problems that may arise in the teaching work, and he does not have enough understanding of the psychology of the students, so that it cannot be compared in teaching. good teaching results.

For these reasons, it is necessary for schools to construct a relatively complete teaching and training mechanism on the basis of following the growth laws of young teachers. Generally speaking, the growth of a young teacher will go through three stages, which are: adaptation period, stable period and development period. During these three periods, the problems faced by young teachers are also different, and the training required by schools is naturally different. In the first two periods, the school's training focused on how teachers communicate with students smoothly, to help young teachers establish a better communication atmosphere for students, and to give special explanations on some easy-to-occur problems. . In the later stage of development, it is necessary to carry out deeper training work for teachers to guide teachers to actively carry out theoretical research on teaching work and realize the common development of scientific research and teaching.

2.3 Improve institutional guarantees and establish a communication platform

The training of teachers' teaching ability is not a short-term task, but a great cause that requires long-term persistence in every university. This requires relevant government agencies and universities themselves to formulate comprehensive policies and systems to ensure the training of university teachers. integrity and longevity. First of all, the local government and the universities themselves need to allocate special funds for this time, so as to provide financial guarantee for the long-term mechanism construction and avoid the situation that the training and construction cannot be carried out due to economic reasons. Secondly, relevant systems are needed to ensure the training work, such as establishing a complete teaching growth file, organizing the implementation of teaching ability evaluation and assessment, and teaching team mutual assistance system and other effective training systems. Another important means is to establish a platform for colleges and universities to communicate with each other, so that each college can exchange and help each other in education and teaching, and promote common development.

3. Conclusion

To sum up, what higher education needs is not only talents with scientific research ability, but more importantly, it needs new era educational talents with sufficient teaching ability. talent competitiveness. In order to achieve this, it is necessary for relevant institutions to conduct in-depth research and implementation of the training of college teachers, promote the improvement of young teachers' teaching ability, and improve the quality of higher education in our country.

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