

Research on the Development Path and Countermeasure of Young Teachers in Colleges and Universities under the Background of “Double First-class” Construction

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Keywords: Double first-class, Young teachers; Development path, Countermeasures and suggestions.

Abstract: “Double first-class” construction is another key national education project after “211 Project” and “985 Project”, which marks that the development of higher education in China has reached a new starting point, and its implementation is conducive to further improving the teaching level of higher education. The policy of “double-first-class” construction has brought good opportunities for the development of colleges and universities throughout the country, and the young teachers are the main force in the construction of “double-first-class” universities. Based on the current situation of the development of young teachers in Colleges and universities, this paper analyses the existing problems of young teachers in Colleges and Universities under the double first-class background, and puts forward some countermeasures, such as rationalizing the teacher-student ratio, adjusting the evaluation system, providing professional training and optimizing the academic environment, in order to help colleges and universities better complete the construction of young teachers.

1. Research background

1.1 Literature Review

The policy of “double first-class” is to build a high-quality, high-level, innovative and energetic contingent of University teachers. Young teachers are the fresh blood for the development of colleges and universities, and the core of the construction of “double first-class”. However, from the practical effect, there are many shortcomings in the construction of young teachers (Zhang and Li, 2016). The teaching level and scientific research ability of young teachers in Colleges and universities can not be coordinated development. The development path of young teachers is restricted by all aspects of environment and policies in Colleges and universities. In this context, colleges and universities should focus on the analysis of the current situation and existing problems of the development of young teachers, in order to provide suggestions for promoting the transformation and development of colleges and universities (Yang and Wu, 2017). China's higher education has entered a new stage of “double-first-class” construction. Young teachers in Colleges and universities are the main body of the construction. It is of great significance for the development of colleges and universities and the development and progress of young teachers to deeply analyze the existing problems and put forward corresponding countermeasures (Wu, 2018). The “double first-class” faculty is the core competitiveness of universities, which brings great opportunities to universities and teachers. This can not only help young college teachers to improve themselves, find their own development direction, but also help schools to achieve first-class level. But at present, there are many problems in the construction of young teachers in Colleges and universities. It is necessary for colleges and universities to reform and optimize the learning environment, organize training and strengthen the construction of young teachers (Zhou and Yan, 2018). The construction of first-class universities and first-class disciplines is the key task for the development and reform of higher education in the future (Dang, 2018). According to the ranking of the world universities, this paper analyses the relationship between the construction of the faculty in universities and illustrates that the construction of the faculty plays an important role in the

construction of the “double first-class”. Through the comparative analysis of the world-class universities and the teaching staff in China, this paper puts forward some suggestions on the construction of the teaching staff in Universities (Xu and Zhang, 2019).

1.2 Research purposes

In recent years, with the rapid economic development, China's higher education has also made gratifying achievements. Colleges and universities are increasingly stringent in screening teachers. Nowadays, most universities only admit doctoral students to teach in universities, while famous universities select returnees to teach in doctoral colleges. This shows that the quality of teachers in Colleges and universities has been greatly improved, but how to carry out double-class construction, how to cultivate young teachers' teaching and scientific research strength, and how to improve the overall level of disciplines in Colleges and universities are the main problems that need to be solved by colleges and universities. Therefore, how to improve the overall level of youth education team building is an urgent problem for colleges and universities.

2. The current situation of the development of young teachers in colleges and universities under the background of “double-first-class” construction

In order to cultivate high-quality innovative talents, colleges and universities actively practice the “two-first-class” strategy and make improvements for the development of higher education. The development of colleges and universities can not be separated from the strong faculty of colleges and universities. The task of cultivating excellent young teachers is time-consuming.

Major colleges and universities play their resource advantages to build a strong team of teachers, but in the actual development process, the overall level of young teachers in some colleges and universities can not well meet the needs of social development. Therefore, in recent years, colleges and universities have adjusted in time to implement the development strategy of invigorating the country through science and education. With the goal of building a world-class university, colleges and universities should continue to introduce incentive policies, cultivate talents, cultivate young teachers, and provide sustainability for the long-term development of colleges and universities (DU, 2017). The construction of “double first-class” requires colleges and universities to cultivate high-quality young teachers, so that teachers can actively cultivate high-quality talents and serve the development of higher education. The construction of “double-first-class” is a long-term strategy for the development of Chinese colleges and universities. There are inevitably some problems in the implementation process. In order to successfully implement this strategic goal, it is necessary for colleges and universities to find difficulties and obstacles and avoid difficulties and obstacles (You and Qin, 2019). In order to improve the overall teaching quality and scientific research level, building a high level of young teachers is an important strategy to tap the development potential of colleges and universities.

3. The main problems of young teachers in colleges and universities under the background of “double first class” construction

3.1 Higher ratio of young teachers to students in Colleges and Universities

At present, the ratio of young teachers to students in universities is too high, which brings great pressure to young teachers. For the development and training of young teachers, colleges and universities should pay attention to making the ratio between teachers and students reasonable, which is the basis to ensure the excellent training of young teachers in Colleges and universities. The intensive work of young teachers in Colleges and universities not only affects teaching but also affects scientific research. Teachers' scientific research achievements are particularly important to young teachers, because the current universities attach great importance to scientific research. Excessive teacher-student ratio has a negative impact on the training of young teachers, but it also has a negative impact on the development of colleges and universities, and the gap with world-class universities is widening. Therefore, colleges and universities should adjust and optimize the

teacher-student ratio of young teachers in time.

3.2 Weak Faculty of young teachers in Colleges and Universities

The development of colleges and universities mainly relies on teachers' imparting knowledge to help students achieve development and progress, so the educational achievement has been the development goal of colleges and universities. Young teachers are the key to cultivate talents with students' learning interaction. Training young teachers' teaching ability in Colleges and universities is an important work to build the education level of teachers. But at present, there are many problems in the process of training young teachers in Colleges and universities. The overall teaching level of teachers is not high, the training efficiency of young teachers is low, the lack of experience of young teachers themselves, the teaching methods can not well stimulate the students' principal position, which is unfavorable to the cultivation of students' innovative consciousness and the training plan. This makes the teaching level and teaching level of colleges and universities unfavorable. Teachers' teaching quality can not be improved.

3.3 Unbalanced Research and Teaching Tasks of Young Teachers in Colleges and Universities

At present, the actual situation of colleges and universities attaches more importance to teachers' scientific research results than teaching results, but talent cultivation is the main task of first-class universities, that is to say, only the cultivation of first-class talents can realize the construction of first-class universities. The phenomenon that scientific research is more important than teaching in Colleges and universities leads to the shift of young teachers' task center to scientific research. The reason for this phenomenon is that the development indicators of teachers in Colleges and universities are unreasonable, and the cultivation of talents is a long process and scientific research results can be obtained in a short time. Therefore, most college teachers have the problem of paying attention to scientific research and weakening teaching.

4. Major countermeasures for the construction of young teachers in colleges and universities under the background of “double-first-class” construction

4.1 Rationalize the teacher-student ratio to ensure the rational development of young teachers

The construction of “double first-class” in Colleges and universities emphasizes the cultivation of talents, and ensuring a reasonable ratio of young teachers to students can guarantee the teaching quality of colleges and universities. Teachers and students in Colleges and universities should establish a system of assessment and promotion to ensure the quality of education. Young teachers who are active and progressive should provide them with good conditions, encourage and support young teachers to do a good job in teaching while learning from academically accomplished teachers and enter the teaching and research team of schools. Teachers who have the ability to serve the society are encouraged to go out of school and serve the society, enterprises and institutions to carry out research projects. Teachers who can not undertake teaching work should be transferred, teachers' resources should be allocated reasonably, classified assessment should be carried out, and the comprehensive competitiveness of school teachers should be improved.

4.2 Adjustment of Evaluation System to Improve the Teaching Level of Young Teachers

The teaching level of young teachers is very important for the transformation and development of colleges and universities. Firstly, colleges and universities should consider how to improve the teaching level of young teachers from the perspective of teaching system, create an environment to improve the teaching level of young teachers from the aspects of evaluation system, teaching management system and incentive system, change the current phenomenon that young teachers attach more importance to scientific research than teaching, and make young teachers pay less attention to teaching. Teachers spontaneously devote most of their time to improving the teaching level, so as to ensure the overall goal of training talents in Colleges and universities. Colleges and universities should take corresponding measures as soon as possible to create an environment to improve the teaching and academic level of young teachers, to achieve the improvement of teachers'

self-cultivation, to improve academic level, to create opportunities for further study, and to enable young teachers to constantly improve their teaching level and academic ability.

4.3 Providing Professional Training to Improve the Innovative Ability of Young Teachers

Colleges and universities should provide regular training for young teachers to improve their innovative ability. Colleges and universities should strengthen the training of young teachers, organize the young teachers to participate in the training in a fixed time, and the content of the training should follow the teacher's position and aim at training, so as to stimulate teachers to improve their teaching according to their own characteristics. Training methods can be varied, not only to organize in-school training, but also to organize young teachers to other universities or research institutes for further study. From the perspective of young teachers themselves, we can use convenient online classes to learn open courses, timely understand the frontier trends of our own specialty, learn advanced learning methods of other teachers, and improve young teachers' ability of independent innovation in learning. Colleges and universities should organize fruitful training, give some material and spiritual rewards to young teachers who actively participate in and explore innovation, and stimulate the overall enthusiasm for learning. Therefore, training should be organized and the effect of training should be managed to help young teachers improve their teaching innovation ability and enhance the overall strength of teachers.

4.4 Optimizing the Learning Environment to Provide a Favorable Platform for the Growth of Young Teachers

The construction of teaching environment can affect the daily teaching work of teaching staff, which includes not only the sum of all kinds of material environment on campus, but also the good institutional environment of colleges and universities. Therefore, providing a good material and institutional environment is a good development path for the growth of young teachers in Colleges and universities. Firstly, colleges and universities should classify and manage young teachers' talents, formulate appropriate evaluation methods according to the different research tasks and teaching emphases of teachers in schools, and establish a differentiated evaluation system of teaching and scientific research. Improve the teacher evaluation system, including leadership evaluation, student evaluation and self-evaluation. Colleges and universities should create a harmonious scientific research atmosphere, put an end to short-term success and vicious competition, so that young college teachers can devote themselves to teaching and academic research.

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