

## On the Remolding of Educational Beliefs of Young Teachers in Universities

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**Abstract:** With the deepening of the reform and the establishment of the market economic system, modern education has deviated from its original meaning of pursuing perfect life and perfect human nature and tends to be utilitarian and practical. There exists a lack of educational beliefs among young teachers in universities, which is mainly reflected in shallow belief, utilitarian belief and vulgar belief. Young teachers in universities are the future of higher education, and educational beliefs are the backbone of young teachers. Young teachers themselves, universities and the society need to make efforts to remold the educational beliefs of young teachers in universities.

With the deepening of the reform and the establishment of the market economic system, people's way of life, way of thinking, value orientation and other great changes have taken place. The relationships among people are becoming more and more complicated. As a result, some problems arise in all areas of human beliefs including religion, politics, law, education, etc. The American poet T.S. Eliot once said, "The individual demands more education, not for the sake of wisdom, but for the sake of survival; Countries demand more education in order to outdo other countries. One class demands more education in order to outdo others, or at least not be outdone. ... Few people would have bothered to be educated if it hadn't meant more money, or more domination, or higher social status, or at least a steady and decent job." Modern education has deviated from its original attention of pursuing perfect life and perfect human nature and tends to be utilitarian and practical.

### 1. The Importance of Educational Beliefs of Young Teachers in Universities

The teachers' educational beliefs are the extreme respect and obedience of teachers to the value of education in individual and social development. All the teachers take them as the criterion of their own educational activities. Teachers' educational beliefs contain the extreme dependence and love of teachers in the ultimate value. Teachers take educational beliefs as their spiritual destination and putting them into practice. Teachers need faith naturally. Ushinski, the 19th century Russian educator, once said: "the instructions on teaching and education can never make up for the lack of teachers' faith no matter how they are detailed . ... The main way to educate people is to develop educational beliefs. Any syllabus and teaching method, no matter how perfect they may be, will only become invalid for the educators if it does not become the belief of the educators, and will not play any role in practice." Only with firm educational beliefs can the educational work proceed smoothly, and only with firm educational beliefs can the educators work hard together to achieve the common goal of "cultivating well-rounded people".

Young teachers are the main force of teaching management in universities. Young teachers are reserve troops for scientific research and innovation in universities. From the perspective of educational background, young teachers usually have master's degrees or above. They have solid professional foundation, strong scientific research ability, enthusiasm and drive for work. These advantages determine that they, as an important part of the faculty, must undertake the important task of the development of colleges and universities. Young teachers constitute the main echelon of school scientific research, a backbone team, and play a role in connecting the past and the future. Moreover, young teachers have just converted from the role of students to the role of teachers, and most of them are similar to college students in spirit, behavior, lifestyle and age. College students are easy to be close to them and more easily become models for college students to imitate. So they have an important influence on college students that cannot be ignored. Young teachers who have

rich profound knowledge and excellent ability can inspire and influence the students with the power of personality, become their mentors and bosom friends, to help students establish correct views of life, world and values. Young teachers in universities are the future of China's higher education, and educational beliefs are the backbone of young teachers. Therefore, the educational beliefs of young teachers in universities are very important for the future development of higher education.

## **2. The Main Manifestation of the Lack of Beliefs in the Education of Young Teachers in Universities**

At present, there exists a lack of educational beliefs among young teachers in universities. A survey of young teachers in Hunan University of Science and Technology shows that 20.8% of them love their work "little" or "very little" and 29.3% chose the item of "no great interest in teaching". The lack of educational beliefs of young teachers in universities is mainly manifested as shallow belief, utilitarian belief and vulgar belief.

### **2.1 Some Young Teachers' Educational Beliefs are Shallow.**

Having educational belief means that people who engage in education have more confidence and respect for their profession than others, and regard it as the most important and meaningful choice in their life. A survey shows that many young teachers' beliefs are at a lower level although they have educational beliefs. Teachers' beliefs include three successive levels which are "persistence", "love" and "development". First, every teacher must stick to the basic principles and values. On this basis, teachers should constantly improve their teaching abilities, and consciously cultivate love and loyalty to their students and the education. "Development" is the goal that teachers should pursue throughout their teaching lives. There is no end to human development and the pursuit of educational value. Every teacher should have a sense of lifelong learning and take "free and comprehensive" development as their eternal value pursuit. Many teachers' professional beliefs can only stay at the first level, although they can abide by the basic bottom line of teachers, but lack of incentive for further development. Jaspers (1883~1969) once said, "Without belief, education is not education, but teaching technology."

### **2.2 Some Young Teachers' Educational Beliefs are Utilitarian.**

According to the questionnaire survey conducted by Liu Guodong and Sun Yunxiao on colleges and universities in Jiangsu, 4. 65% of young teachers agree with "individualism". 2.74% of them agree with "money worship"; 45. 62% of young teachers "agree with" or "basically agree with" the viewpoint of "people are selfish in nature", 7. 85% of them "agree with" or "basically agree with" the viewpoint of "All means are fair to success". The top of the list is "Individualism is serious" and "Keen to chase personal fame and wealth" ( 51. 64%) in response to "what do you think are the outstanding problems existing in the young teachers". The above survey reflects the trend of utilitarian of some young teachers' educational beliefs in universities. Many teachers pay more attention to things related to their own interests, such as class pay, subsidy and professional title, the real value of education is diluted. Education is no longer a way to seek truth. Formalized and externalized things are full of educational activities. The utility of social evaluation is the main reason of the utility of educational beliefs. The market economy has promoted the rapid development of economy, and also makes the wealth of some people grow rapidly. While bringing a large gap between the rich and the poor, money also becomes an important standard to measure everything. Teachers are also social people who pursue the maximization of interests, when they consider material reward as the most important factor in choosing a career; it is natural that their educational beliefs tend to be utilitarian. Teachers' educational beliefs will be more utilitarian if teachers and education are evaluated with employment, graduation rates and the student's obedience. To solve the utilitarianism of educational beliefs, teachers must love students and education. Love can make teachers endure the unsatisfactory reality and be full of the expectation of ideal education. Teachers who have love can find some spiritual support to endure boring routine work. When their hearts are filled with love for their students and education, the difficulties, such as academic

pressure, teaching challenges, management problems, etc. are no longer painful ordeals, but important factors to promote their own professional development. When teachers have educational beliefs they will work harder not only for material benefits and personal values, but also for educational development and students' personality improvement.

### **2.3 Some Young Teachers' Educational Beliefs are Vulgar.**

The vulgarization of teachers' educational beliefs means that some teachers lack noble ideals in educational activities and regard education only as a way to cultivate practical skills. As a kind of high level spiritual activity, educational beliefs originate from reality and surpass it at the same time. The practical value of teachers' educational beliefs is to provide guiding ideology and theoretical paradigm for educational activities, and internalize it as teachers' behavior mode and action guide. The ultimate value of teachers' educational beliefs lies in pointing out the beautiful vision of education for the society and teachers themselves, which is to achieve the goal of making the educators and educates develop "freely and comprehensively" finally. Therefore, educational beliefs are the transcendence and sublimation of teachers' daily behaviors. If they are only satisfied with various specific educational behaviors, such as class pay, title, merit evaluation, school publicity, employment rate, etc., the original educational beliefs that takes educating people as the ultimate educational value will become increasingly vulgar and lead to the alienation of teachers' educational beliefs finally. One of the important reasons for the vulgarization of teachers' educational beliefs is the one-sided evaluation of education. For a long time, profit - seeking also appears in educational management influenced by social evaluation. The work of some administrative departments is too simplistic and one-sided, and the quality of teaching is still the first priority in evaluating schools, students and teachers. Teachers have to pay special attention to students' marks, and guide students to become "a genius who has a talent for learning" relying mainly on knowledge transfer system. So they focus on students' intelligence training but neglect their emotional intelligence education. The highest state of education is the inspiration of the soul. To treat education as a tool and to measure schools and teachers by employment rate, enrollment rate and standardization will inevitably lead to the vulgarization of teachers' educational beliefs and the misunderstanding of educational beliefs.

## **3. Self-Construction and External Urging: a Way to Remold Teachers' Educational Beliefs of Young Teachers in Universities**

The following measures need to be taken in order to solve the problems existing in the current area of education and remold the educational beliefs of young teachers in universities.

### **3.1 Self-Construction.**

Young teachers in universities should correctly understand the significance of teachers' educational beliefs, actively explore the rules of teachers' educational beliefs, and form correct and firm educational beliefs based on their own educational practices finally. The formation of teachers' educational beliefs can be summarized as three stages: "persistence", "love" and "development". A teacher must stick to the most basic professional rules as a teacher. which include: (1) Basic professional quality and ability, such as the correct modern educational ideas, the broad educational vision, the complete knowledge structure and so on, which is the foundation to be a teacher. (2) Educational laws and rules, such as Education law, Teachers law, Compulsory education law, the Law on the Protection of Minors and other laws and rules, which are the basic principles that teachers must follow in their work. (3) Basic professional ethics, such as caring for students, being a model of virtue for others, solidarity and cooperation, and so on. These ethics are special moral requirements of the teaching profession and they are helpful to adjust the relationship between teachers, teachers and society, teachers and students. Young teachers should strengthen the above contents, form correct cognition of educational beliefs, and lay a solid foundation for teachers' educational beliefs. "Love" is the second stage of the formation of teacher educational beliefs. The so-called "love" refers to love education and students. Only by loving students and education can

young teachers resist the temptation of all kinds of decadent ideas resolutely, adhere to principles; only in this way can young teachers love their posts and devote themselves to their work, consciously improve their professional level, constantly innovate educational theories, reform teaching methods, and pay more attention to the lifelong development of students. Only in this way can young teachers abide by the laws and regulations strictly, improve their ethics, maintain the image of teachers. Young teachers have already formed clear teachers' educational beliefs cognition based on the first phase. Continuous learning and professional growth will continue to meet the needs of their spirits so that the young teachers will get a lot of education experiences, which are educational beliefs emotion. Belief emotion is the most direct source of educational beliefs. Belief emotion can stimulate young teachers into educational practice passionately, and makes them be very happy to achieve self-worth. If there is abundant educational emotion young teachers will gain spiritual satisfaction and a sense of sanctity after hard work, and at last the education practice will be sublimated into a spiritual belief which will influence the education attitudes of teachers and even the social ideological trend of development greatly. "Love" is the soul of teachers' educational beliefs. "Development" is the third stage of the formation of teachers' educational beliefs. It refers to that teachers focus on the development of their students and themselves on the basis of teachers' love for education and teaching, and takes education as an important way to achieve the goal of "free and comprehensive development". The purpose of education is no more than two points. One is its utility. For example, Guide students to improve their ability of solving practical problems in order to make them survive easily. The other is the ultimate goal of education, which is to enable students to develop better. It means to cultivate a "liberated" person, a "free and well-rounded" person. Teachers themselves also get comprehensive and free development while training such a "perfect" person. Therefore, "development" is the essence of teachers' professional belief. At this stage, teachers verify their educational theories through educational practice constantly. A successful education theory can not only make teachers experience the happiness of teaching, but also make teachers form lasting love of education, so as to sublime education emotion based on education practice, eventually form a firm education.

### **3.2 External Urging**

The external environment of cultivation of young teachers' educational beliefs includes two parts: universities and social environment.

The Training and Evaluation System of Belief Education for Young Teachers Should Be Established in Universities. The formation of teachers' educational beliefs is easily affected by external factors, so the system construction should be strengthened. Teachers ranged from quasi-teachers to mature teachers need the protection of all kinds of systems to create conditions for the formation of teachers' educational beliefs. At present, many systems, including the admission system, the recruitment system, the title system and the continuing education system of university teachers have been relatively sound, but by contrast, the oath system is almost blank. Solemn sincerity atmosphere and strong oath are full of sense of sacredness and mission and responsibility to education, which are important to young teachers. Its profound educational significance is an irreplaceable spirit to set up teachers' educational beliefs, so induction ceremony should be one of signature activities of becoming university teachers. In addition, scientific professional title evaluation and perfect post-service continuing education system can provide a broader development space for the professional development of young teachers in universities and colleges, which should be improved rapidly.

Effective pre-service training of young teachers, including professional ethics, psychology, college students' characteristics and laws of education, education and professional knowledge, can help young teachers to form the correct understanding of education. They will gradually judge the people and things in educational activities through the internalization of knowledge to form educational cognition. Continuous learning and professional growth in the teaching process will meet individual spiritual needs, so that young teachers can get many attitude experiences of education gradually, which are the most direct source of educational beliefs. Educational beliefs

volition is a psychological process in which teachers consciously determine the internal goals and achieve them by adjusting, controlling and transforming them into external behaviors. The practice of education is changeable, which requires teachers to stand firm in the face of hard practice. Educational beliefs volition can not only help teachers to firm their own professional choice and educational beliefs, and resist external temptations, but also help teachers to overcome all kinds of difficulties and resistance, so that teachers can pursue their educational beliefs in a more stable state of mind. Colleges and universities should guide and evaluate young teachers' educational behavior through institutionalized systems, so as to strengthen their educational beliefs volition and promote the gradual formation of young teachers' educational beliefs.

It is necessary to create an external environment conducive to reshaping teachers' educational beliefs. Educational beliefs are the intrinsic self-motivation mechanism of young teachers, and it is the intrinsic motivation to stimulate teachers to enhance their identity and professional belief. Educational beliefs can measure whether teachers have sincere love for students, education and knowledge; can indicate whether they have positive emotional experiences of the value of higher education, and can assist teachers to form positive expectations for educational development and students' growth. At the same time, the endogenous mechanism also needs the support of society as external environment. If society pays more attention to the formative evaluation and performance evaluation of teachers' work rather than the quantitative results of student cultivation and academic output; If society pays much attention to the accumulation of spiritual rewards, moral capital and individual reputation while giving material rewards to outstanding teachers; If society pays more attention to the accumulation of profound cultural traditions and strives to create a cultural atmosphere suitable for intellectuals and young students, then the establishment of educational beliefs can have a solid external support.

Teachers living in the real society cannot be unaffected by the objective social environment. The customs and etiquette influenced by culture play a subtle role in the process of forming teachers' educational beliefs. In fact, in the process of accepting social practices, teachers will not only constantly understand, integrate and absorb the belief culture, but also construct their own educational beliefs by improving their personal experiences. Therefore, the specific social life experiences are helpful to promote the completion of teachers' educational beliefs. The relative departments should vigorously promote good social ethics and conduct correct public opinions. The cultural atmosphere of respecting teachers should be created to improve the professional pride of young teachers, to make the elegant, healthy and progressive culture nourish young teachers, sublimate their spiritual realm, and make their thoughts, sentiments and ideals and beliefs develop in a healthy direction. The mechanism for ensuring the needs of young teachers in housing, medical care and other aspects of life should be improved, to solve their worries outside of teaching and scientific research, to make them devote themselves to education and scientific research in a wholehearted way, and create favorable conditions for young teachers' educational beliefs.

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