Predicament and Countermeasures of Professional Development of Young Backbone Teachers in Application-oriented Universities

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Abstract. As the important executor in the discipline construction of colleges and universities, the young backbone teachers are the important driving force for the development of schools and the guarantee of the quality of talent cultivation. Their quality and ability affect the overall level of the construction of colleges and universities. At present, the professional development of young key teachers is confronted with such realistic difficulties as heavy pressure of scientific research, insufficient initiative of subjects, and standardization of professional evaluation. Therefore, colleges and universities should respect individual differences, build a long-term mechanism of systematic and sustainable development, and arouse teachers' subjective consciousness of professional development.

Introduction

With the deepening of the popularization of higher education in China, the development of higher education is shifting from extensive scale expansion to intensive quality improvement. The quality improvement of higher education should focus on the construction of teachers, especially the level and status of teachers' professional development. The development process of teachers' profession starts from the new teachers who have just entered the profession. In different growth periods, teachers have different development bases and conditions, so they have different development goals and requirements, and also face different difficulties and obstacles, thus showing the development characteristics of different stages. Backbone teachers professionally adapt to and after the transition, professional formation and growth, a large part of them would go into a period of major breakthroughs and retreat: due to the long fixed teaching programs or constant education teaching situation, teachers of vocational fresh and curiosity began to abate, makes some teachers may feel their skills and performance are stagnant, into the handle and maintain the working state. Although some hope to make greater breakthroughs in their professional development, they enter a state of confusion and confusion in the choice of development path and strategy. Gradually lost the passion for the work, the whole work into a stalemate. Based on this, this paper mainly studies the professional development of young key teachers in local colleges and universities, and puts forward the strategy of constructing the long-term mechanism of professional development of such teachers.

Difficulties in the Professional Development of Young Backbone Teachers in Local Colleges and Universities

Teacher professional development is a process in which teachers continuously improve their professional ideal and level and enhance their professional ability while performing their social functions such as teaching, scientific research, social service, cultural inheritance and national innovation. Due to the irrationality of the goals and motivation mechanism of the current teacher professional development in local colleges and universities, the teacher professional development is faced with many difficulties, which are mainly manifested in the pressure of scientific research, professional evaluation, social environment and other aspects.
The Heavy Pressure of Scientific Research Saps Enthusiasm for Teaching

Restricted by various conditions, local undergraduate colleges and universities are inferior to "double first-class" universities in terms of geographical environment, educational resources, policy support, educational mechanism, faculty and scientific research strength. To enhance their own competitiveness and influence, a lot of local undergraduate colleges and universities on the positioning and aligning with research universities, to ESI subject number, SCI paper number, the number of national natural science funds, such as quantitative indicators as the basis of school discipline construction performance, which reflect the one of the important functions of talent training quality in a neglected and the edge of the position. From the school level, due to the effect of conduction of the scientific research is supreme concept, more weight is given in the title, year-end performance appraisal project, the number of academic papers, works and level, teaching has been reduced to a refer factor, although there are certain requirements, but also limited to the national or provincial teaching achievement prize quantifiable indicators, such as the lack of teachers' teaching level and talent training quality can reflect teaching work more attention. In addition, in terms of teachers' rewards, they are mainly based on the achievements in scientific research. Teaching rewards are much lower than scientific research rewards in terms of both the award setting and the amount of rewards. The direct result of such an incentive evaluation system is that teachers' attention and investment in teaching decline, and the university culture centered on teaching quality is quietly lost. College teachers, day after day tedious writing papers, subjects, awards, etc., wearing down their great work enthusiasm, dampening their professional ideals, but also affecting their long-term professional development, inevitably "job burnout."

Standardization of Professional Evaluation

Teacher evaluation is the value evaluation of the implementation of teachers' work, whose purpose is to promote the improvement of teachers' work, improve the level of professional development, and improve the quality of education and teaching. The design should be based on four basic principles: scientific, practical, operable and developmental. But look from the evaluation situation of teachers in colleges and universities in recent years, often take a quick buck, the scientific research achievements and personal work level, such as ignore the teaching level and achievements, ignore teachers' professional development and highlight the personality psychology, eventually lead to just rely on external interests involved in teacher's professional education and education training, no development's enthusiasm and initiative. This kind of evaluation index of professional development undoubtedly squeezes teachers' professional recognition, which makes many teachers regard themselves as an ordinary worker, and their understanding of the nature and function of the teacher profession is out of place, which is obviously not conducive to professional development.

The Adverse Impact of the External Social Environment

With the deepening of the development of the socialist market economy, the talent market is gradually formed, "hot" going abroad "hot" in business is growing, the talented person first hit the corner of the dense, became a target, main performance in many excellent talents from the enormous outflow, especially the young and middle-aged backbone teachers, professional affiliations and second career phenomenon is common in young and middle-aged teachers in colleges and universities, and the loss of "soft" also seriously affected the normal teaching work.

Countermeasures for the Professional Development of Young Backbone Teachers in Local Colleges and Universities

Strengthen the Education of Vocational Ideals and Beliefs, Improve Professional Quality

Into a period of major breakthroughs and retreat of youth backbone teachers, professional should take an active part in continuing education, to be guided by the scientific outlook in, learn to transcend ourselves, thinking and review of the existing education ideas and methods, break the
bondage of the old concept, flexible application of various teaching skills and combined into a new way of teaching, development of more practical and independent way of education. Work hard to study the business, combined with their own advantages and educational development requirements, gradually realize the new teaching skills and teaching ideas, so that the professional reached the mature state.

Establish an Evaluation System Conducive to Professional Development

First of all, the relationship between teaching and scientific research should be properly handled, the central position of teaching should remain unchanged, teachers should be encouraged to carry out teaching and research work, apply for various teaching and research subjects at all levels, increase the funds for teaching and research projects, and take teaching results as a hard indicator for teachers' evaluation. Secondly, based on the characteristics of teachers in local universities and colleges and under the guidance of the theory of teacher development stage, the teacher teaching development center should conduct in-depth investigation, understand the development needs of teachers in different specialties, make clear the development goals, carry out targeted training activities, and improve the pertinence and implementation effect of teaching and training contents. In terms of training content, we should pay special attention to the training of teaching skills and teaching methods, and lay emphasis on cultivating teachers' teaching practice ability. Thirdly, the professional development of teachers should be evaluated objectively, avoiding purely material and rewarding and punishing evaluation, focusing on process and development evaluation, reversing the deviation of teachers' understanding of evaluation, and turning evaluation into a means to stimulate teachers' self-potential.

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