

Discussion on the development dilemma and development path of teachers in local private colleges and universities

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Abstract: Teacher development in colleges and universities is the independent development and self-improvement of teachers. This paper firstly analyzes the current situation of teacher development in local private colleges and universities, then sums up the difficulties faced by teachers' development, and finally provides specific and effective teacher development paths, hoping to help teachers' development.

Key words: private colleges and universities; Teacher development

1. Development status of teachers in private colleges and universities

1.1 The pre-job training time is short, and the basic educational theory reserve is insufficient

Generally speaking, the pre-job training for teachers in some private colleges and universities only lasts for one month, and they start their jobs directly after obtaining the teacher qualification certificate. The lack of necessary theoretical knowledge of education and teaching, such as educational psychology and educational ideology, is bound to affect the teaching quality.

1.2 Non-normal professional teachers account for a large proportion and lack systematic learning

The core knowledge of courses such as "Teaching and Curriculum Theory", "Teacher Oral Training", "Educational Research Methods" and "Educational Measurement and Evaluation", which are compulsory courses for normal majors, is exactly the necessary vocational skills for every teacher, including the teachers who graduated from non-normal majors. In addition, a series of internship and practice courses for teachers of normal majors during the undergraduate and graduate years are also urgent practical opportunities for teachers of non-normal majors, which is also a big lack.

1.3 There are more young teachers with less teaching experience

Fresh graduates are the main source of recruitment of teachers in many local private colleges and universities, which forces private colleges and universities to face the problem of unreasonable age structure of teachers. Young teachers account for 40% or more. Most of these teachers have no teaching experience, do not understand the basic steps of classroom teaching, do not know how to conduct teaching design, and are not good at writing teaching materials.

1.4 The form of on-campus training is simple, and the emphasis is on the edification of teaching concepts with the characteristics of colleges and universities

Since there is no independent specialized teacher development institution, existing institutions such as the functional departments such as the Academic Affairs Office and the Human Resources Office do not understand the current situation of teachers and the development needs of teachers, so they can only carry out simple and single training, such as the explanation of on-campus teaching concepts, the demonstration of teaching materials templates, and the use of teaching equipment, which do not solve practical problems and are superficial. Unable to solve the deep-seated problems.

2. Difficulties faced by teachers in private universities

2.1 The university emphasizes supervision rather than assisting training

Many local private colleges and universities have not set up teacher development centers, but several departments manage and supervise teachers at the same time. For example, the Teaching Affairs Office generally reports teachers' late arrival and early departure for class, the closing of teaching equipment, and class attendance regularly, while the Quality management office monitors teachers' student evaluation data in real time and regularly releases them. In addition, some organizations such as teaching Steering Committee and supervision group have been set up to evaluate classroom teaching and teaching materials from time to time, which imperceptibly brings huge pressure on teachers [1], but the positive and positive effects are negligible. Teachers can only cope with various checks and evaluations by force, and their teaching ability and skills grow very slowly.

2.2 Teachers have a large number of class hours and no interest in scientific research

Generally speaking, the number of contracted class hours of teachers in private colleges and universities is calculated by the unit of measurement per week, most of which are 14 class hours, with an average of 3 class hours per day. The actual situation is that the total class hours per week is basically 16-18 class hours, if the course is arranged in 3 days, the average class hours per day is 6 class hours. Assuming that the number of courses in an ideal state is maintained at 2-3 courses per semester, three days a week, two days of class preparation, and basically no time for self-study, how to improve the teaching quality, how to spend time to do scientific research or prepare for competitions?

2.3 Teachers have weak self-promotion awareness and are content with the status quo

As the young teachers who just entered the profession after 1990 have their own age characteristics, most of them have personality and independent opinions. They are only willing to complete the teaching tasks stipulated by the school, and do not want to participate in the application of professional titles, teaching competitions, and scientific research to improve themselves. While the old teachers who have

been employed for a relatively long time are content with the status quo, the family burden is large, and they are unwilling to seek their own development. They are in a state of lying flat.

3. Development path of private teachers

3.1 Develop incentive measures, including bonus incentive and system incentive

As the saying goes, “under the great reward, there is always a brave man”, so I suggest that all local private colleges and universities should make use of their flexible system advantages and efficient working mode, and encourage teachers to jump out of their comfort zone and actively participate in various education and teaching reforms through scientific and reasonable bonus assessment rules and salary mechanism, or improve their academic qualifications and declare their titles. Give full play to teachers’ creativity and subjective power, and make suggestions and contributions to the development of the school and students while trying to improve their own quality and comprehensive ability.

3.2 Set up a scientific research team for teachers and form a learning community

3.2.1 Strengthen curriculum construction and apply for university-level gold courses and provincial-level first-class courses

In the development of a school, the most important thing is the construction of majors, which cannot be separated from the construction of courses, and the main undertakers of course construction are teachers fighting in the front line of teaching. If every teacher can devote himself to the study of course construction, seize the opportunities and challenges and integrate curriculum ideology and politics organically under the background of “new engineering, new agricultural science, new medical science and new liberal arts” vigorously advocated by the state, Committed to the application of advanced teaching concepts, with inspiring teaching design, in a real sense to achieve the ultimate goal of educating people for the Party, for the country.

Therefore, it is suggested that colleges and universities encourage all teachers to join 1-2 teaching teams belonging to their own disciplines and majors, and combine them according to the nature of the course to form a group of 4-5 people to prepare lessons together. For example, the writing course for English majors is generally divided into three stages: basic, intermediate and advanced. These teachers can and should write teaching materials together. The content of the courses should be communicated and connected, good teaching methods should be learned from each other, excellent cases should be shared with each other, and rich teaching resources should be built together. In this way, after a joint force is formed, the application of gold courses at all levels can be prepared in advance. The team should carry out reasonable division of labor, start from the university level, and gradually rush to the provincial-level first-class courses or even the national first-class courses.

As we all know, the road of curriculum construction is extremely long, and there is a long way to go, as short as five years, as long as ten years. It is basically impossible for a teacher to complete the task by himself. Only by forming a joint force can the teaching team go further, more practical and more wonderful.

3.2.2 Promote teaching and learning through competition, and encourage teachers to participate or guide students to participate in the competition

No matter in school or outside school, teaching competitions can effectively promote the improvement of teaching ability. First, through the competition, teachers need to form a team. Teachers in our school learn from each other, prepare lessons and write materials together, and jointly improve their teaching skills and teaching level. Second, through the competition, we can quickly discover the differences between our school and other similar universities, learn from each other’s strengths, and think out of the box to achieve better innovation results. Thirdly, by participating in the competition, teachers themselves can reflect on teaching more deeply and strive for excellence, so as to improve the teaching mode, update the teaching method and improve the teaching effect. Fourth, by guiding students to participate in the competition, effective teacher-student interaction can narrow the distance between teachers and students, improve the classroom atmosphere and improve the classroom efficiency. Fifth, by guiding students to participate in the competition, teachers can increase their understanding of students’ situation, provide accurate and targeted help and guidance to students, so that they can return to class, have a clearer understanding of teaching objectives, and grasp the difficulties and key points of teaching.

3.3 Set up a teacher development center and organize special training regularly

Due to the limited support of the existing institutions in the school for teacher development, more emphasis is placed on supervision and management, and the integration of resources makes it urgent to establish a teacher development center. The teacher development center can play an important role in the following aspects: First, training in teaching style and oral English of teachers. Elegant teaching style has a profound impact on students, and smooth oral expression will also leave a deep impression on students. Therefore, such training seems simple, but it is the most important thing, otherwise the wonderful teaching content may be greatly reduced; Secondly, it is necessary to strengthen the teaching theory, such as teaching concept (OBE principle), teaching method (discussion method, inquiry method, project method). Situational teaching method, case method, etc.), teaching objectives (BLOOM theory model, etc.), teaching design (BOPPS classroom link setting, etc.); Finally, in the forefront of science, at any time to help teachers update the knowledge structure, keep up with national policies, understand the subject background, such as around the “new engineering, new agricultural science, new medical science and new liberal arts” four new construction, “into the classroom into the mind” three progressive activities, curriculum thinking and politics, gender once, etc., the real realization of moral education, education for the country, education for the party.

3.4 Set up a typical excellent teacher, and create a demonstration effect

The power of example is infinite, private colleges and universities should pay more attention to the establishment of multi-level and

multi-angle excellent teacher model. First, excellent teachers should be divided into three stages according to the age group of old, middle-aged and young, and produce different demonstration effects in different groups; Secondly, excellent teachers should be selected equally for different disciplines and different majors. Because the disciplines differ greatly and the difficulty is different, academic leaders should be chosen as far as possible to lead the progress of a certain major. Teachers with outstanding performance in different aspects of teaching, scientific research and competition should have the opportunity to stand out, and the evaluation criteria should not be too uniform, because teachers are good at different directions and fields. Schools should set up different awards such as “Excellent teacher”, “scientific research pioneer” and “competitive expert” to motivate teachers, so that every teacher can realize that everyone can do something and make a difference.

3.5 Improve the recruitment standards for teachers and formulate a strict evaluation system

At the beginning of the recruitment of teachers, strict criteria should be set for selecting resumes. In addition to academic background and major, special attention should be paid to the richness of teaching experience. In addition, when it comes to the interview stage, schools should try to consider offline interviews rather than online ones, because only in the real classroom can teachers’ overall performance, such as teaching style, be seen. Secondly, schools should complete the assessment during the probation period as soon as possible after teachers enter the classroom, and inform the assessed teachers in time, so as to avoid labor disputes. At the same time, schools can also have a longer time to conduct in-depth assessment in all aspects, such as teacher’s ethics, after all, there are no students in the trial stage, and the assessment is relatively limited. Finally, after entering the formal entry stage through the probation period, the school should also adopt the combination of teaching evaluation and other means to carry out the last elimination. For example, after the expiration of the labor contract, under the premise of not violating the relevant laws and regulations, the school will not renew the contract with the 10 teachers who have ranked at the bottom of the school for three consecutive years.

Epilogue

The development of college teachers is an inherent requirement for improving the quality of higher education. In essence, the development of college teachers is the independent development and self-improvement of teachers, which includes the improvement of academic level, the development of teachers’ professional knowledge and skills and the improvement of teachers’ ethics.

To sum up, the development of teachers in local private colleges and universities is indeed facing difficulties, but it is not difficult to get out of the difficulties. As long as we are aware of the seriousness of the problem and actively take relevant measures, we believe that we will be able to seek long-term development. Students are the biggest beneficiaries of teacher development, so it is no exaggeration to say that teacher development benefits the country and the people.

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