

## Improvement of Professional Quality of Young Teachers in Private Colleges

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**Keywords:** Private colleges; Young teachers; Professional literacy; Ways to improve

**Abstract:** With the continuous development of education in China, private colleges and universities have become one of the main educational positions in China, and have trained a large number of talents for society. Young teachers are the main talents of private colleges and universities, and their professional quality directly affects the overall quality and level of education. Therefore, it is necessary to strengthen the training of young teachers in order to improve the overall teaching capacity of schools. This article mainly explores the ways to improve the professional quality of young teachers in private universities based on the subjective conditions and development status of young teachers.

Along with the popularization process of higher education, private undergraduate colleges and universities have become an important part of China's higher education system, and the faculty force has become a constraining factor for connotative development. The age structure of teachers in most colleges is unreasonably distributed with two heads and a small one in the middle. As a unique and powerful force, young teachers have become the main force and supporter of private colleges. Due to many factors, the development of private teachers is at the bottleneck stage. The current situation of young teachers in private universities directly affects the sustainable development of schools. How to improve the professional quality of young teachers has become the key to the development of private universities.

### 1. Status of Young Teachers in Private Colleges

The faculty of private undergraduate colleges and universities are mainly composed of: part-time teachers in public universities, graduate students and doctoral students, full-time teachers retired from the school and full-time teachers from the school. Teachers' structure, title structure, education structure, age structure and job structure are unbalanced. After more than ten years of development, some private colleges and universities that have begun to take shape have gradually established a relatively stable team of full-time teachers, and have embarked on the development path of "taking full-time work as the main body, supplementing part-time work as a supplement, combining full-time with part-time work and complementary advantages"<sup>[1]</sup>. The proportion of management personnel is relatively large, among which the proportion of highly educated personnel is relatively small. Employees lack necessary management training, and their business ability is not outstanding. To a certain extent, it limits the management level of private universities.

Judging from the growth of young teachers themselves: due to the short working hours, working income cannot meet basic needs, housing, the elderly, children, and other aspects of the living burden are heavier and material needs are urgent; life pressure often affects their professional development; cultural levels, Knowledge structure and personal needs are relatively high, self-awareness is relatively strong, and self-esteem and self-confidence are strong; secular prejudice affects young teachers' work passion, instability, insecurity, and low treatment; Most young teachers use their current work as a springboard; Young teachers have difficulties in continuing education and training.

From the perspective of private undergraduate college management: most private colleges value recruitment and use efficiently, neglecting the re-education and stability training of young teachers,

having backward management concepts , unreasonable personnel structure and unscientific flow, lacking of scientific nature of administrative staff, and existing imperfect salary incentive mechanism and performance appraisal mechanism, generally low treatment. In terms of assessment, private colleges and universities mostly assess teachers' professional teaching ability and applied technology teaching ability. Compared with teaching quality, teaching workload accounts for a larger proportion in performance assessment. At the same time, due to the difficulty in determining the standards of assessment, the assessment of teaching work is easy to carry out, while the assessment of teachers' moral qualities is difficult to quantify and evaluate. The salary system of private colleges and universities is mainly based on the position and professional title. The prominent disadvantage is that the actual contribution of the individual is decoupled from the incentive policy, such a distribution system separates salary and assessment structure from rewards and promotions. There is no difference between doing more and doing less, which leads to unfair distribution and affects the enthusiasm of faculty and staff. In addition, a prominent problem is that the flow of teachers in private universities is too large. Admittedly, proper teacher flow is reasonable and necessary, while the flow of teachers in private universities is too large and the turnover rate of teachers is too high, which is very detrimental to the development of private schools.

## **2. Ways to Improve the Professional Quality of Young Teachers in Private Colleges**

### **2.1 The construction of young teachers' morality and style in private colleges and Universities**

Teachers are engineers of human souls. Teachers face students directly and have a broad and far-reaching impact on students. Teachers' good morality and personality image are examples for students. Private colleges and universities through various kinds of evaluation activities vigorously publicize, commend and reward those advanced elements with noble morality, rigorous scholarship, decent style and good reputation among teachers and students, and strive to create a good atmosphere of cultivating teachers' morality, casting teachers' soul and correcting teachers' style. The good atmosphere of the teacher style guides the majority of teachers to consciously enhance the sense of honor, responsibility and professional happiness in teaching and educating, making teachers learn to be a actual teacher, act as a model, and be a guide and guide for the healthy growth of students. These measures further stimulate the enthusiasm and creativity of the majority of faculty and staff and promote the development of various undertakings in the school.

### **2.2 Cultivation of young teachers' teaching ability in private universities**

Private undergraduate colleges and universities should actively study and deploy the construction of the teaching staff, increase investment in education, formulate a series of talent selection, management and training systems and measures, such as the selection and management of outstanding young teachers at different levels, and implement "outstanding young backbone teachers "Construction project"<sup>[2]</sup>, through teaching competitions, teaching teams, open classes, teaching practices, assessments, rewards and punishments, mentoring systems, and lesson learning systems to improve the teaching level of young teachers and forge the "Excellent Young Backbone Teachers" team for motivating and training outstanding talents. Establishing a training mode of "selection-training-promotion-re-cultivation-to become the leader of the discipline", the academic level and innovative ability of the school can be promoted.

Private undergraduate colleges and universities should conscientiously implement relevant personnel policies, optimize the professional knowledge and ability structure of young teachers, promote the level of education and teaching, continuously improve the level of teaching and scientific research, and optimize the structure of teachers' academic qualifications and professional titles. In line with the principle of "efficiency first and fairness considered", private undergraduate colleges and universities gradually improve the talent value evaluation and distribution incentive mechanism linked to work performance, using intelligence and performance as the standard, encouraging talent innovation and creation, focusing on performance and contribution. And private

undergraduate colleges and universities make explicit provisions on the allocation of post allowances, the recruitment and assessment methods of scientific research personnel, etc. so as to make it more clear that the allocation is inclined to the teaching front line, especially for high-level talents, to encourage teachers to study business, and promote the improvement of undergraduate teaching level.

Through the implementation of the "Master's and PhD" project, the training of young and middle-aged teachers will be strengthened, and teachers will be encouraged to pursue master's and doctoral degrees on the job <sup>[3]</sup>. Each year, several teachers are selected for master's and doctoral degrees with a focus on improving the academic structure of the teaching team. Meanwhile, the institutions selectively send teachers to study abroad or visit schools at home and abroad.

At the same time, private undergraduate colleges and universities should also increase investment in talent introduction and training, and attach importance to the introduction of high-level talents and young professionals.

### **2.3 Cultivation of scientific research ability of young teachers in private universities**

The scientific research ability of young teachers refers to the scientific research consciousness and scientific quality of young teachers, including the ability to find and ask questions, experimental research and the science of research results, and standardized expression. Without scientific research or ability, it is impossible to become a good teacher.

Young teachers in private universities have heavy teaching tasks to do, lack of scientific research energy and experience themselves, and have a weak scientific research consciousness. Although they have carried out scientific research work, they generally lack experience in independent scientific research work, scientific research consciousness, and initiative. They also lack of understanding of the national, local government's scientific and technological work guidelines, policies and strategic priorities, the understanding of the current and future economic and social development of science and technology needs and the characteristics and requirements of various science and technology plans. These factors lead to their own scientific research vague positioning and affect the selection and implementation of scientific research topics and projects. Existing topics are not accurate enough, which is related to the lack of mastery of academic trends, academic information, theoretical foundations and basic skills. There are also unfavorable factors such as insufficient reporting experience and lack of a certain academic status. They lack of teamwork awareness, attach excessive attention to whether he can host scientific research projects, and haven't high enthusiasm for participating in scientific research projects, or even are being out of the team for a long time, which is not conducive to the improvement of young teachers' scientific research. Young teachers often publish few high-quality papers. In the project establishment. The level of the winning project is not high, and the coverage is relatively limited. In addition, there are few channels for scientific research projects, and the competition is fierce. The faculty also lack of scientific research confidence. Moreover, the configuration of scientific research echelons is not reasonable and the faculty lack of academic responsibility.

Young teachers should establish the concept of lifelong learning and apply what they have learned, cultivate scientific research consciousness, and enrich scientific research experience. Through teaching and academic activities, the teachers also should actively and boldly introduce scientific research methods and results to cultivate students' innovative thinking and practical ability, take the initiative to participate in topic research, and continuously learn, discuss, summarize and innovate from daily teaching work. At the school level, it is also necessary to strengthen the construction of supporting research and create good research conditions, such as assigning tasks and setting requirements to young teachers, enhancing research confidence and experience, conducting scientific research guidance on a regular and irregular basis, breaking the restrictions on seniority and supporting and encouraging young teachers to have further education and academic exchanges. At the same time, the construction of school libraries and reference rooms should be strengthened, and academic activities such as excellent paper selection and achievement award selection should be carried out in the school, and the construction of teachers' scientific research echelon should be

strengthened to form an effective mechanism of transmission and help, build a scientific research team, and continuously strengthen Academic responsibility of young teachers.

## **2.4 Cultivation of scientific research ability of young teachers in private universities**

"Dual teacher" teachers refer to educators with higher education institutions who possess basic university education quality, are proficient in basic theoretical knowledge of specific professions, and have professional practical ability, and are capable of carrying out education and training tasks with teaching ability, practical skills and experience. Private undergraduate colleges and universities should adhere to internal training and external introduction, and strengthen the construction of a "double-quality teacher" teacher team<sup>[4]</sup>.

The schools should unlock internal potential and conduct vocational training through selecting and sending young teachers to work on the front lines of production and management on a regular basis, arranging for young teachers to go to enterprise units for professional internship practice, and strengthening the practice teaching links in the institution to improve teachers' professional practice skills.

Broadening the channels of introduction and increasing the proportion of dual division teams are also necessary for the institutions. We can actively widen channels, attract social talents, broaden the channels for teacher introduction, and introduce a group of high-quality "double-quality teacher" teachers from other colleges, enterprises, and society. Besides, we also can carry out the way of "bring in, go out" and build part-time teams. Finally, actively hiring experts or professional technicians with rich practical experience as part-time teachers should be needed.

Providing guarantee measures for the construction of "double-quality teacher" teachers is available to enhance the professional quality for teachers. The private universities need to make training plans, provide conditional guarantees, ensure that full-time teachers participate in training, academic exchanges, and social practice in terms of policies, funds, and time, establish incentive mechanisms to maximize the potential of teachers, focus on creating young teachers from multiple channels, levels, and all aspects training platform, high standards, strict requirements, multiple measures to pay close attention to the quality of teaching, plan to optimize the environment for young teachers to become talented, innovate personnel management, establish an assessment mechanism and develop an effective "double teacher" teacher incentive mechanism step by step.

## **Acknowledgments**

This work was financially supported by Research Project of Hubei Provincial Educational Science Plan 2018 "Research on Strategies for Improving Vocational Quality of Young Teachers in Private Colleges and Universities" (No. 2018GA057) fund.

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