

Investigation on the Current Situation of Training Young Teachers in Private Colleges and Universities in the New Period

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Keywords: new era; private colleges and universities; training status of young teachers; investigation

Abstract: In recent years, with the rapid development of private colleges and universities, the focus of most private colleges is not only to improve the teaching hardware environment, but to pay more attention to the connotative development of the college. A high-level team of teachers, especially outstanding young teachers, is the decisive factor in promoting the connotative development of private colleges and universities. This paper focuses on the current situation of young teachers in private colleges and universities, and puts forward some of the shortcomings. It also starts from cultivating young teachers to form a good teacher's morality, improving the teaching and research ability of young teachers, and establishing a scientific evaluation mechanism, and proposes an effective method to train young teachers in private universities.

1. Introduction

The development strategy of higher education issued by the Ministry of Education puts forward new requirements for the transformation of the scale of colleges and universities, the number of colleges and universities, the quality of colleges and universities, and the connotative development of colleges and universities. Private colleges pay more attention to connotation construction, and young teachers are the backbone of promoting connotation construction in private colleges and universities. Their teaching level and personal ability play a key role in the development of the students. The development of young teachers will drive the overall quality of the entire teaching staff in the university. Therefore, attaching importance to cultivating young teachers in private colleges and universities, and improving their ability and quality, they will play an important role in promoting the sustainable development of private colleges and universities.

2. Analysis of the status quo of young teachers in private colleges and universities

2.1 The reality of the young teachers' morality in private colleges and universities

At present, most of the young college teachers in private universities have just left the university campus to participate in college teaching. They have less work experience and serious social adaptability. These young teachers and students are similar in age and obviously lack professionalism. Some young teachers are aware of the team. Insufficient collective consciousness, encountering only the interests of the family, regardless of the teacher's morality, their values, outlook on life are not correct, and even making inappropriate remarks in public, leading some college students to be affected, it is difficult to form correct values, Lack of social responsibility, and young teachers in private colleges and universities will also come to a new social test.

2.2. Young teachers in private colleges and universities have a serious lack of teaching practice experience

At present, most private colleges and universities belong to higher vocational colleges. Even if some colleges are undergraduate colleges, they also focus on cultivating applied talents. These colleges and universities are designed to train students to master professional skills and provide a

large number of professional technology, high-level talents. However, this requires private college teachers not only to have the ability of theoretical teaching, but also to have the level of practical skills, and to have the “double-type” quality. However, it is obvious that most of the young teachers in private universities lack serious experience in practical skills. Vocational education requires young teachers to have relevant vocational skills. However, most young teachers are only proficient in theoretical knowledge, especially when some young teachers just graduate from the university campus. There is no work experience in the teaching work of colleges and universities.

2.3. The academic atmosphere of private colleges is insufficient, and young teachers lack scientific research ability.

The funds for running private universities are self-raised, and the state does not provide financial subsidies. This has caused private colleges and universities to be restricted by funds and has to compress personnel to increase the workload for each teacher. Teachers not only need to undertake corresponding teaching work, also take on other job responsibilities. Private colleges and universities obviously lack academic atmosphere. Young teachers must not only work hard, but also bear the pressure of life. There is no extra energy for scientific research. This state continues. It is difficult for private teachers in private universities to improve their own quality. This will lead to private education. The level of scientific research ability of colleges and universities has gradually decreased.

2.4. Private colleges and universities have certain restrictions on the improvement of young teachers' own level.

At this stage, the lack of teaching experience of young and middle-aged teachers in most private colleges and universities in China is more common. Many teachers feel that their ability is limited. It is difficult to answer the various questions raised by students. Young teachers need to gradually improve their professional skills and practical skills. Therefore, young teachers need to participate in the enterprise's top training or higher level education. However, private colleges and universities are seriously underfunded and cannot provide funds for continuing education for young backbone teachers. This has imposed certain restrictions on the improvement of young teachers' teaching ability.

3. The status quo of training young teachers in private colleges and universities

The author used questionnaires to visit 96 private young teachers in a private college in Jiangxi Province. The questionnaire survey included school-based training effects, training content, young teachers' attitudes toward training, and training fees.

3.1. School-based training effect

(1) Among the questions about the tutor system and the teaching assistant system, whether these systems are beneficial to improve the teaching quality of young teachers, 17.2% of the teachers feel more effective, 58.4% of the teachers said that they have a role, and 21.1% of the teachers think that The role is not obvious, 3.3% of young teachers believe that these systems are too formalized, and thus the tutor system has not been implemented in the work of the department.

(2) In the issue of the relationship between pre-job training and teaching ability improvement, 41.3% of the teachers proposed that pre-job training will promote the improvement of teachers' teaching ability, and 43.2% of the teachers have no relationship with them.

(3) In the question of the relationship between the practice and teaching ability of young teachers, 33.3% of the teachers proposed that there is a greater correlation between the two, and 58.3% of the teachers proposed that the practice training will play a role in improving the teaching ability. 1.2% of the teachers suggested that the practice training has less influence on the teaching ability, and 1.2% of the young teachers believe that there is no connection between the practice training and the improvement of teachers' teaching ability.

According to the above three questions, it can be found that private colleges and universities

have implemented the tutor system, pre-job training system, and teacher training system. However, these systems are more formalized in the process of implementation, and the effect of system implementation is not obvious. The teaching level of young teachers was not significantly improved.

3.2. Contents of young teacher training

In the survey on training content, 19% of the teachers proposed that the training content is systematic and comprehensive, 46.4% of the teachers proposed that the training content is consistent with the cognitive rules, and 33.3% of the teachers proposed that the training content is not systematic. Therefore, it can be found that the training activities provided by the higher vocational colleges for young teachers are too random.

3.3. Time and approach for training young teachers

(1) In terms of training time, 8.1% of young teachers have received training for more than 60 days in the past three years, 6.5% of young teachers have 36-60 days of total training time in three years, and 23.3% of young teachers are near In the three years, there are only 10-30 days of training time. 47.1% of the young teachers have only received a total of 10 days of training time in the past three years, and 15% of the young teachers have not received any training activities in the last three years.

(2) For the problem of training opportunities for outing training, 8.1% of young teachers think that there are more opportunities, 28.7% of young teachers think that there are fewer opportunities, and 63.2% of young teachers think that there is no chance.

Summarizing the above two data, we can find that most young teachers have fewer opportunities to go out for training and further training time. At the same time, it also fully shows that the authorities do not attach importance to provide more training opportunities for private school teachers.

3.4. Young teachers' training costs

In response to the investigation of the cost of studying out of study, 38.5% of the students were responsible for the work, 37.3% for the college, and 25.2% for the teachers and students. Therefore, it can be found that the training funds of private colleges and universities are seriously insufficient, and teachers need to bear part of the training costs.

3.5. Influencing factors of youth teacher training

In response to the investigation of the problem of "obstruction factors for young teachers participating in training and training activities", 36.3% of teachers classified it as insufficient funds and time, 42.4% of teachers proposed lack of policy support, and 13.1% of teachers proposed the school did not pay attention to this, and 8.2% of the teachers raised other reasons. To sum up the above reasons, the most important reasons are insufficient funds and lack of time. Private colleges and universities should increase their investment in teacher training, reduce the workload of teachers, encourage teachers to actively learn, further study, and continuously improve their abilities.

4. The measures to improve the training of young teachers in private colleges and universities

4.1. The government has introduced corresponding support to promote the improvement of the overall quality of private college teachers.

Private education is part of China's higher education system. Private education can enrich the type of education and train more applied talents for the society. At present, private education lacks the support of the government and guarantees the normal operation of the school only by self-raised funds. The government should correctly recognize the public welfare of private colleges and universities and the sharing of private colleges and universities for the society. It should introduce support policies to help private colleges and universities develop education. The government should

use part of the financial funds to improve the conditions for running private colleges and universities, and build a faculty, and effectively provide financial support for the development of private colleges and universities.

4.2. School leaders should strengthen their emphasis on training

It is necessary for school leaders to correctly realize that human resources is the basis for the sustainable and rapid development of private colleges and universities. Talents are the core elements of development. Young teachers are the most important resources for private colleges. The construction of teaching staff plays an important role in the development of private colleges. Schools should increase training funds for the training of young teachers, guarantee special funds, and sufficient funds.

4.3. Enrich training methods and establish a scientific training mechanism

When cultivating young teachers, private colleges should focus on the needs of teachers, combine the characteristics of disciplines, and improve the structure of teachers as a training target, build a high-level team of young teachers, train young and middle-aged teachers, and improve the management of teachers. Mechanism, continuously improve the environment for talent growth, establish a scientific evaluation mechanism, promote the rapid growth of talents, provide teachers with a broad development platform, show their personal abilities well, establish a scientific teacher growth mechanism, and promote teachers' teaching ability. The comprehensive improvement of scientific research capabilities and practical operational capabilities will promote the sustainable and healthy development of private colleges and universities.

Acknowledgement

This study was supported by the "General Planning" Project of the Party Building Research Project of Colleges and Universities in Jiangxi Province in 2018: Research on the Cultivation Path of Young Teachers in Private Colleges and Universities under the Background of "Double-Class" Construction.

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