

The Innovation Management and Development of Young Teachers in Higher Vocational Colleges under the Internet

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Abstract. With the vigorous development of higher vocational education cause in our country, the recruiting scale of higher vocational colleges expands, and the teaching staff become the important role in vocational colleges. This paper takes the young teachers of authors' colleges in recent years as the research object, and understands the appeals and career development of young teachers through interviews and survey, which enables colleges and universities to value and take effective measures to form a mechanism and atmosphere conducive to the development of young teachers. The effective ways to solve the management and development of young teachers in vocational college are establish on-line and offline platforms, broaden the channels of democratic participation of young teachers and reduce the pressure of life.

Keywords: Internet higher vocational colleges, young teachers, innovation management.

1. Introduction

With the vigorous development of higher vocational education cause in our country, the recruiting scale of higher vocational colleges expands, and the teaching staff continues to grow. The data change of the Statistics Bulletin of National Education Cause Development released by the Ministry of Education shows that the number of China's college teachers has increased by more than eight hundred thousand in the past decade, the number of newly recruited young college teachers occupies more than 60% of the total number of full-time teachers[1-3]. This paper takes the young teachers of authors' colleges in recent years as the research object, and understands the appeals and career development of young teachers through interviews and survey, which enables colleges and universities to value and take effective measures to form a mechanism and atmosphere conducive to the development of young teachers, teachers can see the huge space and hope of their own progress, and finally achieve the purpose of the common development of colleges and individuals.

2. Characteristics of Young Teachers in Higher Vocational Colleges under the New Normal

In recent years, the rapid development of higher vocational education causes the number of teachers in higher vocational colleges to be seriously insufficient, at this time, in order to meet the normal teaching needs of colleges, many higher vocational colleges have recruited a large number of recent graduates to enrich teachers. Overall, these graduates have many advantages such as active thinking, full of energy, studious, strong capacity and broad information, but their weakness is also obvious, most people rush to the platform as soon as they leave the campus, they does not have normal college background, not only lack basic knowledge of systematic pedagogy and psychology, but also lack practical teaching experience, more unfamiliar with the basic characteristics and laws of education and teaching in higher vocational colleges. Under the new normal, the characteristics of young teachers in higher vocational colleges are as follows.

2.1 Solid Professional Theory, Strong Learning Ability and Weak Practical Ability

A large number of young teachers have entered the higher vocational colleges and have master's degree or above, they have solid professional theoretical knowledge and systematic professional cognition, basically meet the professional teaching needs of higher vocational colleges, in addition, young teachers are skilled in applying computer technology to make courseware, flash animation, insert recording, video, etc., attract students' attention, moreover, young teachers have good English application ability, can consult Chinese and foreign books, newspapers, literature, etc., and introduce

foreign advanced experience, technology and ideas to teaching, boldly carry out teaching design, and update own educational ideas. According to the survey statistics, more than 85% of new teachers have entered the job and have not conducted professional operation training, after joining the job, more than 90% of young teachers cannot complete the students' training courses alone, and show the characteristics of weak practical ability.

2.2 Rich Work Enthusiasm, Strong Plasticity and Lack of Teaching Art

Most of the young teachers have just left the campus, they are full of vigor and vitality and positive, and they are full of enthusiasm for the work, taking the newly recruited young teachers in our school as an example, they prepare lessons carefully before each class, and learn the famous teachers' forums through the network, integrate modern educational technology, carefully design classroom teaching, make exquisite courseware, teach in class carefully, arrange moderate homework after class and correct it in time, find problems in time, and try to make every student learn something. In addition, the young teachers often use the spare time, actively listen to the class, ready to listen to advice, learn widely from others' strong points, and constantly improve the teaching level.

2.3 The Generation Gap between Teacher and Student is Small, it is Easy to Build Harmonious Relationship and Guidance Service is Poor

In recent years, the newly recruited young teachers are mostly "the post-80s generation" and "the post-90s generation", the age gap of students is small, the generation gap is small, and it is easy to build a harmonious teacher-student relationship. Taking the author's college as an example, the teachers are younger and give students the impression as common as an old shoe; the students dare to speak freely in the classroom, this not only mobilizes the students' initiative, but also enliven the classroom atmosphere, and is easy to communicate with the students, and truly understand the students' mastery degree of the classroom knowledge. After the class, the young teacher often has the same hobbies and concerns due to the small age gap; it is easy to understand the students' movements.

2.4 High Work Expectation, Strong Self-Awareness and Large Thought Gap

Young teachers in higher vocational colleges have master's degree or above, as high-educated talents, they all have lofty aspirations and ambitions, they are eager to have the opportunity to display their talents and have high expectations for their work. However, in many higher vocational colleges, there are still seniority phenomenon in various types of evaluation, scientific research project declaration, overseas study and other projects, which makes the young teachers' self-confidence frustrated; in addition, there is a big gap between salary, working environment, living conditions and ideal, etc., all kinds of reasons will make the young teachers' minds fluctuate greatly and their minds are complicated and changeable.

3. Vocational Appeals of Young Teachers in Higher Vocational Colleges under the New Normal

Based on the characteristics of young teachers in higher vocational colleges under the new normal, the author conducted surveys on life, work status, development and interest appeal of more than 42 young teachers in the past five years through survey, interview, and data collection analysis, and draw a certain conclusion

3.1 The Focus on Higher Vocational Colleges is more Inclined to Personal Life and Development

The investigation results show that young teachers show more appeals for information related to personal life, interests and career development. The accumulation of knowledge is conducive to improve the ability and gain more wealth. However, in fact, as a highly knowledgeable and highly educated young teacher group in higher vocational colleges, they do not get the wealth income that matched their arduous years in the process of reform and great changes. College teacher was

originally vocation with high social respect, but they cannot live decently due to the increase of occupational income, life and work pressure, which affected dignity of young teachers in colleges and universities. Under such circumstances, it is inevitable for young teachers to form from focusing on spiritual pursuit and collective development, and contribute to the collective to focusing on material pursuit and personal development, and form values and behavioral orientations for individual struggles to meet individual self-esteem needs.

3.2 Have more Enthusiasm for Democratic Management and Supervision in Higher Vocational Colleges

In the process of investigations and interviews, 36 young teachers participated in the policies, regulations and methods related to democratic management and supervision in higher vocational colleges, which account for 85.71% of the 42 teachers interviewed totally. Such a high proportion reflects the strong democratic sense of young teachers, willingness to participate in the management and supervision of college affairs, and they are willing to understand the relevant policies of affairs management of the college, and they even have many constructive ideas and measures for the unreasonable aspects of the management of the college.

According to statistics, about 38.6% of young teachers do not know that the college holds several teachers' representative committee every year; about 64.3% do not know that the teachers' representative committee collects several proposals; this may be because the proportion of young teachers is less in the teachers' representative committee, their participation is low. However, young teachers shoulder teaching, scientific research, skill competition, career development and multiple pressures and problems of life, they need to be concerned, valued and supported by the school, the proportion of in the teachers' representative committee is less, it means lack of voice in participating in the affair management of college, it is also difficult to make suggestions and express voices for the young teachers.

3.3 Information Channels and Method Requirements for Higher Vocational Colleges are more Diversified

Young teachers grow up in the information age of rapid development of science and technology, their acceptance for new science and technology is much higher than that of middle-aged and older teachers, and they are more inclined to use intelligent communication tools to interact and communicate through the Internet. During the interview, 32 of 42 teachers had considerable knowledge for OA upload channels such as the college office meeting summary. Therefore, when transmit information, colleges and universities should change the traditional means of relying on one-way, passive, slow and limited coverage of listening and appealing, such as symposiums and individual exchange meetings, and make full use of the network platform to build two-way, active and fast, wide range of platform, young teachers can participate in the management and supervision of the website, BBS platform, Weibo platform and WeChat group.

3.4 Career Appeals Focus on Salary, Professional Title and Career Development

Under such an era of rising prices, especially housing prices, economic pressure has become the primary pressure for young teachers in higher vocational colleges. The income of young teachers surveyed is limited to wages and benefits obtained from colleges and universities and so on, and exclude the income earned by young teachers from part-time jobs. In terms of wage income, 21% of young teachers are very dissatisfied, 24% of young teachers are not satisfied, 42% think that wages are average, and only 12% are satisfied with wage income. In terms of college welfare policy, 12% expressed dissatisfaction, 22% said they were not satisfied, 51% thought it was average, and only 15% were satisfied. In the issue of wage income and welfare policy, no one chooses to be satisfied, and only 10% are relatively satisfied, it can be seen that the satisfaction of young teachers in economic income is very low.

The salary, positional titles, and career development have a certain internal relationship for young teachers, namely academic achievements can promote the improvement of professional titles, and the

improvement of professional titles will raise the salary level. However, the actual income of young teachers in higher vocational colleges shows that the number of young teachers in higher vocational colleges who can live a well-off life and live a relatively comfortable life is only 12%. Being forced by the life pressure, young teachers busily make money, which occupies a lot of teaching and research time; this situation will inevitably lead to career development and promotion of professional titles, and form a pernicious interaction cycle. This phenomenon is not conducive to personal development, but also affects the development of the college, and ultimately leads to a no-win situation. Therefore, the college should seize the three aspects that young teachers are most concerned about and maximally improves the difficult position faced by young teachers.

4. Development Countermeasures for Training of Young Teachers in Higher Vocational Colleges under the New Normal

Education is the foundation of one country, and the key of education depends on teachers. Some scholars have pointed out that young teachers are at the peak of life creation and have undertaken more than 60% of the teaching and scientific research work in colleges and universities [4]. Young teachers are not only the basic strength of current teaching and scientific research, but also the main force for the future development of higher vocational colleges. Therefore, strengthening attention and promotion of the career development of young teachers will affect the future of the college.

4.1 Establish a Sound, Pragmatic and Pre-Job Training Mechanism; Accelerate the Transformation of Young Teachers' Roles

At present, young teachers in higher vocational colleges have difficulty in adapting to roles and weak self-professional development awareness and so on. In allusion to this phenomenon, the pre-job training content of young teachers should include three aspects; the first is to strengthen the professional ethics training of young teachers, colleges and universities should put the professional ethic training of young teachers into the prominent position of teachers' construction; the second is to improve the teaching ability of young teachers, higher vocational colleges should concentrate their time on sending young teachers to normal colleges for systematic training, so that young teachers can adapt to the requirements of university teachers as soon as possible, and improve their teaching ability and level as soon as possible. The third is to make young teachers integrate into the college as soon as possible, the college should regularly arrange them to carry out industrial or professional social investigation, understand the current status and development trends of the current production, technology, technique and equipment of major, so timely supplement the new technique and new technology used in the current production in teaching.

4.2 Build Development Platform for Young Teachers, Undertake Bridges and Ties between Universities and Young Teachers

Due to the growth environment of young teachers and the particularity of appeals, the development platform for young teachers is built, on the one hand, we must understand the vocational appeals of young teachers, help them to lay down appropriate training programs, and working out training programs according to circumstances, and it is the key to the training of young teachers oriented to self-development. On the other hand, scientific research and interest groups can be set up in colleges and universities, strengthening communication among teachers and solve the psychological and work problems of young teachers.

4.3 Broaden Democratic Participation Channels of Young Teachers in Colleges and Universities, and Alleviate Life Pressure of Young Teachers

Young college teachers have a strong self-consciousness, schools must build a scientific, democratic, fair, and competitive academic environment, balance the relationship between learning and administration, and use flexible management to stimulate teachers' development potential to a large extent.

The first is to increase the proportion of young teachers in the teacher's representative committee. Young teachers are the stabilizing force of the future development of higher vocational colleges and, they are one of the large groups of teachers in higher vocational colleges that cannot be ignored.

The second is to expand the network appeal channels for young teachers. At present, network information has become the fourth-dimensional work space for colleges and universities, the integration of network and traditional models will inevitably produce a positive and far-reaching impact on the leap-type development of university work. Colleges and universities should conform to the characteristics of young teachers and the advantages of network information, set up a communication bridge between colleges and employees, moreover, build a solid platform for the college leadership to understand the people's feelings and concentrate on the people's wisdom.

The third is to build the check-up and evaluation system suitable for the development of young teachers. The key point of reform of check-up and evaluation system is the reform of the evaluation target, namely breaking the previous standard system assess for the young teacher, teachers' professional development as goal for evaluation, increase the development indicators and their weights, and change the past one-sidedly using academic qualifications, scientific research, and the number of teaching achievements to force young teachers to maintain academic advancement.

The fourth is to improve young teachers' treatment and reduce their life pressure. Most of the young teachers are people with high educational background or above, they spend a lot of time, energy and material for their majors, if their income level is lower than the average income level of the equivalent staff in the society; it will inevitably lead to the loss of the teaching staff, it is not only not conducive to the development of daily work in teaching, but also hinders the sustainable development of the college.

5. Conclusion

If education is the cornerstone of national development, then teachers are the founders of the cornerstone [6]. As the dominant force of higher vocational education, young teachers play a crucial role in the sustainable development of higher vocational colleges. Paying close attention to and helping young teachers' development is the key to the future development of higher vocational colleges, and it is also the guarantee for the future quality, level and success of higher education in our country.

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