

Private Undergraduate Institutions in the Process of Transformation and Development Analysis on the Present Situation and Countermeasures of Young Teacher Training

—Taking a University in Shandong Province as an Example

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Abstract: Young teachers are the backbone of the development of private undergraduate colleges and universities in the transformation and development, and the professional level of teachers has become a key factor in the teaching quality of private colleges and universities. This article through to the private colleges and universities teacher training situation analysis, the questionnaire survey to find out the transformation of the developing private colleges' training in policy support is not in place, in the process of school development planning is not strong, cultivation mechanism is not sound, investment is not enough, teachers' participation enthusiasm is not high, and from the government to catch a mechanism to carry out the policy support, school, teacher do planning in different levels, such as put forward the corresponding countermeasures.

1. Introduction

With the continuous expansion of private higher education, young teachers are rapidly becoming a unique and powerful new force in private colleges and universities. They are the backbone of the school's future development and occupy the main position in private colleges and universities. The overall level of young teachers has become a key factor in the teaching force and teaching quality of private colleges and universities. Therefore, strengthening the training of young teachers in private colleges and improving the overall level of young teachers is very important for the sustainable development of private colleges and universities.

2. Method

Current Situation of Training of Young Teachers in Private Colleges and Universities. The author conducted a questionnaire survey on 84 young teachers of a private university in Shandong province, which mainly included the training effect, training content, attitude of young teachers, cost input and other aspects. The specific survey situation is as follows:

Table 1 Training effect on campus

Survey questions	Classification of the project	Percentage (%)
Do you think the tutorial system and teaching assistant system have played a corresponding role in improving your teaching level	Role is very big	17.9
	It helps	61.9
	Does little	13.1
	-after	7.1
In your opinion, the influence of pre-service training organized by the school on the improvement of teaching level of young teachers	A large	9.5
	The larger	40.5
	small	46.4
	There is no	3.6
In your opinion, the influence of young teachers' practical learning on teaching ability	A large	33.3
	The larger	58.3
	small	7.2
	There is no	1.2

About "what do you think of tutor system and assistant system for your teaching level is play the role of the corresponding" problem, said 17.9% of the young teachers and old teachers, help, take the role of transfer is very big, 61.9% of the young teachers of schools said the old teacher mentoring guide have certain effect, 31.1% of the young teachers feel very little, while 7.1% said that the system can be evaded, young teachers department don't have the tutorial. From the data, it can be seen that although the tutorial system has been established by the school, the effect of implementation has not reached the expected effect, which has not played a great role in the cultivation and improvement of young teachers' teaching ability.

As for the question "how do you think pre-service training affects the improvement of young teachers' teaching ability", 40.5% of young teachers think that pre-service training has a relatively large impact on the improvement of teachers' teaching ability, while 46.4% of young teachers think that pre-service training has little impact on the improvement of teachers' teaching ability and hardly helps. Many teachers attend pre-job training only to obtain the qualification certificate of pre-job training, which is a mere formality and cannot really improve their teaching ability.

About "what do you think further impact on the teaching ability of young teachers in practice", 33.3% of young teachers think practice education has much effect on the teacher's teaching ability raise, 58.3% of the young teachers think post practice education has a great impact on teachers' teaching ability to improve, and 7.2% of young teachers think practice education will have little impact on the teachers' teaching ability to improve, or even 1.2% of the young teachers think practice study of little help to improve the teaching ability of teachers.

As can be seen from the above three data, private colleges and universities have adopted teacher training measures such as tutorial system, pre-service training and practical training, but they lack monitoring in the implementation process, and many measures are mere formality, which ultimately fails to reach the expected goal of improving the teaching level of young teachers. Private colleges and universities should pay more attention to the supervision in the system formulation and implementation, to avoid the phenomenon of "policy at the top and countermeasures at the bottom".

Table 2 Contents of training for young teachers

Survey questions	Classification of the project	Percentage (%)
What do you think of the training content of young teachers organized by the school	More systematic, the content is well connected	19.3
	It basically conforms to the cognitive law	47.4
	Relatively scattered, the content is messy	33.3

As for the question "what do you think is the training content for young teachers organized by the school", 19.3% of young teachers think that the training content is systematic and well connected, 47.4% of young teachers think that the training content basically conforms to the cognitive law, and 33.3% of young teachers think that the training content is scattered and disorderly. When the school carries out training, the selection of training content is arbitrary.

Table 3 the time and means for training young teachers

Survey questions	Classification of the project	Percentage (%)
The accumulation of training time you have received in the past three years	More than 61 days	8.3
	31 to 60 days	4.8
	11-30 days	27.4
	10 days and below	40.5
	never	19.0
Do you often have the opportunity to go out for training and refresher courses organized by competent authorities	often	3.6
	There are some	23.8
	There is no	72.6

"You nearly three years of training time accumulation" problem, over the past three years 8.3% of the young teachers training time in more than 61 days, 4.8% of the young teachers training time over the past three years in 31 to 60 days, 27.4% of the young teachers training over the past three years time in 11-30 days, 40.5% of the young teachers training over the past three years time in 10 days and the following, 19% of the young teachers have never attend the training.

Regarding the question "do you often have the opportunity to go out to participate in the training and further study organized by the competent authority", 3.6% of young teachers say that there are often opportunities, 23.6% of young teachers say that there are some opportunities, but not many, and 72.6% of young teachers do not have the opportunity to participate.

It can be seen from the above two data that most young teachers have few opportunities and short time to participate in training, which cannot meet the training needs of young teachers at all. At the same time, it also reflects that the number of training conducted by the higher authorities for teachers in private schools is small, which cannot meet the needs of teachers at all.

Table 4 Attitudes of privately-run schools towards teacher training

Survey questions	Classification of the project	Percentage (%)
What do you think is the school's attitude towards the cultivation of young teachers	Attaches great importance to	26.2
	Usually pay attention to	64.3
	Do not take the	9.5
What do you think are the measures and efforts of the school to train young teachers	The measures are appropriate and powerful	25.0
	The measures are average and the intensity is average	52.4
	Lack of corresponding measures, lack of strength, limited to form	22.6

As for the question "what do you think is the attitude of schools towards the cultivation of young teachers?", 26.2% of young teachers think that schools attach great importance to the cultivation of teachers, 64.3% of young teachers think that schools generally attach importance to the cultivation of teachers, and 9.5% of young teachers think that schools do not attach importance to the cultivation of teachers at all.

About "what do you think your present school for young teachers cultivation measures and strength", 25% of young teachers think school measures properly, strength strong, and 52.4% of young teachers think school teacher training measures, efforts in general, 22.6% of young teachers think schools lack of corresponding measures, lack of strength, only in form.

As can be seen from the above two data, private schools must attach importance to the training of young teachers from the perspective of attitude, take appropriate measures to train young teachers, not just in form, and effectively improve the teaching level and ability of young teachers.

Table 5 Expenses for further education and training for young teachers

Survey questions	Classification of the project	Percentage (%)
The cost of your study abroad	Individual to assume	43.3
	College to undertake	33.3
	Individual colleges take part respectively	23.4

As for the question of "your expenses for further study abroad", 43.3% of young teachers are borne by individuals, 33.3% by colleges, and 23.4% by individuals and colleges respectively. It can be seen that schools do not invest enough in teacher training, which is usually borne by teachers themselves.

Table 6 Training needs of young teachers

Survey questions	Classification of the project	Percentage (%)
What do you think is the effective way to promote the growth of young teachers (multiple choices)	Degree in education	50.0
	Domestic visiting	42.9
	To study abroad	26.2
	Focus on training	21.4
	School-based research	7.1
	Research activity	22.6
	Professional practice	56.0
	Teaching basic skills competition activities	13.1
	Self-learning and reflection	11.9

About "what do you think is the effective way to accelerate the development of young teachers is what problem, according to the proportion of sorting, respectively, is a professional practice training, degree education, home visiting, going abroad to study, teaching and researching activities, focus on training, teaching basic skills competition, self learning and reflection, school-based research, visible teachers urgently need professional practice training, degree education and home visiting to accelerate the development of teachers, this is to strengthen the cultivation of the teachers of the school and the important way of training.

Table 7 Factors influencing the training of young teachers

Survey questions	Classification of the project	Percentage (%)
In your opinion, the main factors affecting the training and further study of young teachers are (multiple choices)	No money	53.6
	Don't have the time	53.6
	There is no policy	52.4
	Schools don't support	14.3
	other	7.1

As for "the main factors that you think affect the training and further education of young teachers", 53.6% of teachers think that there is no money or time, 52.4% of teachers think that there is no policy, 14.3% of teachers think that schools do not support it, and 7.1% of teachers think that other reasons affect teacher training and further education. No money and no time in the first place, the school should increase the input of teacher training funds, appropriately reduce the workload of teachers, actively encourage teachers to participate in training and learning to improve themselves.

3. Problems Existing in the Training of Young Teachers in Private Colleges and Universities

3.1 The Government Lacks of Policy Support for the Training of Teachers in Private Colleges and Universities.

China's medium and long-term education reform outline clearly puts forward that private teachers and public teachers enjoy the same treatment, but at present, only from the point of teacher training, teachers in public colleges and universities enjoy much more training opportunities, training projects and training forms than teachers in private schools. National or provincial competent authorities have not issued special policies for the training of young teachers in private colleges and universities. There is no policy or law to guarantee the training of teachers in private colleges and universities.

3.2 Teacher Training Planning is not Strong, the Training Mechanism is not Sound.

Most private colleges and universities tend to put more emphasis on the use of teachers and less on training. It is a common phenomenon that teachers are "used at once" and lack of detailed

planning for teacher training. The relevant functional departments of the school do not pay attention to the teacher training plan, and have not formed a perfect teacher training system and training mechanism.

3.3 The Training Content is Lack of Pertinence and the Training Method is Single.

Private colleges and universities will arrange some training lectures or training programs for teachers in the teaching process according to their needs, such as teaching basic skills training, teaching skills, multimedia production, etc. However, the training content is not systematic and coherent, and some contents are even repetitive, so the training effect cannot be guaranteed. Moreover, school-based training is mainly conducted in lectures in a single way. There are few training methods such as professional practice and other ways, with little interaction between teachers. Teachers are mainly passive in listening to knowledge, with little enthusiasm, which affects the training effect.

3.4 Insufficient Investment in Training Funds.

At present, private colleges and universities are short of funds, so they don't have enough funds to train young teachers. At present, although some private colleges and universities allocate a certain amount of funds for teacher training, they are unable to meet the needs of teacher training because of the limited number. The lack of sufficient funds seriously affects the development of the training content and the expansion of the training channels for young teachers.

3.5 Teachers are not Highly Motivated to Participate in Training.

Young teachers of private colleges and universities are not very active to participate in training, they can't look at teacher training correctly, and resist from the heart. Young teachers in private colleges and universities do not understand the policies and systems of teacher training. In addition, young teachers in private colleges and universities have heavy class tasks, so sometimes teachers do not attend the training at all. At the same time, the young teachers in private colleges and universities are unstable compared with those in public colleges and universities. It is difficult to cultivate the love and dedication spirit of teachers, which makes some young teachers have a weak sense of responsibility and sense of belonging, which directly affects the enthusiasm of teachers to participate in training.

4. Measures to Improve the Training of Young Teachers in Private Colleges and Universities

4.1 The Government will Increase Support, Improve Policy Support, and Improve the Status of Private Colleges and Universities.

Private education is an important part of China's higher education system, which plays an important role in enriching our country's education type and talent training mode. Without any subsidy from the government, with self-raised funds for running schools, it has cultivated a large number of professional talents for the society, which has a wide range of public welfare. Therefore, the government should attach great importance to the development of private colleges and create a harmonious environment for the joint development of private education and public education. We will increase support policies for private colleges and universities in terms of conditions for running schools, funds for running schools, and the construction of teaching staff, and gradually improve the social status of private colleges and universities. Guide the public's ideas and ideas, and increase the recognition of private colleges and universities by all levels of the society. The training of young teachers in privately-run colleges and universities needs to reach a new level, and the existing policies and regulations alone are not enough, so it needs to be further improved and perfected. Through detailed laws and regulations, this work should be institutionalized and standardized, so that the teacher training work has laws to follow, and the education rights and obligations of teachers in privately-run colleges and universities should be guaranteed.

4.2 School Leaders Attach Great Importance to it and Increase Funding.

School leaders should renew their ideas and concepts, establish a strategic concept of human resources, implement humanistic management, establish the concept of "talent is the foundation of a strong school" and "talent is the first resource", and deeply understand the fundamental, strategic and decisive role of the construction of teaching staff in the development of newly built private undergraduate colleges. In terms of the investment and management of training funds for young teachers, the school should ensure adequate training funds.

4.3 Optimize the Training Content, Carry out Diversified Training, and Establish a Sound Training Mechanism.

The cultivation of young teachers in private colleges, guided by the scientific outlook on development, adhere to the people-oriented, for the purpose of service discipline construction, to adjust to optimize the structure of teachers as the main line, according to the construction of high-level talent team and young and middle-aged backbone teacher training as the focus, innovative teachers team construction management system and operation mechanism, to optimize the talent environment as the guarantee, resources development and utilization of set up to promote teachers and excellent talent of the rapid growth of effective mechanism, balanced, scientific arrangement, strengthen organizational leadership, to ensure that all construction work to implement, comprehensively improve the quality of personnel training and education levels, To promote scientific, harmonious and sustainable development of the college.

4.4 Make a Good Plan for Teachers' Career and Improve Their Enthusiasm and Effectiveness in Teacher Training.

Private colleges and universities should carry out lectures or academic reports on career theories of young teachers, actively guide young teachers to attach importance to career planning, let teachers actively seek training opportunities in schools, change passive training into active training, and improve teachers' enthusiasm and initiative. Teachers' career planning should start from the following aspects: first, the analysis of personal status quo, objective and comprehensive analysis of their own advantages and disadvantages. Second, set development goals, including long-term goals and goals at all stages. Long-term goal is the ultimate goal of the development of the whole teacher career, such as the development of research-oriented teachers. Goals of each stage are hierarchical goals, such as annual adaptation, three-year qualification, five-year backbone, 10-year master and other phased goals, which promote the realization of long-term goals through the realization of goals of each stage. Third, formulate specific work measures to ensure the realization of the goal.

5. Summary

At present, China's education market competition is increasingly fierce, private colleges and universities in such a fierce market competition to survive and seek development, must improve their own core competitiveness, in order to maintain a longer period of competitive advantage. The construction of teaching staff is the key factor to improve the core competitiveness of private colleges and universities, and the overall level of young teachers is the key factor to the teaching force and teaching quality of private colleges and universities, so it is imperative to strengthen the training of young teachers to build a high-quality teaching staff.

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