

How Young Teachers in Colleges and Universities Complete Classroom Teaching—Taking Chongqing Business Vocational College as an Example

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Abstract. Colleges and universities shoulder the responsibility of cultivating high-quality talents for the motherland, and classroom teaching is an important link in the quality training chain of talents in colleges and universities, so its quality is directly related to the quality of talent cultivation. Some colleges and universities introduce a large number of new teachers in the process of scale development, but some new teachers have weak classroom teaching capabilities, leading to poor teaching results. Therefore, colleges and universities should attach importance to improving the quality of classroom teaching of new teachers. Based on analyzing the classroom teaching situation of new teachers in sample colleges and universities in the past three years, this work proposed that teachers should prepare teaching materials, teaching methods, and teaching plans in advance. In addition, explanation, questioning, and management should be used to offer new teachers reference to take good courses.

1. Introduction

The author has been working in the school supervision office for more than eight years. Because of the job responsibilities, the author often goes deep into the classroom. What the author feels most deeply is that some new and young teachers, external employees recruited from enterprises, and graduate students from other universities have relatively weak teaching ability, thus leading to bad teaching effects. The specific manifestations are as follows: insufficient preparation before class, repeat what textbooks say, single teaching method, no interaction between teachers and students, less prominent teaching content, and unclear teaching goals; students have loose class discipline, some playing games, some sleeping, some talking, some watching videos, as a result, the quality of classroom teaching can't be guaranteed. How can new and young teachers improve the quality of classroom teaching? The author believes that in addition to the necessary professional knowledge, they should practice the basic skills of teaching and improve their teaching ability and level, so as to give a perfect lecture.

2. Analysis of the Class Attendance Situation of New and Young Teachers in the Past Three Years

2.1. Analysis of the overall situation

In terms of the overall situation of the new and young teachers in the supervision, most of them are qualified, and the percentage of outstanding teachers in the supervision and evaluation in 2018 was 28.13%, which is better than 2017 and 2016 (Table 1). It means that colleges and universities help these new and young teachers master the basic skills of teaching and have significant effects on cultivating teaching ability.

Table 1. Statistical table of the class attendance situation of new and young teachers in the past three years

Grade and Proportion	Excellent (90 points or more)		Good (80-89 points)		Medium (70-79 points)		Fair (60-69 points)	Poor (less than 60 points)
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Number
2016	1	4.00%	23	92.00%	1	4.00%	0	0
2017	4	17.39%	19	82.61%	0	0	0	0
2018	9	28.13%	23	71.88%	0	0	0	0

2.2. The main problems

1) Lack of basic teaching skills and lack of teaching experience. Most new and young teachers have graduated from non-normal universities, and most of them have not undergone rigorous training in education and teaching, so they lack knowledge of teaching theory, knowledge in teaching, teaching experience, and insufficient awareness of reflection, and they cannot handle the emergencies and student problems in the classroom well.

2) Insufficient preparation for lessons before class. Some new teachers are not prepared enough to study the teaching materials and understand students, so they do not understand the theory of teaching design, why to teach, what to teach, how to teach, and how students learn. They would rather copy lesson plans and preparations from other teachers. They are unable to grasp the goal as a whole, make inappropriate choices, or highlight difficult points. In particular, they do not pay enough attention to the students' ideological status, psychological characteristics, and knowledge level, so it is difficult to arouse students' resonance in class, and the teaching effect is greatly damaged.

3) The classroom rhythm is not well grasped, and students have no interaction. Some new and young teachers even read PPT directly from beginning to end. There is no change and no rhythm in the classroom, and the students have no interaction, which causes students to be sleepy.

4) Over-reliance on multimedia and lack of blackboard design. Some new and young teachers write almost nothing on the blackboard. Some teachers just write what they are thinking about, and the words on the blackboard are intermittent, incoherent, unsystematic, and with no design at all.

3. Countermeasures: Preparing Well before Class and Performing Well in Class

3.1. Getting fully prepared before class

Teaching is a purposeful and planned activity, with both a clear intention and a general specification. Adequate preparation before class is the prerequisite for new teachers to give a perfect lecture.

3.1.1. Selection of teaching materials

Teaching materials are selected case materials and information resources based on the requirements of curriculum standards and textbook content, which can enhance effective memory, promote the use of migration, and guide inquiry learning, so as to assist classroom teaching, achieve teaching goals, and form various forms of disciplinary. For example, the teaching materials of the course "Ideological and Moral Cultivation and the Basics of Law" can be selected from the information, data, pictures, cases, audio and video from current affairs, news reports, scientific and technological development, economic construction and international developments. Selecting the teaching material should study the curriculum standards; understand the nature, tasks, teaching goals and content requirements of the curriculum, and screen and process teaching materials in a targeted and appropriate manner. It should also enrich teaching materials based on textbook content, sort out the internal connections of various knowledge points based on grasping the content logic system and difficult points, preliminarily formulate the purpose and tasks of the teaching content, and enrich the content and the information resources based on clarifying the requirements of the teaching goals. New teaching materials or resources should be formed, starting from the students' learning interests and hobbies, and student' life experiences should be explored deeply, so as to stimulate learning motivation, arouse strong curiosity, make appropriate "cuts" or "supplements" to

the content of the lesson. Therefore, various teaching activities can be optimized by changing "teaching materials" to "teaching with materials", thus leading students to think and experience.

3.1.2. Selection of teaching methods

The teaching method refers to the methods used to complete teaching tasks and achieve teaching goals in the common teaching activities of teachers and students, including both the teaching methods of teachers and the learning methods of students, which is the organic unification of teacher teaching and student learning. The correct selection and reasonable use of teaching methods have a multiplier effect on the teaching effect in terms of understanding knowledge, mastering skills, cultivating abilities, sublimating emotions, and forming literacy. There are many levels and types of teaching methods, such as the teaching method, talking method, presentation method, discussion method, chart method, and case method. Teaching methods should be optimized and combined according to teaching requirements, textbook content needs, student characteristics, teacher ability levels, and teaching environment conditions. For example, the teaching content of *Tourism Regulations* can be determined by using the case method primarily and being supplemented by the explanation method and discussion method.

3.1.3. Selection of teaching media

Teaching media refers to the media that teachers or students choose and use in the process of teaching and learning to improve teaching quality and optimize classroom teaching effects. Teaching media has advantages to flexibly create contexts, stimulate learning interest, reflect facts, show dynamic processes, demonstrate operation, verify principles, break through important teaching points, save teaching time, and improve teaching efficiency. For example, image teaching media has advantages of dynamic and static integration, physical model teaching media is three-dimensional and intuitive, experimental instrument teaching media is demonstrable, operable, and simulatable, and audio-visual teaching media is highly expressive, attractive, and appealing. If the teaching requirements, teaching content, teaching conditions, and teaching objects are different, then the choice of teaching media should be different. For instance, explaining abstract concepts or terminology can select videos, intuitive pictures and direct illustrations, which can make it easier to understand.

3.1.4. Compilation of lesson plans

Compiling lesson plans is one of the most important links in classroom teaching preparation. There are two types of lesson plans: detailed plans and brief plans. Generally speaking, young teachers who have just started teaching should write detailed teaching plans, including every link, connection, questions and answers. How to connect the knowledge of the previous lesson, how to introduce, explain, end, how to write a book, how to ask students, how to present PPT, what kind of teaching methods to take, what examples to use, and how to use teaching aids should be written, and even students' answers should be predicted, analyzed, and evaluated. Teaching plans are the main basis for teachers' teaching, which is conducive to teachers' summary and improvement. There are three main forms of compiling teaching plans, that is, text form, table form and program form, but in the actual application process, these three forms can be used in combination. A complete lesson plan generally includes class hours, teaching difficulties, teaching methods, teaching process, blackboard design, assignment layout and teaching postscripts. New and young teachers must be strict with themselves and follow the basic format of lesson plans to write a lesson plan for each lesson.

3.2. Carefully organizing classroom teaching

Classroom teaching is an art, and a wonderful class is like a good drama, which can attract students' attention, and through the language arts of teachers, students are brought into the scene created by teachers. New and young teachers in colleges and universities need to do the following in the course of classroom teaching to ensure the smooth implementation of classroom teaching.

3.2.1. Explanation requirements

Explaining skill is the most traditional and most commonly used teaching method. It refers to a teaching method in which teachers teach, explain, analyze, and demonstrate to students a certain content or knowledge point in their own plain language. It helps to play the leading role of teachers

in teaching, so as to guide students to correctly understand and master the knowledge they have learned. There are many types of explanation skills, including discourse, reasoning, and proof. In teaching:

First, it is necessary to pay attention to the conciseness of the language. In classroom teaching, the lack of professional terms, verbal errors, and intellectual errors should be avoided. For example, in the basic accounting course teaching, the error of equating the accounting identities "asset = liability + equity" to "asset = equity + liability" should be eliminated. What is more, the inaccurate pronunciation, low voice, fast speed, flat tone, such as "ah", "um", "then", "and", "but" and "so" should also be avoided using too frequently.

Second, teachers should pay attention to the reasonable arrangement of time. In teaching, time delay in teaching should be avoided. For example, if teachers choose too much course content, they will have insufficient time to explain individual problems; if they talk too slow, they will cause a timeout. Due to timeout, some new and young teachers are flustered, explain hurriedly, and rush to finish the lesson. Some do not resolve the problems raised at the beginning of the class after class due to the lack of time, resulting in a lack of response and inconsistent content before and after a class. Some speak frequently, and the pace of lectures is too fast. In the classroom with little time, they cannot explain the knowledge points thoroughly, which is difficult to go deep, making the listeners feel struggling and difficult to understand the content.

Third, teachers should pay attention to overcoming tensions, avoid blushing and heartbeat, letting go of movements, accidental pauses, and not knowing what to say. As new young teachers start teaching for the first time, it is difficult to avoid tensions, which may lead to a lack of interaction in the classroom and an inactive atmosphere. They may even miss knowledge points, and it is difficult to stimulate students' interest in learning. Since they do not have enough practical experience, they are often at a loss in case of emergencies. In addition, the lack of well-designed classrooms, communication and interaction, cooperative learning, group discussions, and some situations that can cause thinking can hinder the smooth implementation of teaching activities and the effective development of teaching processes.

Fourth, teachers should focus on the difficulties of teaching and combine the actual situation of higher vocational students to clarify and explain the core knowledge points. Due to factors such as the ability of concentration, learning and understanding of higher vocational students, new and young teachers should know the learning situation in advance and pay attention to the explanation methods. For example, teachers can enumerate more cases and combine some practical examples in the explanation to make the basic principles and concepts easier to understand, so as to attract the interest of students and consolidate their knowledge and skills. The content of the teaching materials can also be presented in the form of project tasks, and scenario simulations are performed to allow students to enter role-playing, participate in practice in person, and find and solve problems.

3.2.2. Request for questions

Questioning skills are the most basic and commonly used teaching method in classroom teaching. It is a teaching method for teachers and students to communicate and talk face-to-face, deepen the teaching content, stimulate students' thinking, and activate the classroom atmosphere, which is beneficial for improving the interests of students, stimulating thinking activities, giving back teaching information timely and enhancing the communication between teachers and students. Questioning skills mainly include recall questioning, observation questioning, and understanding questioning. Questioning teaching should follow the "question-listening-evaluation" process with specific and clear terms, which is easy to understand, and can't cause students to misunderstand the meaning of the question.

3.2.3. Requirements for classroom order management

In college classroom teaching, even experienced veteran teachers can't eliminate the phenomenon that students play mobile phones, sleep, chat, walk away or even eat, leave early in classes. Even if project task teaching is adopted, students will also talk gossips and play mobile phones when they complete tasks. If the teacher's lectures are dull and boring, students will be less

likely to listen and the order in the classroom will be more chaotic. A few new and young teachers will often have the following situations in the classroom due to the lack of teaching experience: first, they do not care about the student's discipline, and they just talk to themselves; second, they will ridicule or yell at the students who violate the discipline. Once students feel that their self-esteem is hurt, they will tit for tat with the teacher, deliberately do not listen to the lecture and even affect other students, resulting in a vicious circle. These practices not only fail to achieve teaching results, fail to implement teaching goals, but also cause new and young teachers to have a strong sense of frustration. What should new and young teachers do when encountering bad classrooms? The best way is to “cold treatment” and chooses the most effective method to stop it. Teachers should never use shame, irony and other harsh measures, as these simple and crude methods can turn students against teachers.

4. Summary

In short, adequate preparation is a prerequisite for good class, and careful organization of classroom teaching is the key to good class. In order to master the art of classroom teaching, young and new teachers should be both carefully and emotionally. It is necessary to take both into consideration, so as to improve the effectiveness of classroom teaching and promote teachers to grow as quickly as possible.

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