



Research and Analysis on the Improvement of Teaching Ability of Young Teachers in Colleges and Universities

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Abstract: As the development of society and economy, increasing efforts are made in education and reform in both teaching and education. The number of college teachers at young age bracket is expanding, whose teaching ability pose influence on the quality of college education and teaching. Therefore, the teaching ability of young teachers has become a key issue for the smooth development of teaching management and reform in colleges and universities. This paper will first analyze the current situation of the teaching ability of young teachers in colleges and universities, and then studies can be conducted in the strategies to improve the teaching ability of young teachers in colleges and universities from various aspects and angles, so as to promote the process of educational reform in colleges and universities.

Keywords: colleges and universities, young teachers, teaching ability

Education is not only the cornerstone of national rejuvenation and social development, but also serves as a key factor in improving the quality of all citizens. As the new driving force of college education, the teaching ability of young teachers will promote the process of college education and teaching reform, which will enable colleges and universities to achieve the goal of talent cultivation. In the context of the development of the new era, how to effectively improve the teaching ability of young teachers in colleges and universities? We will study and analyze the current situation of young teachers' teaching.

1. The current situation and problems of the teaching ability of young teachers in colleges and universities

In light of the analysis of the current teaching situation in colleges and universities, China has enhanced the strength of reform policies and support in colleges and universities. A large number of young teachers flood into colleges and universities, and the number of young teachers is increasing year by year. With the development of college training and education and professional learning activities, the teaching ability of young teachers has been comprehensively improved and certain results have been achieved. However, there are still problems such as single training methods and emphasis on theoretical learning, which affect the process and effect of improving the teaching ability of young teachers.

1.1 Single form of training with too much emphasis on theory more than practice

In recent years, with the enlargement of college enrollment. More and more young teachers are entering colleges and universities for education, with the majority of them graduating with doctor's degrees and master's degrees. Generally, these young teachers can give lectures on stage upon graduation. According to the policies of colleges and universities, these young teachers can participate in the evaluation of associate professors and professors within two or three years, and some young teachers can even be promoted. In this context, these young teachers have some deficiencies in their teaching ability and experience, which affect the improvement of their own teaching ability. In the face of this problem, many colleges and universities will adopt pre-job training, which is relatively short in time and monotonous in content, and has no obvious effect on improving the teaching ability of young teachers^[1].

1.2 Lack of systematic planning

Ability of the young teachers in teaching in colleges and universities serves as not only a direction of teaching reform, but also a systematic planning project. At present, the training methods adopted by colleges and universities in China are basically short-term and temporary. Even if young teachers actively participate in the training, it is difficult to improve their teaching ability in a short time due to the short time and lack of continuity. With the continuous enrollment expansion of colleges and universities, it is difficult for the current teaching staff to meet the teaching needs of colleges and universities. Moreover, many colleges and universities have not formulated long-term and systematic teacher development plans, and basically adopt the method of recruitment on the spot, which directly affects the improvement of the teaching ability of

young teachers^[2].

1.3 The unsound reward mechanism

Based on the funding sources and the distribution system in colleges and universities, more and more colleges and universities are confronted with problems in compensation and management. There is a certain gap between young teachers and old teachers in terms of teaching experience and teaching research and development, and young teachers have a lower advantage in the evaluation activities. If sound reward mechanism fails to be developed, young teachers will produce negative emotions and lose their initiative and enthusiasm in learning, which is not conducive to the improvement and development of their own teaching ability.

1.4 The singleness of the evaluation criteria for teachers' teaching assessment

For the way of teaching evaluation in our country, many colleges and universities still regard "performance theory is the only criteria", "the academic research is the only criteria" as the evaluation criteria, with strong singularity and one-sidedness, which fails to have the comprehensive evaluation on practical condition of a teacher. Consequently, This will affect the motivation of young teachers to improve themselves. If this practical problem cannot be solved for a long time, it is not conducive to the improvement of young teachers' teaching ability^[3].

2. Research on the path of improvement of the teaching ability of young teachers in colleges and universities

2.1 Change teaching concepts and launch expert forums

To improve the teaching ability of young teachers in colleges and universities, the first step is to transform the teaching concept of teachers. According to the local social, economic, cultural and other basic conditions and educational development planning of colleges and universities, we should carry out expert forum, promote the reform of college education, and promote the construction of high-level teaching. For instance, as managers of colleges and universities, the first thing to realize the importance of experts forum to young teachers in education inspiration. Then well-known experts and scholars in colleges and universities are invited to carry out thematic research, so that young teachers can learn relevant cutting-edge knowledge and practical experience in the process of participating in the research. Young teachers can express their own views and opinions in the forum, and improve their teaching ability by combining the teaching examples of experts and scholars^[4].

2.2 Promote ability improvement through group learning

On the basis of expert forums, teachers and scholars with rich teaching experience organize young teachers to carry out regular group learning activities, and conduct discussion, analysis and research on curriculum design, teaching objectives, teaching methods and other aspects. In this process, veteran teachers and experts evaluate and analyze the problems existing in the teaching of young teachers, so that young teachers can not only recognize the problems existing in their own teaching, but also internalize their own teaching experience and direction based on the experience of veteran teachers, and improve their teaching ability^[5].

For example: In regular seminar activities, young teachers are allowed to reflect and summarize the teaching situation at this stage. Other teachers make comments, and each teacher should analyze and summarize the representative and prominent teaching problems, so that young teachers can recognize the problems existing in teaching and find effective teaching methods and paths through brainstorming discussion.

2.3 Strengthen open teaching design, strengthen communication, and enhance vitality

It is the most effective way for young teachers to improve their teaching ability by teaching different courses and using various means and methods. As young teachers in colleges and universities, they should not only realize their responsibilities, but also realize the significance and value of education for talent cultivation. Starting from the foundation of teaching, we should not only strengthen the study and mastery of professional thoughts and methods, but also combine the cognition of the course, grasp the scientific and pioneering nature of the course content, position our own teaching characteristics and form our own teaching style. Under the cooperation of the team and based on teaching and research, we should provide better serve for the cultivation of talents in colleges and universities and use various teaching methods to teach students according to their aptitude so as to comprehensively improve their teaching ability in the continuous teaching process.

2.4 Actively carry out scientific research and cultivate innovative talents

The scientific research achievements of colleges and universities reflect the academic level of teachers. The famous scientist Qian Weichang once said, "If you do not teach, you are not a teacher, and if you do not engage in scientific research, you are not a good teacher". Therefore, if young teachers in colleges and universities want to find ways to solve problems, they need to carry out teaching and scientific research. Colleges and universities should encourage young teachers to do scientific research and cultivate their innovative thinking to improve their teaching ability, so as to realize the goal and purpose of talent training in a better manner.

3. Conclusion

In conclusion, the educational ability of young teachers in colleges and universities is gradually accumulated by teaching practice. Today, with the rapid development of society and economy in the new era, it is not only an important work of higher education to comprehensively promote the teaching ability of young teachers in colleges and universities, but also a strategic goal of national teaching innovation and reform. Both the development of the open activities in college and universities and reward policy are made to promote the fundamental ability of young teachers in teaching, so that the young teachers can have self-reflection and to give full play to the advantages of their own teaching. As a result, to better cultivate talents and successors with correct ideological and moral consciousness to adapt to social development.

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