

Strategies on Improving the Teaching Efficacy of Teachers in Private Colleges and Universities

Lijuan Zhang

Xi'an International University, Xi'an, Shaanxi, 710077, China

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Abstract: The teachers' team building in the private colleges and universities, is very important for the development of schools and students. Therefore, in the teaching of this phase, the first-line teachers need to pay attention to strengthening the promotion of self-efficacy, such ability based on their own teaching quality, teaching charm of attracting students, so as to gradually cultivate the students' learning confidence, to ensure that every student obtains the effective development, and to lay a foundation for future smooth employment. In this paper, the author focuses on the strategy of improving the teaching efficacy of teachers in private colleges and universities, hoping to provide a reference for the development of teaching and learning.

1. Introduction

With the development of modern society, the competition becomes more and more fierce, and people are under increasing pressure. In the face of great challenges and pressure, some people appear to be very negative while some people seem to be very positive and always play the positive role of self-efficacy. As one of the main groups of constructing society, teachers in private colleges and universities have an extremely important influence on the development of national education career and individuals, so the research on improving the teaching efficacy of teachers in private colleges and universities is very important.

2. The necessity of studying the teaching efficacy of teachers in private colleges and universities

The so-called teaching efficacy mainly refers to the strength and weakness of teachers' belief in influencing students to complete academic tasks, or the strength and weakness of teachers' belief in affecting students' learning ability. According to relevant research, teaching efficacy can be divided into general teaching efficacy and individual teaching efficacy. The former mainly refers to teachers' views on the relationship between teaching and learning and the role of education in students' development. The latter mainly refers to teachers' understanding and evaluation of their own specific teaching efficacy. It was not until Bandura first proposed the concept of self-efficacy that teaching efficacy began to receive more attention in the psychological and educational circles. According to a large number of practical studies, teachers' teaching efficacy is related to many aspects, such as teaching effectiveness, student achievement, organizational ability, etc., which are important factors affecting the development of teaching. In the past, the self-efficacy research in China is always limited to the research on the middle and high school teachers. The university is an important place of cultivating various talents, so the related research must pay great attention to the factors influencing self-efficacy of college teachers' teaching, and put forward innovation strategies to promote teacher's teaching efficacy, and to ensure that the important foundation of social harmonious development.

3. Analysis of factors affecting the teaching efficacy of private colleges and universities

3.1 Teacher's personal ability and experience

Each teacher is a unique individual, whose sense of efficacy is completely different. It can be

said that the stronger the sense of teaching efficacy a teacher has, the more excellent abilities he has. Teachers' teaching efficacy is mainly based on the individual teachers' explanation of their past behaviors. If a teacher's own growth and development experience belongs to the category of success, he will have very positive expectations for all events in the teaching process. A large number of surveys show that there is a significant gap between the teaching efficacy of teachers with master's degree and those with bachelor's degree.

3.2 Teaching experience of teachers

The psychologist Bandura once said, "when people think they have all the conditions for success, they will deal with difficulties and setbacks more bravely, never stay in the same place, having the courage to quickly get out of the trough". The experience of teachers in private colleges and universities is the most important factor for the formation and development of teachers' teaching efficacy.

3.3 Teachers with their own alternative experience

From the current teaching situation of colleges and universities in China, the teaching ability and skills of every university teacher are in a spontaneous state, which requires teachers to constantly explore themselves. Therefore, it is necessary for teachers not only to read relevant books, but also to continuously observe and learn from them and obtain abundant alternative experience, which is one of the important factors affecting teachers' teaching efficacy. Especially for new teachers, through observation and learning of other teachers' teaching, their teaching ability can be effectively improved, which is believed to be very effective for the improvement of teachers' teaching efficacy.

3.4 Influence of relevant situational factors

From the current teaching situation of teachers in private colleges and universities, although the teaching evaluation is more controversial, but from the perspective of teaching innovation, it plays a very important role. It can not only ensure the development and improvement of teaching skills of university teachers, but also arouse the positive attention of teachers. During the evaluation, it promotes the support and cooperation between teachers and provides teaching evaluation and feedback to each other, which is very beneficial to the improvement of teachers' teaching efficacy.

4. The strategy analysis of improving the teaching efficacy of teachers in private colleges and universities

From the education and teaching situation in Chinese universities in the past, it can be seen that how teachers' self-efficacy directly affects teachers' judgment of their self-work ability. Strong self-efficacy makes teachers think that they are fully competent for all teaching work, thus enabling teachers to have a positive working attitude. When the teacher's own teaching efficacy is low, a variety of negative ideas will appear, and the work enthusiasm will be very poor. In view of this, it is necessary to improve the teaching efficacy of teachers in private colleges and universities. In other words, teachers need to continuously improve their own teaching efficacy.

4.1 Enhancing the professional quality of teachers

The improvement of teachers' professional quality is an important way of self-sustainable development. Especially for the professional field, this requires teachers to have very strong self-learning ability. In view of the current social development, education system needs to be constantly reformed. It is difficult to adapt to the teaching situation of modern universities and schools with the attitude of never keeping moving and working harder. The concept and behavior of lifelong learning should be implemented into the teaching thought. Continuous learning enables teachers to have a correct understanding, better improve themselves, and achieve the purpose of improving their strengths and avoiding weaknesses. When professional knowledge and skills are accumulated to a sufficient level, their innovation ability will be better developed. In order to achieve this goal, teachers need to carry out continuous development, so as to fully stimulate the

intrinsic learning motivation of teachers, thus forming a virtuous cycle and ensuring the effective improvement of their teaching efficacy.

4.2 Strengthening the update of teachers' cognition

Currently the college teachers are making many goals beyond their abilities to realize in life, though high goals can improve their learning motivation, but if the goal is too unrealistic as for the actual situation and if they cannot achieve this goal over a long term, there will appear all sorts of negative influence, which is not helpful for the improvement of teachers' teaching self-efficacy. Some relatively young teachers do not have any plans for their own development, so their enthusiasm for work is not high, which will not only limit the implementation of personal behavior, but also be extremely unfavorable to the development of teachers themselves. Some teachers are very demanding, when facing setbacks, they are prone to having a variety of negative emotions and behavioral bias. Only reasonable guidance and attribution, can make their own teaching efficacy to get effective development.

With the development of modern economy, money can be said to have become a synonym for money, deeply into the hearts of everyone. Some teachers with low income have a higher pursuit of material things, which will lead to their confusion about career development and even shift their focus to those beyond their career. This will inevitably affect education work, and their teaching efficacy will gradually decline. Therefore, it is very necessary to strengthen the construction of professional dedication and rigorous academic thoughts of college teachers, so that teachers can better realize the importance of their own career, and thus know better the characteristics of teaching. At the same time, it is necessary to strengthen the cultivation of teachers' ethics, which is an important way to improve the teaching efficacy of college teachers, namely to improve the general education efficacy of college teachers and personal teaching efficacy. The improvement of self-efficacy is conducive to the smooth development of the cultivation of teachers' ethics in colleges and universities.

4.3 Strengthening the creation of a good teaching atmosphere

The successful teaching experience is beneficial to the improvement of their teaching efficacy. Excellent evaluation feedback of teachers can make teaching achieve better results. In terms of specific teaching in colleges and universities, it is necessary to carefully study the teaching process of excellent teachers. Meanwhile, diversified teaching methods such as preaching and group discussion should be combined to gradually improve the teaching level. Only in this way can we better put forward our own innovative suggestions on the basis of listening to teachers' teaching experience. Participants need to listen with a sincere, warm, caring mind and not be distracted. In terms of specific scientific research in colleges and universities, it is necessary to pay attention to the building up of echelon scientific research group. In this way, under the condition of the senior teachers leading the new ones, not only can the young teachers have a clear direction of efforts, but also can set up a clear teaching goal and build a harmonious team. At the same time, we should also organize rich and colorful staff activities to mobilize and activate the vitality of young teachers, so as to ensure that students' feelings in the activities are constantly enhanced and their cohesion and sense of belonging are better developed. This can not only perfectly improve teachers' mental state, but also ensure that they do not appear any sense of job burnout. It can be said that the support of school and society has a greater role in promoting teachers' self-efficacy.

4.4 The correct views on success and failure and correct attribution

Successful experience will improve teachers' sense of self-efficacy, on the contrary, continuous failure will hit people's self-confidence and reduce their sense of self-efficacy. However, in the education teaching process, failure is also a kind of inevitable result, and after all teaching is a process of teachers and students' interaction. However, a temporary failure can not prove that a teacher has the education teaching ability, but should believe that failure is a stepping stone to success. For a teacher good at finding reasons from the failure and with a strong willpower, failure is a kind of wealth and will make him stronger, promote him to grow faster. Honed in the adversity

of life, one is more likely to not only withstand the baptism of wind and rain, but also experience the joy of success.

4.5 Making correct positioning and career planning

Education teaching requires not only passion, but also the accumulation of teaching experience. Only when they can have proper positioning, plan their career, finish the task of each stage, and accumulate their own experience little by little, teachers will have a comprehensive understanding of themselves and their career, never blindly comparing themselves with other excellent teachers and then losing confidence, and meanwhile never underestimating the hard work as teachers, otherwise, teachers will be at a loss when in trouble. By setting appropriate goals and progressing step by step, we can help ourselves to calibrate our development direction with a clear target, reduce unnecessary failure experience and improve self-efficacy.

4.6 Establishing a good teacher-student relationship

Teacher-student relationship is an important factor affecting teachers' teaching efficacy. The establishment of cordial harmony and mutual respect between teachers and students is not only the condition of subjective teaching activities, but also the characteristics of its activity process. If a democratic and harmonious teacher-student relationship is established between teachers and students, students will "love their teachers and trust their words", teachers' words and behaviors will become a model for students to follow, teachers will feel gratified because they are widely accepted by students, teaching efficiency will be improved, teaching is more creative. Therefore, teachers and students should strengthen communication, establish a good relationship, in order to create a positive, healthy, relaxing, and lively teaching and learning environment.

5. Conclusion

In a word, the improvement of teachers' teaching efficacy in private colleges and universities is very important. It is related not only to the development of teachers, but also related to the success of students as well as the sustainable development of colleges and universities. Therefore, teachers in private colleges and universities need to actively analyze the strategies affecting the improvement of teachers' teaching efficacy, and then adopt effective promotion strategies according to the actual influencing factors, so as to ensure the enthusiasm of teachers in teaching and that of students in learning as well as the perfect improvement of teaching and learning efficiency.

References

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