

Research on the Development Path of Young Teachers in Higher Vocational Colleges

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Abstract: Young teachers are becoming more and more important forces to undertake the tasks of teaching and scientific research in colleges and universities. Their overall quality plays a vital role in improving the quality of local higher education and its transformation and development. In March 2014, the head of the Ministry of Education revealed at the China Development Summit Forum that more than 600 local undergraduate colleges and universities will be transformed into applied technology and vocational education, which means that the links between universities and local regional economy will be closer. In the process of transformation, the training and development of a large number of young teachers in colleges and universities will greatly affect the development of local colleges and universities. Taking the opportunity of the deep implementation of regional science and technology innovation system, exploring the path and mode of young teachers' development is the inevitable requirement of innovating the path of young teachers' development in local colleges and universities.

1. Introduction

Young teachers in higher vocational colleges are important human resources, the basis for the long-term development of Higher Vocational colleges, and the main force of teaching tasks in Higher Vocational colleges. Through the division of labor and cooperation among personnel departments, educational administration departments and teachers' development centers, the functions of teachers' development are gradually improved, the management system of teachers' cultivation in colleges and universities is reformed, the cultural ability of teachers' inheritance is enhanced, the teaching and scientific research level of teachers is improved, and the ability of serving the society is improved, the platform for teachers' development is constructed. In the present situation, development ways and development of teachers' educational and teaching ability are paid close attention to. Efforts to solve various problems encountered in the development of teachers are of great significance to the growth of young teachers, the improvement of human resources management level in colleges and universities, and the acceleration of the construction of teaching staff in colleges and universities.

2. Current situation of the study

2.1 Study abroad.

The development concept of young teachers in American colleges and universities has undergone three stages: the first stage is the self-professional development under the elite consciousness before the mid-19th century. As the main place for training priests, lawyers and gentlemen, the university is called the intellectual elite, and the second stage is the behaviorism theory which began to be popular in the early 1960s. At the end of 1970s and the beginning of 1980s, it was mainly the organizational development under the psychological revolution, focusing on the development of teaching, that is, university teachers were not excellent in all fields, nor were they born with the knowledge of teaching skills. They needed to use the strength of external organizations to improve their research and teaching abilities; the third stage began to emphasize in the 1990s. Ernest Boyer, a well-known American scholar, rethinks the meaning of academia in the all-round development of teacher-centered. He believes that "academia" should be given a broader and richer connotation. It is

believed that academy includes not only basic research, but also academic teaching. Boyer's pluralistic academic outlook laid the foundation for teachers' all-round development, but also effectively improved the relationship between teaching and scientific research. The concept of teacher development in the United States has undergone three stages of evolution. At present, the concept of teacher-centered comprehensive development plays an important role in teacher development in the United States. The concept of all-round development not only pays attention to professional scientific research and teaching, but also pays attention to the individual needs of university teachers, such as personal physical and mental health, career planning and job burnout. At present, the content of teacher development in American universities is basically based on four goals: personal development, professional development, organizational development and teaching development. Personal development mainly focuses on the individual needs of young teachers related to their physical and mental health and survival; professional development is mainly related to the upgrading of professional skills and knowledge; organizational development mainly forms an organizational atmosphere conducive to teacher development. The development of teaching includes the renewal of teaching methods and contents, etc. Although some schools have not clearly listed the four objectives strictly, their development contents are all covered by these four objectives.

2.2 Domestic research.

At home, in the process of popularization of higher education, local colleges and universities are developing vigorously, enrollment scale is expanding constantly, the number of schools is increasing, the scale of running schools is expanding and the growth of teaching staff is contradictory. A large number of young teachers of different levels enter the teaching staff of colleges and universities, forming a young teacher structure team with intermediate titles as the main body.

In 2017, Qin Chuan in "Discussing the Development Path of Young Teachers in Colleges and Universities", combined with the experience of human resources management in colleges and universities, analyzed the problems existing in the development process of young teachers in colleges and universities, and discussed the development path of young teachers. It is pointed out that human resource management in colleges and universities is a strategic and overall work. Young university teachers are important human resources in colleges and universities. They are the basis of their long-term development and the main undertakers of their teaching tasks. They are related to key disciplines, special majors, innovative platforms, key scientific research projects and the quality of talents trained by colleges and universities for the society.

In 2018, Wang Fan and Cai Yue in the "Analysis of the Development Path of Young Teachers in Colleges and Universities under the New Situation" held that we should introduce talents through various measures, fill the "reservoir" of young teachers, systematize the operation, build an efficient platform for young teachers' growth, cooperate across departments, and create a good ecological environment for young teachers' growth, and explore the development path of young teachers in colleges and universities.

The above-mentioned development path of young teachers in higher vocational colleges provides a good basis for us to further study the development path of young teachers in higher vocational colleges. On the basis of these studies, this topic will try to explore the way of young teachers' development in higher vocational colleges from the macro level, in a more comprehensive and in-depth way, in order to provide theoretical support and practical basis for the development and implementation of young teachers' development research. The research on the development path of young teachers proposed in this paper is the first time in Shandong Province, which fills in the blank of the research on the development path of young teachers in higher vocational colleges in Shandong Province.

3. The design for the Development Path of Young Teachers in Higher Vocational Colleges can be divided into three parts

3.1. Strengthen understanding and attach importance to teachers' development.

Mr. Pan Maoyuan, a famous educator in China, first distinguished the concept of "university teacher development" from what we usually call "teacher training". In his view, teacher training focuses on the external social and organizational requirements, requiring university teachers to accept certain requirements and norms, while teacher development focuses on teachers' subjectivity and self-demand to achieve certain goals. Most of the newly recruited young teachers lack experience in education and teaching, plan scientifically in schools, increase investment in funds, organize teachers to participate in various kinds of education and teaching professional training, and effectively strengthen the cultivation of teachers' enthusiasm and initiative for their own development. In addition to actively organizing moral education centered on dedication and job-loving, school-based training to improve teaching and scientific research ability, young teachers are actively selected to participate in the project organized by the Ministry of Education for young backbone teachers of colleges and universities to visit scholars in China; teachers are strongly supported and subsidized to study for master's and doctoral postgraduates, to improve their academic degree, to improve their academic structure, and to improve their theory and specialty. We should strengthen the training of young teachers' teaching and scientific research teams, appoint dozens of excellent young teachers to study abroad every year, broaden teachers' international horizons, and gradually increase the proportion of teachers with overseas experience. Through a series of positive policies, the development of teaching can be presented through the improvement of teaching conditions, teachers' skills and teaching quality.

3.2 Strengthen teachers' moral cultivation and cultivate teachers' culture.

Schools attach great importance to the construction of teachers' ethics, and regard the performance of teachers' ethics as an important evaluation content of teachers' assessment, post appointment and promotion of professional titles and positions; improving the ideological and political quality of young teachers is an important link in training young teachers to grow into talents; schools strengthen the education of teachers' professional ideals and ethics, and carry out the activities of evaluating and commending advanced teachers' ethics and publicizing and reporting models. Teachers should set up typical teachers with noble morality and teaching and educating people, guide the majority of teachers to learn models, and enhance the sense of responsibility and mission of teaching and educating people. The school carries out a variety of seminars, studies and practical activities in literature, art, sports, science and technology. Invite well-known experts and scholars to carry out humanities lectures and special presentations in schools, organize young teachers to offer humanities courses, and enhance teachers' discipline education temperament and recognition of school culture by means of key training, expert guidance, outgoing visits and exchanges and seminars, so as to enhance teachers' humanities literacy. And the ability to cultivate morality. We should construct basic resources and expand course resources in line with the reality of higher vocational students, and upload all kinds of teaching resources around knowledge points and skill points, build the course learning system, and comprehensively realize the sharing of teaching resources. According to the latest words and phrases of English development and the individualized needs of learners, we should develop, construct and expand resources in a targeted way to enhance the universality of course resource construction. We will also build the spoken English database, college English test database, English contest database, and expert lecture database.

3.3 Reform personnel management system.

Higher vocational colleges should plan scientifically, reform personnel management system, establish rules and regulations, strengthen democratic construction, fully listen to young teachers' opinions, enhance their sense of belonging and happiness, and provide a good environment for the development of young teachers. When formulating the evaluation index system for teachers, the

school education administration departments should further deepen the reform of the distribution system, earnestly implement the distribution principle of "more work, more reward for better work", give full play to the incentive and guiding role of performance awards, implement the spirit of post-employment management in relevant state institutions, enhance the vitality of school running, and improve the level and efficiency of school running. In addition to awarding patents and awards for teaching achievements, schools also provide financial support for social service activities to stimulate teachers' work enthusiasm and provide a good platform and working environment for teachers' development. Actively play the role of "pass on, help and lead". Secondary colleges select experienced and responsible professors and excellent middle-aged teachers as instructors to guide young teachers one-to-one. In order to achieve the expected effect of promoting young teachers' research ability, the college has given strong support from the aspects of place and funds. The college organizes teachers' lecture competitions every school year. To give great spiritual encouragement and material reward to excellent teachers, and mobilize their initiative.

4. The specific measures for implementation

4.1 Many measures should be taken to enrich the "reservoir" of young teachers.

Be clear about attracting people by post. Colleges and universities should further strengthen the introduction of talents, improve the quality of talent introduction, and scientifically formulate high-level youth around the development goals of colleges and universities in order to enhance the competitiveness of disciplines. Talent introduction plan. Optimize the structure of academic margin. Colleges and universities should adopt diversified recruitment methods to expand the source of teachers. Professional and technical personnel of enterprises should be regarded as supplementary sources of university teachers. At the same time, according to the structure of the existing teaching staff and the needs of discipline development, colleges and universities should set the proportion of newly recruited young teachers' academic qualifications. Relying on the project to gather talents. In choosing universities, high-level young talents should pay more attention to future development opportunities besides salary level. Participation in scientific research projects is an important means for young teachers to continuously learn and improve in practice. The project support of universities reflects the academic attitude of universities and the importance attached to the development of young talents. Therefore, universities can rely on projects to attract and gather talents.

4.2 Systematic operation to build an efficient platform for young teachers' growth.

Academic team is an important soil for young teachers to grow up. In the team, senior teachers with strong teaching ability, high scientific research level and rich experience can rapidly improve the teaching quality and scientific research level of young teachers through the role of "pass on, help and lead"; young scholars with different disciplines and expertise can not only broaden their academic horizons, but also stimulate new research ideas through mutual exchanges and learning. Therefore, through systematic operation, the construction of academic team with reasonable structure and standardized system will contribute to the efficient growth of young teachers.

4.3 Rationalization of team building. First, the composition of the team should be hierarchical.

A perfect academic team is generally composed of three parts: academic leaders, academic backbone and academic development force. Among them, academic leaders are mainly professors with profound academic attainments and far-sighted knowledge, who lead the direction of discipline development; academic backbone is mainly composed of young teachers, as the backbone of the academic team; The academic development force is mainly composed of excellent graduate students. Secondly, the team size should be moderate. If the team size is too large, it is not conducive to the full communication of ideas, the effectiveness of cooperation will be greatly reduced; if the team size is too small, the total amount of knowledge of team members is insufficient, it is difficult to meet the needs of team members for knowledge acquisition. Some studies have shown that 5-9 people team size is more appropriate.

4.4 Cross-sectoral cooperation to create a good ecological environment for young teachers' growth.

Colleges and universities should formulate differentiated evaluation criteria from the perspectives of teaching, scientific research, social service and personality quality, according to the development of young teachers in disciplines, positions and stages of development. At the same time, we should adopt the combination of leadership assessment, expert assessment, peer assessment, student assessment and self-assessment to evaluate young teachers comprehensively and objectively. Resource allocation is inclined. Young teachers are often in a disadvantaged position in the acquisition of scientific research resources, which seriously hampers the development of young teachers' talents. Colleges and universities should formulate special resource preference policies according to the actual situation. For example, the establishment of a school-based research fund to support young teachers to carry out academic research, the improvement of wages and salaries of young teachers who have made outstanding contributions, and the effective reflection of the value of the talent market are conducive to mobilizing their enthusiasm for work and maintaining the stability of young teachers. The withdrawal mechanism is normalized. At present, the mechanism of talent flow in colleges and universities is not perfect, young teachers are in a state of "easy entry but difficult exit" and their work is relatively stable, which leads to some young teachers being content with the status quo and not thinking of making progress. In order to maintain the vitality of the sustainable development of young teachers, a reasonable flow mechanism is an important magic weapon. On the basis of establishing a perfect performance evaluation system, we should normalize the withdrawal mechanism and weed out incompetent teachers, so as to stimulate the greater vitality of young teachers.

5. Conclusions

As the main force of teaching and research in higher vocational colleges, it is urgent to study the development path of young teachers. On the basis of summarizing the experience and lessons of the previous research on the development path of young teachers in colleges and universities, the research on the development path of young teachers in higher vocational colleges and universities is of great significance to the growth of young teachers.

By studying the development path of young teachers in higher vocational colleges and improving and developing the theories related to the development path of young teachers in higher vocational colleges, this paper provides theoretical guidance and methodological support for the research on the development path of young teachers in higher vocational colleges. Promoting the overall quality of young teachers in higher vocational colleges promotes the development of higher vocational colleges, conforms to the development trend of the era of education innovation, and has great theoretical significance for promoting education reform and improving the quality of education.

Young teachers in higher vocational colleges development path of research, not only can promote the university young teachers to develop in the direction of a deeper level, has pushed all development path forward in the study of young teachers in higher vocational colleges, so as to enhance the level of the construction of higher vocational colleges, at the same time, At the same time, it also provides an effective reference model for the development of young teachers in the same kind of vocational colleges.

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