

# Research on the Development of Training Teachers in Universities under the New Situation

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**Abstract.** Under the new situation that higher education has developed into popular education and coordination development between knowledge and economy, colleges and universities are faced with the problem of imbalance between the quality of teachers and the needs of social and economic development. As the subject of the institutions of higher learning, teacher quality is not only the guarantee for achieving three functions of colleges and universities, which is personnel training, scientific research and social service, but also the key to the sustainable development of Higher Education. This paper summarized the current situation of the development of training teachers in Colleges and universities, analyzed the key to the training of teachers in Colleges and universities, and finally put forward some countermeasures and suggestions for the training of teachers in Universities under new situation.

## 1. The present situation of teacher training in Colleges and Universities

### 1.1 Teacher training model

Since the "education oriented action plan for education" published in 1999, colleges and universities are playing an important role in all aspects of the development of our society under the new situation we emphasizing the coordinated development between knowledge and economy<sup>[1]</sup>. As the subject of colleges and universities, it has become the primary task to build a teacher training model to meet the needs of social development. by the method of literature research, we summarized that there are four teacher training methods in our country, which are Demonstration teaching, education with record of formal schooling, web education and lectures.

### 1.2 The problems in teacher training

Although the major education models have been initially completed and there are some achievements in the implementation process, but there are still some drawbacks. At present, most of the training mode of teachers in Colleges and universities in China emphasizes the promotion of teachers' unilateral teaching skills<sup>[2]</sup>. For example, a new teacher is usually arranged as an assistant of an experienced teacher by using demonstration teaching method. It has low training cost and flexible training activities. The new teachers can quickly experience all the links of the teaching activities of the university teachers in the real environment. But the content of training is mainly to improve the teaching ability of teachers. But this kind of educational model rarely involves the theory of education, mental health education, curriculum construction and so on. It lacks the training of teachers' scientific research ability. On the contrary, the academic education pays attention to the promotion of teachers' scientific research ability, but does not pay attention to the cultivation of teachers' teaching ability<sup>[3]</sup>. By provided an access to higher levels of university or research institutions, teachers are required to receive higher education through continuing education, so as to allow them to make a qualitative leap in their professional knowledge. But historical experience shows that the promotion of teachers' professional ability is not equal to the

improvement of teachers' teaching ability <sup>[4]</sup>. The network education model is too idealistic. Through the network teaching platform, colleges and universities can publish and carry out various teaching activities. They have effectively broken the restrictions of time and space in teaching activities and teachers' training has become more flexible. The original intention is good, but there is no complete mechanism to monitor and manage the teaching process. Since they can't control the enthusiasm and initiative of the teachers, they can not achieve the desired educational purpose. Compared with the above three educational models, the expert lecture can provide teachers with a variety of teaching content. And it also controls the enthusiasm and initiative of teachers. Expert lectures sets up a bridge between ordinary teachers and teaching masters. It is a good opportunity to learn from peers. But the time and content of lectures are more scattered, unsystematic, and the training effect is not obvious. In addition, college teachers have been in a separation of knowledge and skill for a long time. As the main place of delivery of professional personnel to the society, colleges and universities in training teachers and the training of students should be the unity of theory and practice.

## **2. The key to teacher training in Colleges and Universities**

As a whole, universities have gradually formed a variety of training models in the process of developing the teacher training, but the effect is not satisfactory in practical applications. Under the joint efforts of the Department of education and university administration, but there are still a lack of teaching, scientific research and professional skills on the coordinated development ability, which largely reflects the domestic colleges and universities teachers training mode at this stage is still insufficient. On the shoulder of talent cultivation, science, spreading knowledge and serving the society responsibility of colleges and universities, exploring a new teacher training method is more urgent, which can enhance teachers' scientific research ability, teaching ability and operational capacity. To train a team of excellent teachers, we should first analyze the advantages and disadvantages of the training of domestic teachers at this stage according to the characteristics of the domestic. On this foundation, we take its essence and go to its dregs, exploring a new training model for college teachers.

As a form of continuing education, the training for teachers of colleges and universities should follow the principles of teaching. Every education can not be accomplished overnight, it should be a long-term, step-by-step process <sup>[5]</sup>. This requires the management of colleges and universities to develop a comprehensive training program. When making a training plan, it should be proposed that what training means should be used at each stage, what purpose should be achieved, and what assessment mechanism should be used to evaluate the training plan. At the same time, teachers should also analyze the characteristics of learners, teach students in accordance with their aptitude.

## **3. The concrete methods of teacher training**

### **3.1 Pre-job training**

This method of training is applicable to new recruits. Most of the college teachers originate from newly graduated masters or doctoral candidates. Therefore, the new teachers have not only practical experience in teaching and teaching experience, but also a serious lack of theory. Before the new teacher enters the job, it is necessary to carry out pre-job training. The content of pre-job training should be education theory, educational policies and regulations and modern educational technology, etc. They can master the necessary theoretical knowledge of teachers and the commonly used modern educational technology, and accomplish the transformation from students to teachers by training. Pre-job training plays a better role in learning the theoretical of Higher Education. However, the new teachers do not know much about the actual needs of curriculum construction and teaching ability. Other forms of training are required.

### **3.2 Observation lesson**

Through the pre-job training, the new recruits have basically mastered the theory of education, educational policies, regulations and modern educational technology theory, but lack of practical learning. Observation and instruction are needed at this time. We can not immediately assign teaching tasks to teachers who have just passed the pre-job training. New teachers should observe the teaching activities of experienced teachers. Creating opportunities for new incoming teachers to discuss with experienced teachers to Learning teaching practice skills. After pre-training and observation lesson, the new teacher should be able to manage the classroom and complete the teaching work. However, the task of college teachers is not only to complete the teaching work, but also to participate in scientific research activities.

### **3.3 Expert lectures**

We should invite experts from schools and colleges on an occasional basis to introduce their teaching experience, research findings and research results, to improve the teaching ability of general teachers, to help new teachers increase their knowledge, broaden their knowledge, understand the hot topics and establish the research direction.

### **3.4 Teaching activities**

Based on the teaching team, research group as the basic teaching unit, teachers carry out collective preparation, academic research, teaching contests and other activities. In this process, teachers can learn from each other, not only conducive to improve the teaching level of teachers, but also help to improve their teamwork and scientific research ability.

### **3.5 Academic report**

By regularly holding academic reports, teachers are allowed to exchange their research results, understand the research trends within the discipline, clarify their own research directions, and cultivate their interest and ability in scientific research.

### **3.6 Vacation training courses are offered**

As the main place for the transportation of professionals, it is particularly important for college students to pay equal attention to knowledge and skills. However, most of the university teachers are directly to the university after graduation, they do not know the demand for the quality of talents. Moreover, the current domestic university teachers are mostly theoretical and lack practical skills in professional skills. To this end, we must first establish a teacher to enterprise training system, to strengthen the links between schools and enterprises, to understand the needs of society for talent. School enterprise cooperation, on the one hand, can provide teachers with real training bases and the latest social needs, help teachers accumulate practical experience, and cultivate a combination of theory and practice of composite talents. Of course, taking into account the capacity of enterprises and the efficiency of training, we can not blindly assign all the teachers to the enterprise. Before assigning teachers to enterprise, teachers should be given scientific and objective evaluation of teaching ability, operation skills, research results and so on, so as to do a good job of analyzing the structure of teachers' ability.

### **3.7 Engage in advanced studies**

Selecting a number of teachers to pursue advanced studies within the discipline, it can be either a form of visiting scholar or a degree education mode. When they have completed their studies, they may pass on their knowledge to other colleagues in the form of expert lectures or academic reports.

#### **4. Conclusion**

As mentioned above, the training of college teachers is a long process, it should run through the whole career of teachers. Colleges and universities need to combine various training methods if they want to do a good job of staff training. Different training methods should be adopted for teachers of different stages.

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