

Research on the realistic dilemma and construction countermeasures of young teachers in colleges and universities

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Abstract: Young teachers in colleges and universities are the key link to improve the quality and efficiency of higher education, and also the main human resources for the connotative development of higher education in the new era. Insisting on the construction of young teachers in colleges and universities can provide sufficient human resources for colleges and universities. Under the new situation, young teachers in colleges and universities have problems such as panic, lack of understanding of roles, and imperfect assessment mechanism. At present, colleges and universities need to strengthen multidimensional training of young teachers, strengthen career planning and guidance of young teachers, and improve the work quality assessment mechanism of young teachers.

Key words: Colleges and universities; Young teachers; Team; Construction

I. The practical significance of the construction of young teachers in colleges and universities

As the main talent resources for teaching and educating people in colleges and universities, young teachers are the main practitioners and undertakers for the development of higher education. The teaching quality and theoretical foundation of young teachers directly affect and restrict the teaching quality of colleges and universities, and colleges and universities put forward higher demands for the comprehensive quality of young teachers. With the rapid development of higher education, the scale of running and enrollment of colleges and universities continues to expand, and the proportion of young teachers in the teaching faculty team of colleges and universities also increases, gradually becoming the main force of the teaching faculty team of colleges and universities. With the construction and development of the teaching team in colleges and universities, the professional quality, learning structure and practical ability of young teachers have been improved compared with the past, but it is still found that the teaching level of young teachers shows a phenomenon of good and bad in the school teaching evaluation and students' teaching feedback. Based on this, it is necessary to build a team of high-quality young teachers with solid teaching, noble ethics and reasonable structure, and help young teachers to make classroom teaching content accurate, deep and lively, so as to provide teaching resources guarantee and intellectual support for the sustainable development of colleges and universities.

II. The existing predicament of young teachers in colleges and universities

1. Some young teachers have panic in classroom teaching

Young teachers step on the platform to complete the role transformation from educates to educators. Although young teachers have a solid theoretical foundation and knowledge reserve, strong knowledge learning ability and practical research ability, they lack practical teaching experience. The key to improve the quality of college classrooms is to timely teach the latest cutting-edge knowledge theory and practice of the subject. This requires young teachers to have a higher ability to explore and interpret cutting-edge theories. The teaching of classroom theories in colleges and universities often involves cross-disciplinary teaching content, such as the general content of humanities subjects involving philosophy, law, political science, sociology, pedagogy and other fields of discipline knowledge, which requires high comprehensive literacy and ability of young teachers. In the face of high standards and strict requirements for the quality of classroom teaching, some young teachers lack true feelings for the latest cutting-edge theories. During class teaching, they focus on the original teaching of knowledge theories and skills, ignore the emotional guidance of cutting-edge teaching theories, and focus on rational teaching content and lack emotional transmission in practice. In addition, some young teachers in colleges and universities are not trained in teacher education and have weak theoretical skills in pedagogy and psychology. Young teachers are confused about students' learning psychology, personal characteristics and cognitive level, which leads to the failure of young teachers to teach students according to their aptitude in classroom teaching, leading to the emergence of skill panic, which is mainly manifested as theoretical panic, discourse panic and teaching method panic. These skills panic will curb the improvement of young teachers' teaching ability, directly affect the teaching effect of young teachers, and make classroom teaching dull and boring.

2. Some young teachers' role understanding is biased

Young teachers are active in thinking and have the teaching advantages of classroom affinity. They can get along well with students and are both friends and teachers of students. However, as young teachers who have just stepped onto the platform, the teacher-friend relationship with students is only an ideal state. As a novice in the field of education, young teachers are not rich in actual classroom teaching experience, and their teaching methods in class are relatively simple, and they are difficult to cope with unexpected situations in class. At the same time, most young teachers in colleges and universities are not professional normal university students, and have not received professional teaching training during their postgraduate and undergraduate studies. They are not accurate and clear about the professional role of college teachers, and they cannot find a more suitable position in teaching and scientific research, and they cannot enter a good teaching cycle. They are unable to get away from the affairs arranged by schools and colleges and have a negative attitude. They are also afraid to make bold attempts when there are ideas of innovation or improvement in classroom teaching. In addition, with the change of

mentality of young teachers, they are not familiar with some means of dealing with people, and because of their status as young teachers, they lack communication and discussion with other experienced teachers. Young teachers have the idea of “going it alone” and break away from communication with groups. In the long run, it will produce some negative emotions and mentality. In addition, the heavy teaching tasks are easy for young teachers to doubt their own teaching concepts and teaching roles, making young teachers easy to doubt their teaching value, and thus unable to maintain their enthusiasm for work and desire for academia.

3. The assessment mechanism of young teachers' work quality is not perfect

With the expansion of college enrollment in recent years, the scale of young teachers in colleges and universities has expanded rapidly, which has greatly enriched the teaching team. The teaching assessment of young teachers in different disciplines and academic qualifications should be paid attention by schools and functional departments. However, the assessment of young teachers in some colleges and universities is not scientific and reasonable enough. In addition, the implementation of the reward and punishment documents for young teachers' scientific research and teaching is not perfect, which finally leads to poor assessment of young teachers. Secondly, some colleges and universities arrange the assessment and evaluation of young teachers at the end of the semester, and often simply take students' teaching evaluation of teachers as the standard for evaluating young teachers, which has become the main course evaluation method for young teachers' teaching effect in colleges and universities. Such evaluation methods that only use students' evaluation scores to evaluate the teaching quality of young teachers have strong subjective colors and human factors. A relaxed classroom atmosphere is often associated with high class quality. Many colleges and universities lack a comprehensive teaching reward mechanism for young teachers, resulting in some outstanding young teachers unable to feel the real honor and achievement brought by teaching. It will seriously affect the classroom teaching effect and work enthusiasm of young teachers. Therefore, it is very important to improve the measures of teacher evaluation and reward in time. If the appropriate reward mechanism is not formulated quickly, the teaching effect of young teachers in colleges and universities will continue to be affected.

III. The practice path of the construction of young teachers in colleges and universities

1. Strengthening multi-dimensional training of young teachers

In terms of the training of young teachers, the construction of young teachers should be closely linked with the optimization of the training system for young teachers, and efforts should be made to provide teaching and training guarantee for the construction of young teachers in colleges and universities. Under the top-level design structure of the overall education goal of colleges and universities, the continuous improvement of young teachers' professional quality and theoretical foundation is the key factor for the quality of college classrooms. It is important to pay attention to the key teaching factors in the training of young teachers, cultivate more excellent young talents, and make young teachers better able to engage in scientific research and teaching work in colleges and universities. According to the actual situation analysis of the current teacher training system in colleges and universities, there is still a set of effective training methods for young teachers, and the enthusiasm, initiative and innovation of young teachers in colleges and universities have not been fully brought into play. Therefore, colleges and universities need to strengthen the daily training of young teachers. The curriculum of colleges and universities is more professional, developmental and skill-based courses set by students, which puts forward higher requirements for the professional quality of young teachers. Colleges and universities should adopt multi-dimensional, multi-level and multi-mode training. Effectively select and train young teachers with excellent professional skills to enter the research and teaching team of their respective disciplines, and establish an effective team of young teachers for the development and sustainable development of talents. Regularly hire experts and scholars of the discipline to give lectures in schools, organize academic exchange forums of the discipline, set up inter-school demonstration of “wonderful lesson”, organize teachers to learn cutting-edge theories and latest research results of the discipline, learn important academic spirit from the dimensions of experts and scholars, and constantly consolidate the theoretical foundation of young teachers and build up basic teaching skills of young teachers. Lay a solid teaching foundation, broaden the horizon of discipline research for young teachers in colleges and universities, let teachers have a deeper understanding of cutting-edge teaching methods, and deeply appreciate the new knowledge changes brought by the continuous development of their professional field. In this way, young teachers can better explain more cutting-edge theoretical knowledge in class, adopt more flexible and more vivid teaching methods, and improve the quality of classroom teaching.

2. Strengthen career planning and guidance for young teachers

When helping young teachers to set up correct career development goals, they should start from different professional backgrounds and subject characteristics, and carry out targeted career planning. To formulate and improve the mechanism for the selection of top talents for young teachers in colleges and universities, let young teachers with outstanding achievements in teaching and scientific research join more excellent and suitable teaching teams and discipline research teams, and establish correct career development goals for young teachers. To help young teachers formulate career planning goals through scientific career planning can be implemented from the following aspects. First of all, from the perspective of the top-level design of the school, the career planning guidance of young teachers should be incorporated into the relevant system of the school, the content and guidance form of the career planning should be carefully designed, and the multi-dimensional, multi-method and all-round career guidance design process should be established, including all-round daily guidance, special guidance and advanced research and training. Secondly, in the era of rapid development of the information age and the close intersection of disciplinary information, it is difficult for young teachers to break through the bottleneck of career planning in teaching and scientific research only by their own efforts. It is necessary to rely on excellent teachers' teams to lead young teachers to develop an effective career planning path. Colleges and universities can design a career planning tutor system for young teachers. Create conditions for young teachers

to join the suitable career planning team, and let the old teachers in the career planning team play the role of “passing, helping and leading”. Finally, in the career planning and assistance of the team, help young teachers reasonably evaluate the gap between their own reality and career ideal, clarify the path of teacher career development, formulate action plans in stages according to the actual development of teachers, maximize the current teaching and scientific research potential of young teachers, and improve their professional efficacy in the process of teaching and scientific research. Alleviate the sense of job burnout that may occur in their career. When young teachers have a clear career plan and have clear direction and goals for each stage of their development, they can bring a sense of fulfillment and satisfaction to teaching and scientific research work after achieving the goals at each stage, so as to strive to realize more conducive to grasping and creating opportunities for development. And finally better realize their own ambitions.

3. Improve the work quality assessment mechanism for young teachers

To strengthen the construction of young teachers, we should focus on the reform of the management system and the innovation of the assessment system, improve the bottlenecks of the development of the teacher system as much as possible, and stimulate the teaching vitality and scientific research motivation of the teachers of ideological and political theory courses in colleges and universities. First of all, colleges and universities should set up a special organization for young teachers’ teaching and scientific research management, straighten out the special class management of young teachers in teaching and scientific research, ensure that the training and management of young teachers are managed by full-time personnel, and improve the professional level of young teachers’ teaching and scientific research management. Although the situation of young teachers in different colleges and universities is different, There are certain differences in the direction of running schools. However, colleges and universities should focus on the sustainable development of young teachers, attach importance to the construction of the management and development mechanism for young teachers, and constantly improve and fill the connotation of the work quality assessment mechanism for young teachers in colleges and universities. First of all, in order to ensure that young teachers in colleges and universities can realize the progress of their own abilities in a more comprehensive way, it is necessary to guide young teachers to timely check gaps and make up for shortcomings, give full play to their advantages in teaching and scientific research, and comprehensively evaluate young teachers’ teaching ability, scientific research ability and practical ability through teacher self-evaluation, teacher-student mutual evaluation, teacher mutual evaluation, teaching management evaluation and other aspects. To enable young teachers to improve their cognition of all aspects in the work quality evaluation work, constantly motivate young teachers’ enthusiasm through the evaluation mechanism, and improve their actual teaching and scientific research effectiveness. Secondly, after the comprehensive evaluation of young teachers, the quality assessment results should be used to help young teachers develop long-term plans, strengthen the construction of the team of young teachers, build young teachers’ research and practice training bases, encourage young teachers to actively participate in the training, combine the work quality evaluation, constantly improve the professional level and professional quality of teachers, and strengthen the practice of work quality. To build a team of young teachers with excellent teaching, noble ethics, reasonable disciplines and full drive.

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