

On Young Teacher Cultivation and Management in Higher Vocational Colleges and Universities

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Abstract.

Young teachers' team construction in higher vocational colleges is related to the improvement of higher vocational college teachers' whole quality and optimization of teachers' structure. It directly affects education quality and teaching level. It is of great importance in realizing the sustainable development of higher vocational education in the long term. Young teachers tend to have phenomena such as not firm occupational ideal, insufficient self-improvement motivation, job burnout in the process of growing, which is not conducive to the development of higher vocational colleges and the healthy growth of young teacher individuals. The strengthening of young teachers' cultivation is an urgent task and important subject in teachers' team construction in higher vocational colleges.

Introduction

Talent team construction level decides education quality and education level of colleges and universities, and the innovative development of higher vocational colleges cannot leave teaching staff with reasonable structure, good quality, high teaching level and technical ability. In recent years, along with the popularization of higher education in our country, higher vocational colleges have larger scales; the number of students is increasing. Vocational colleges have introduced and hired a lot of young teachers through open recruitment. Most of the new teachers have just graduated from undergraduate or graduate schools. They are of wide knowledge, new ideas, strong interest in learning, high work enthusiasm, exploring spirit, and they are the hope of sustainable development of higher vocational education career. But, because of their age, psychology, experience, immature professional ideal, and uncertainty about future expectations, their employment and career development directions in today's severe competition pressure and target positioning are blank and blind, which affects their formation of good mental condition getting into the initial period of career development. If the school does not carry on their correct guidance without in time help with their career design as well, they will appear deviation on the growth direction; if the school does not carry on their career development and effective management, their career development and growth will be affected [1]. Due to various reasons, most vocational colleges now have not established young teachers' career planning and management system, and the growth of young teachers is still in a natural adapting situation. To a certain extent, this has become the bottleneck of sustainable development and deep reform of our country's higher vocational education, and prominent constraint of education teaching quality in higher vocational colleges. How to solve this problem and ensure healthy growth and development of young teachers is an important topic and task in teacher team construction in higher vocational colleges.

Current Situation of Young Teacher Team in Higher Vocational Colleges and Universities

A. Scholarly research attitude is not rigorous, and teaching ethics construction needs to be strengthened

In teachers' management practice, we find that young teachers have the mentality that they start full of novelty and higher expectations in higher vocational education, hope to be excel in this

professional field, and make themselves grow up to be qualified excellent teachers as soon as possible in vocational colleges. But at the same time, they generally have higher target location, too good expectations for the future, and little estimation of the difficulties adapting to the new work and their transitions, and little understanding of teacher's quality requirements for higher vocational education. Due to the contradiction between the ideal and the reality and the gap between oneself ability and professional requirements, when encountered difficulties in work and life, they are easy to frustrate, then lose confidence, and be discouraged and pessimistic. The negative influence of social environment results in a part of the young teachers eager quick rich, lack of dedication, hardships bearing and hard work standing, worthy example of teachers, and the spirit of loving jobs. They have no sense of responsibility and passion in work, lack of competitive consciousness and crisis consciousness and show depressed and blundering attitude. They have no collective idea and serious money worship and lack the basic professional ethics of teachers [1]. In terms of political and ideological cultivation, they don't care about the country's policies and the latest development of higher vocational education; don't care for the students, unity colleagues, and they have no concept of big picture. In teaching work, they are not down-to-earth, dedicated, meticulous, and strive for perfection. They are reluctant to work on business, absorb new knowledge and skills, and improve their education teaching ability.

B. Job burnout phenomenon is common

Some young teachers are difficult to adapt to the new jobs by facing new tasks and learning environment. Beginning teachers with student to teacher's role conversion, they will face a series of new problems, and this will inevitably bring the young new teachers stress. With the limitation of young teachers themselves and lack of correct self-awareness, they cannot correctly plan their own development goal and path according to their own conditions and environment. When facing setbacks, they are easy to deviate from the direction, lose themselves, show troubles, tension, anxiety, depression, pain, etc., and lack of psychological sense of belonging. When depressed with these contradictions and confusions for a long time in the mind, they are easy to sink, have negative work performance, and even have mental disorders.

C. Lack of teaching and management experience

Due to the deficiency of their life experiences, young teachers in higher vocational colleges are lack in work experience, which has resulted in much actual operation unfamiliarity, significantly increased work errors, and not enough comprehensive and certain depth perspectives. This seriously affects their business work quality and efficiency. Many people who have no formal and systematic teaching specialized business management theory knowledge training and professional internship in enterprise production line have scarce classroom theory teaching ability and practice classes ability, lack classroom control ability, which need constantly develop and improve [2].

D. Lack of improvement steam

Young teachers entering higher vocational colleges have career ambition and the desire to realize their own value. However, social prejudice against vocational education forms bad influence on higher vocational teachers' professional reputation, weakens the young teachers' professional identity, even produces inferiority complex. Higher vocational education requests for teacher ability quality, and the fast rhythm of adjustment requires adaptability of teachers. Higher vocational students' poor cultural basis and relative lack of self-management ability also increase the burden and difficulties of teacher's work, causing fears on higher vocational teachers' profession. With incentive school mechanism constraints, young teachers' professional development motivation is insufficient, which embodies in: unstable career orientation, learning to meet the status quo, muddle through the specific work, cannot bear hardships and stand hard work, not willing to strive for perfection, and muddle along.

Make Good Young Teachers' Career Planning

A. Help young teachers correct self-understanding

Through scientific examination and consultation, young teachers fully understand their own knowledge structure, ability level, professional skills, interests, network resources, environment and other factors. Through individual psychology, personality traits, values, eq, IQ, scenario simulation test, help young teachers understand their own temperament, personality, values, etc., and find suitable professional development and career orientation.

B. Set long, middle, and recent planning for young teachers team construction

Schools should develop young teachers' team construction planning to stimulate young teachers' career motivation with school development prospect. Guide young teachers implement school development goals and personal aspiration, and give full play to their talents in the struggle to improve performance and school development goals.

C. Help young teachers design their career planning as well

According to their own professional, special skills, interests, personality and goals, etc., make a direction and goal orientation combined with the needs of school development, and designs their career planning as well. Career planning contents mainly include: (1) post development direction: full-time teachers? Training teachers? Student counselor? If they are full-time teachers, what plan direction development, what courses to focusing on? Which professional or discipline leaders do they intend to be? Particularly determine whether your core skills in teaching and educating function in order to guarantee the improving of the core skills. (2) Career goal orientation: what time to get what degree? What degree, which title? What level of professional or vocational and technical grades, or double teacher? (3) Choose the route and way to achieve career goals, and identify career development strategy.

For the growth of higher vocational young teachers, a complete career planning at least includes: (1) education promotion planning (2) theory training planning which aims to improve the ideological quality, knowledge level, teaching, scientific research ability and learning ability of young teachers, improve young teachers' knowledge structure and ability structure. According to their professional development needs, young teachers formulate feasible learning training plan and implement. (3) skill improvement planning which refers to participation in project construction, double training, obtaining professional qualification certificate within a certain period of time, such as "double teacher" quality, and become "double teacher" according to the characteristics of higher vocational education and professional requirements through practice of enterprise exercise. (4) Title promotion planning which relates to immediate interests of individual to achieve the goals of young teachers development according to their needs and relevant provisions of title assess promotion planning of personnel department. (5) Scientific research development plan which means that take an active part in teaching and scientific research work is an important step of young teachers' thrive and the important condition of young teachers' title evaluation and project application. Young teachers should be learn to summarize the teaching experience under the guidance of old teacher's guidance, participate in research and professional scientific research in the field, technology innovation, promotion activities, writing teaching and scientific research papers to improve the ability of scientific research [3].

When helping young teachers making career planning, pay special attention to the following three aspects: (1) set their own professional direction according to the needs of school development, meet the needs of schools and their dual development, and combine the overall goal of school development with personal career goals; (2) implement step by step, combine the individual career development for life goals and milestones to gradually approach the lifelong goal; (3) focus on the enhancement of connotation quality, and combine the achievement of the visible goals and invisible knowledge ability development together.

Strengthen the Effective Management of Young Teachers' Career and Escort for Their Healthy Growth and Development

A. Adhere to people-oriented policy and strengthen management measures

Actively guide young teachers to be familiar with school situation, department situation and the construction of this major, understand the characteristics, laws and requirements of higher vocational education, organize teachers' cooperation, build harmonious and efficient teacher team, cultivate team spirit, and let the young teachers accurately and quickly find their place in the team. To establish scientific and reasonable performance appraisal system, maintain the legitimate interests of young teachers, and aggravation for them through appropriate sense of accomplishment and self-realization to enhance their competitiveness. Organize rich and colorful campus cultural entertainment suited to the characteristics of young teachers to give them a sense of belonging.

B. Young teachers training system is established

According to the requirements of Chinese Teacher Law, teachers in colleges and universities must obtain university teachers' qualifications, and meet the state requirements such as mandarin test, teaching capacity test, physical examination, higher education and higher education psychology course exam; the new young teachers in colleges and universities should take part in unified organization of the new teachers' pre-service training examination designated by provincial administrative department of education's college teachers' training center, and obtain pre-service training certificate. In order to make the new role conversion of young teachers as soon as possible, school authorities should establish and improve young teachers training system with the following main contents: (1) do a good job in pre-service training, organize young teachers systematically learn teachers' code of conduct, professional ethics, etc., to make them familiar with the requirements of teaching jobs; Study learning pedagogy, psychology, management, modern education teaching methods knowledge, so that they know how to prepare and organize teaching, how to manage students, and be familiar with all kinds of business in teaching work[4]. (2) train professional theory well: implement mentoring young teachers, help young teachers' courses with theoretical study, broaden knowledge, deepen the level of knowledge, be familiar with the latest achievements in theoretical frontiers; Implement young teachers reading system, prescribe professional reading list, hand in reading notes according to semester or school year, hold young teachers reading report and discussion on a regular basis. (3) Improve teachers' quality and teaching ability: through the implementation of young teachers lecture system, practice system, peer evaluation system, carries out activities, such as the comprehensive training of old with the new young teachers on teaching, scientific research and management work, improve teachers' quality and teaching ability.

C. Focus on training young teachers "double division" quality

The ministry of education "Opinions on Strengthening Vocational Colleges Teachers Construction" pointed out: "all kinds of vocational colleges should be in accordance with the requirements of training high quality practical talents, fully understand fully the importance and urgency to improve overall qualities of teachers from the height of adapting to socialist economic development needs, strengthen the teachers troop construction work... build a combination of teachers with noble ethics, new education concept, strong reform consciousness, high teaching level and strong practice ability." This both clears the goal for teaching staff construction in higher vocational colleges, and puts forward the specific requirements for teachers. Higher vocational colleges are to train skilled applied talents training, which requires teachers should not only have strong professional theory knowledge, education teaching ability, and have strong practical operation skills, namely "double teacher" quality. Teachers in higher vocational colleges need to combine study with production, and complete teaching practice in production workshop and other practical bases; To formulate and implement training plan of young double teachers, and the regular for young teachers work in business practice system, etc., to make the young teachers deeply understand the importance of "double teacher" from the beginning to higher vocational teaching quality and talents, so as to amplify self-consciousness and urgency of improving skills [5]. Actively explore "schools, managements, lines, enterprises" education cooperation mode, and improve the quality of "double division" connotation and depth.

D. Issue multi-channel young teachers practice platform structures

Only when exert teachers' potential to the maximum, education is likely to obtain the best effect. Raise the level of teachers' motive, meet their career expectations, make it play a maximum potential

through a sense of accomplishment, ability and self-realization, and "internal incentive". According to the individual characteristic of young teachers, school will arrange to some suitable management positions for them to exercise, or let them take on challenging work. The setbacks practice would motivate their development desire with a sense of accomplishment and conquer; and enhance their competitiveness through various forms of business competition, skills, and duration; promote the growth of young teachers' incentive mechanism and traction mechanism and inspire them for self-improvement and growth [5].

E. Establish an effective incentive mechanism, and stimulate young teachers' enthusiasm

Higher vocational colleges should carry on the reform of personnel distribution system, develop a series of favorable incentives for young teachers personnel growth, break the seniority in business training and post promotion, boldly trust them, feel free to give them burden, and arouse their working enthusiasm and creativity; To improve their wages, appropriate care about their life difficulties, living conditions, job satisfaction and individual marriage problems. In addition, higher vocational colleges should pay attention to young teachers' going out to learn advanced culture, to study for a degree, visiting, training and advanced study in brand-name colleges and universities, research institutes and well-known enterprises at home and abroad, and constantly improve their education level and knowledge structure [6].

The period from induction to promote to intermediate professional title is the key period of young teachers' growth. If the school can concern the teacher group during this period, and help them to scientifically design and manage their careers effectively, their knowledge level, teaching, scientific research ability, and vocational ability will be mature faster with little detours, smoothly get into career maturity and career stability, and make better contributions to the construction and development of school.

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