

Research on the Development Strategy of Esp Teachers in Local Applied Universities

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Abstract: Young Teachers Are the Majority of Teachers in Colleges and Universities, Especially in Local Newly-Built Colleges and Universities. under the New Situation of the Transformation and Development of Colleges and Universities and the Cultivation of Applied High-Quality Talents, Local Newly-Built Colleges and Universities Scientifically and Reasonably Guide Young Teachers to Do a Good Job in Career Development Planning through the Innovation of Working Mechanism and Carrier, and Find a Clear Position of Close Combination of Personal Development and School Development It is the Key to the Follow-Up Efforts, Sustainable Development and Core Competitiveness of the New Local Universities to Highlight the Problem Orientation, Strengthen the Pertinence of the Work, and Promote the Young Teachers to Improve Their Teaching Ability and Rapid Growth.

1. Introduction

Since the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance Issued the Guiding Opinions on Guiding Some Local Ordinary Colleges and Universities to Transform into Application-Oriented Ones in October 2015, the Development of New Local Colleges and Universities to Transform into Application-Oriented Ones is to Adapt to the Trend of Economic and Social Development, Classification Development and Structure Optimization of Colleges and Universities, and the Cultivation of Application-Oriented High-Quality Talents Has Become a New Trend the Central Task of Building a University. to Achieve the Goal of Transformation and Development, the Transformation of Teachers is the Key. in a Newly-Built Undergraduate College, It is an Important Part of Teachers' Team Construction to Guide Young Teachers to Do a Good Job in Career Development Planning on the Basis of Accurate Positioning[1]. Because in the Process of Upgrading and Running a School, a Large Number of New Colleges and Universities Have Introduced New Master's Degree and Doctor's Degree to the Teaching Staff, and the Number of Young Teachers Has Become the Majority of the Teaching Staff. According to the Data Published on the Website of the Ministry of Education on August 4, 2018, There Are 1633248 Full-Time Teachers in Colleges and Universities Nationwide, and 875916 Young Teachers under the Age of 40, Accounting for 53.63%. However, the Proportion of Young Teachers in Newly-Built Local Colleges is Higher. the Proportion of Young Teachers under 40 Years Old in My School is 56.05%. Therefore, Young Teachers Are the Main Force in the Process of Teachers' Transformation in the Newly-Built Application-Oriented Local Undergraduate Colleges[2]. This is Not Only Because of the Huge Number of Teachers, But Also Because Young Teachers Are Full of Vitality, More Easily to Accept New Teaching Ideas and New Things, Which is the Key to the Success of Teachers' Transformation and Development. Therefore, It is Necessary and Important to Guide Young Teachers to Accurately Grasp the Position of Personal Career Development and Make a Good Plan of Personal Career Development According to the Requirements of Transformation and Development.

2. Based on the School Orientation and Practical Problems, Guide Young Teachers to Do a Good Job in Career Development Planning

Career Development Orientation Plays a Leading Role in the Development and Growth of Young Teachers. Therefore, to Strengthen the Orientation and Guidance of Professional Development in Teacher Training is Not Only Beneficial to Strengthen the Pertinence of Young Teachers' Design of Professional Development Planning, But Also to Avoid the Blindness and Randomness of Young Teachers' Life Struggle.

2.1 Guiding Young Teachers to Do a Good Job in the Orientation of School

In the process of introducing new teachers in Colleges and universities, most of them are graduates of master's degree and doctor's degree from school to school. Many of them come from non normal colleges or non normal majors, and also lack experience in production and service. Therefore, there is an obvious gap between teachers who need not only solid theoretical knowledge, but also “double” requirements of practical operation ability[3]. These new teachers generally have some shortcomings, such as “emphasizing theory, neglecting skill”, “emphasizing textual research, neglecting practice”. In the outline of the national medium and long term education reform and development plan (2010-2020), it is required to “focus on expanding the training scale of applied, compound and skilled talents”; the guiding opinions on guiding some local ordinary undergraduate colleges and universities to transform into applied talents “issued by the Ministry of education, the national development and Reform Commission and the Ministry of finance also pointed out:” strengthen the construction of “double teachers and double abilities” teacher team ... Select and send teachers to the enterprise for training, temporary work and practical training in a planned way Enhance the initiative and enthusiasm of teachers to improve their practical ability[4]. “ Therefore, the Newly-built Local Undergraduate Colleges and universities should be based on the needs of serving the regional economic and social development for the cultivation of applied talents, based on the actual needs of the course teaching of discipline and professional development, in addition to constantly strengthening the theoretical teaching of course teaching, they should also constantly study and judge the practical teaching links related to the course, find the short board, apply the right medicine to the case, highlight the problem orientation, and formulate the development plan, Make full use of the practical teaching resources inside and outside the school and all kinds of practical teaching platforms, truly let young teachers sink into the production and service line, integrate theory with practice, improve practical ability, strive to build themselves into application-oriented and composite qualified teachers, and play a more active role in the cultivation of application-oriented high-quality talents.

2.2 Guide Young Teachers to Overcome Thinking Stereotype and Inert Thinking

In the transformation of teachers in applied local colleges and universities, we should first solve the problem of young teachers' ideological understanding, let them understand the pressing situation of the development of higher education, and enhance their urgency and sense of responsibility for the transformation and development[5]. First of all, we should change the stereotyped thinking of a piece of chalk and a textbook, turn to conform to the orientation and development goal of the application-oriented high-level university, and strive to build ourselves into a compound and application-oriented teacher with solid theoretical foundation, excellent practical ability and excellent social service level. Secondly, in order to change the unchanging inert thinking, the training of applied talents is bound to put forward new reform topics for the design of courses, the treatment of teaching materials, and the implementation of teaching process. This is to guide young teachers to change the past teaching plan or courseware used for several years and put it all around the world, guide them to overcome the inert thinking through various incentive measures, and then actively participate in it Curriculum and classroom teaching reform, improve the adaptability of teaching and application-oriented high-quality personnel training, and enhance students' sense of learning.

3. Innovating Working Mechanism and Carrier, Making Young Teachers' Professional Development Have Strong Support

After the application-oriented Local Newly-built Undergraduate College Young Teachers' career planning is accurately positioned, the key lies in the continuous innovation of working mechanism and working carrier, so that the young teachers' career development has a strong support, so that their career development goals are clear, fast into the right track and fast lane, and realize the goal of life value as soon as possible.

3.1 Set Up a Special Working Organization for Improving Teachers' Teaching Ability

The school specially establishes a teacher teaching development center, which is responsible for the management, guidance and service of the improvement of teachers' teaching ability. Specifically organize and plan various training activities that are conducive to the improvement of teachers' teaching professional quality, organize and carry out various competitions that are conducive to the improvement of teachers' teaching ability; formulate training plans for young teachers and key teachers, do a good job in the management and service of the plan implementation process; integrate the school's teaching resources, create a variety of communication platforms, in order to promote the teaching exchange and economy between teachers To be responsible for the establishment of teachers' growth files and the management of teaching quality evaluation files[6]. Through the hard work in the past five years, the school teachers' teaching development center is becoming the "home of young teachers", which makes the young teachers' career concerned and guided, their growth process followed up with services, and their career progress demonstrated and shared, so as to promote them to have a full sense of achievement, belonging and identity for loving teaching work and devoting themselves to educating people.

Table 1 the Dimensions Of the Questionnaire

Dimensions	Contents of the questionnaire
Administrative policy	Organizations and managemengt
Academic research	Relevant policies
Teaching conditions	Social needs requirements
Needs and expectations	Students needs interests
Teachers' individual factors	Subject knowledge

3.2 Establish a Normal Action Plan Based on the Improvement of Teaching Ability in the School

According to the needs of teaching posts, the action plan should formulate a practical and operational implementation plan, which should be problem oriented, refine the implementation projects of the plan and play a guiding role. Therefore, the school can formulate the action plan for young teachers to improve their teaching ability, which requires all teachers who are under the age of 35 and have not obtained the professional and technical post or doctor's degree or above to participate in the action plan. The plan mainly includes eight scoring items, including teaching and related courses, project research and practice, participation in business training, publication of papers and academic exchanges, publication of monographs and textbooks, guidance and guidance of students, teaching and research and class evaluation, and corporate and industrial probation exercise. Each item is quantified as a corresponding score, and the total score is required to reach 100 within three years. Each teacher participating in the plan shall establish personal growth files one by one, submit verification materials on a regular basis and record scores[7]. At present, the school teachers' Teaching Development Center files and files the young teachers' personal career planning, and regularly records the corresponding projects in the growth files, which plays a good role in guiding young teachers to do a good job in career development planning. As a necessary condition for teachers' promotion and performance appraisal, the points of the 100% plan cannot be applied for the higher professional and technical posts, or the performance appraisal cannot be rated as excellent. Through the implementation of the action plan for the improvement of teaching ability of young teachers, the majority of young teachers, especially new teachers, have made clear the

direction of the improvement of teaching ability, guided young teachers to expand their vision of personal career development, inspired them to find new opportunities for development, found the fit between personal development and school development, and strengthened their confidence and determination to regard teacher career as their lifelong pursuit. It can not only fulfill the specified task requirements, but also give full play to the personality and specialty. In order to promote the healthy and rapid growth of young teachers, and constantly improve their own education and teaching professional ability, it has played a positive role in the cultivation of talents who are good at teaching, moral cultivation, theory and application ability.

Table 2 Basic Informatkm Of Gia (%)

Sex	Male	35.4	Female	64.5				
Age	26-29	6.47	30-40	32.33	41-52	41.2	>50	19.3
Teaching experience	1-8	16.12	6-10	29	11-25	29	>20	25.8
ESP teaching experience	1-5	24.5	3-7	51.2	6-10	16.12	>10	6.45
Degree	Bachelor	3.2	Master	51.3	Doctor	44.7		
Diploma	Specialized subject	0	Undergraduate	29	Graduate	71		
Professional title	Assostant	6.44	Leturer	32.26	Associate professor	41.88	Professor	19.35
Teacher source	EGP	355	English major	25.8	Other majors	38.5		
Student variety	Non-English majors	67.5	A.M. students	6.34	English majors	25.8		
Student grade	Freshman	0	Sophomore	38.7	junior	51.6	Senior	9.5

3.3 Establishing a Dynamic Teacher Evaluation Mechanism

In order to avoid the past practice of managing a certificate for a lifetime, referring to the practice of national judicial and medical examination, we should promote young teachers to actively pay attention to the development of discipline and specialty, keep pace with the development of the situation and meet the needs of teaching reform and development by means of periodic training and reexamination. For example, for the identification of “double teachers and double abilities” teachers, the three-year tenure system shall be implemented, and the assessment shall be carried out if the appointment is to be renewed, and the disqualification shall be suspended if the assessment is not qualified. For example, employment refers to mentors, innovation and entrepreneurship mentors, etc., which shall be implemented by reference.

3.4 Carry out Targeted Series of Training for Young Teachers

The first is to carry out the education of school and professional sentiment, ask the school leaders to make a guidance report for the young teachers, guide the young teachers to do a good job in the career development planning by combining the school's development vision, on the basis of emotional integration and love for education, regard moral cultivation, teaching and education, and running the people's satisfactory higher education as the lifelong goal pursuit, and realize the maximization of life value[9]. The second is to carry out routine work training. Through the training of teaching work, guide young teachers to be familiar with the rules and regulations of school teaching, improve their awareness of teaching according to law; at the same time, promote the standardization of teaching implementation and process management; also guide young teachers to actively participate in the teaching team, be enthusiastic about teaching reform, and fully stimulate the teaching vitality of young teachers. The third is to carry out scientific research training, guide young teachers to understand the incentive policy of scientific research in schools as soon as possible, pay attention to scientific research work, and combine personal professional scientific research expertise with solving local practical problems as soon as possible, so as to play a positive role in deepening the teaching work, training applied talents and serving the society. Fourth, earnestly implement the young teachers' tutor system, give full play to the role of “mentoring” of

old teachers, equip each new young teacher one-on-one with tutors, strengthen process management and mid to late stage assessment, and ensure that the tutors guide the mentors in teaching, scientific research, team and other aspects in place and achieve actual results.

3.5 Carry out Teacher Demonstration Course, Teaching Ability Assessment and Teacher Teaching Competition Activities

The first is to carry out the normal demonstration course activities of the whole school. Every semester, two or three teachers with rich teaching experience are recommended by each secondary school to conduct Demonstration Courses for the whole school. Young teachers are required to participate in class listening, evaluation and research, so as to provide more opportunities for young teachers with short time to participate in observation and learning. The second is to run the annual Young Teachers' teaching competition of the whole school. From the preliminary competition of the second level college to the final competition of the whole school, the participation rate of young teachers has reached more than 30%. Through the competition activities, we will actively create a good situation of “comparing, learning, catching up and Surpassing” among young teachers. At the same time, we recommend excellent players for the teaching competition of young teachers in Colleges and universities in the whole province (region). Over the years, our school teachers have participated in such competitions as Guangxi University Education and teaching information competition, young teachers' teaching competition, college teachers' education curriculum and teaching skills competition, all of which have gained good rankings, demonstrated their good professional quality and teaching level, and established the young teachers' teaching level Teachers learn the benchmark of demonstration. The third is to complete the assessment of new teachers' teaching ability. The annual assessment of new teachers' teaching ability takes “display, promotion and assessment” as the goal. Through strict on-site assessment by judges and experts and evaluation and scoring one by one, a comprehensive and objective assessment is made on the teaching state of young teachers for one year. It is not only to find the advanced elements and set up the benchmark for the progress of new teachers' teaching work, but also to help them find the gap and deficiency, and to promote young teachers to think of the best, reflect on teaching, be brave after knowing shame, and spur them to advance.

4. Concluding

4.1 Make Good Use of the State's Support Policy

We should carefully study the policy documents such as University visiting scholars, overseas talent training plan, Eastern University supporting western university development plan and so on, so as to effectively guide the practice[10]. At present, the university can take advantage of the national “counterpart support for colleges and universities in the western region” and the key colleges and universities to help local new colleges and universities implemented by each province, which provide a great help for young teachers to visit colleges and universities, improve their academic qualifications, participate in high-level scientific research projects, and participate in high-level teaching teams. The school can take the method of renting houses in or near the key universities to provide assistance, which provides the convenience for the teachers to visit and study in the key universities in turn, and makes it possible to share the first-class education and teaching resources in the country and even in the world and accept the advanced teaching theories. The young teachers' innovative thinking and enterprising spirit are greatly inspired.

4.2 Make Full Use of the Policy Support from the Higher Authorities

Make full use of the policy and financial support of the training plan for improving the teaching ability of young teachers in Colleges and universities in all provinces. The school mainly recommends young backbone teachers with fast progress and great potential to participate in the one-year special training for each period. Each trainer is equipped with a teacher with a deputy high or above as a tutor in the school to jointly complete the training center and joint training of teachers'

colleges and universities in all provinces The training programs issued by the key universities are completed with high standards of training completion rate and assessment pass rate. Through systematic training and peer-to-peer consultation with other colleges and universities, the teaching ability and comprehensive quality of young teachers have been significantly improved.

4.3 Strengthen the System Construction of Teachers

In the past three years, the school has successively issued such documents as the action plan for the improvement of young teachers' teaching ability, the Interim Measures for the cultivation and management of “dual teachers and dual abilities” teachers, the quality standards for the main teaching links of undergraduate course, the management measures for classroom teaching, the implementation measures for the evaluation of teachers' classroom teaching quality, the listening system and the management system for young teachers' tutors, which are guiding young people Teachers have played an active role in standardizing teaching behavior, planning professional life and improving students' learning effect.

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