

Study on the Problems and Countermeasures of Private University Teachers' Professional Development

—A case study of science teachers

Yibin XIANG

College of information, Hunan International Economics University, Changsha Hunan, China

ABSTRACT: With the acceleration of the process of multi-network integration, education and teachers' ways of teaching methods will undergo major changes. Articles from the teacher's performance evaluation, in-service training and work rights and other aspects of the current main problems of teachers' professional development. Focus from private colleges and universities of science and engineering characteristics of teacher professional development and related countermeasure of promoting professional development and other aspects of research. Pointed out that teachers are available through independent study and vocational continuing education, course group teaching and research activities to improve the teaching level. Should be people-oriented, with effective teaching theory as guidance, make full use of network teaching resources, ways and means of improving teaching and improve students' learning initiative. At the same time, schools should formulate relevant policies, promotion of private university teachers' professional identity and sense of responsibility, and to strengthen the management and security of private university teachers.

KEYWORD: Private Universities; Teacher professional development; science and engineering

1 INTRODUCTION

With the fixed communication network and mobile communication network as well as the integration of Things to accelerate progress, people's learning, life and work of the great changes that have occurred, and will have a profound impact on the ways and means of teaching and teachers' teaching methods. Therefore, in the context of multi-network integration, enhance teachers' professional development has important practical significance.

Current research in Western countries for university teachers' professional development, both to pay attention again to update professional knowledge of teaching and research focus on learning skills. United States, Britain and other countries have developed a Teacher Certification System in line with their national conditions, and the establishment of appropriate incentives. And China's research in this area is still in its infancy, less use of the term 'professional development, and more is the use of "job training" concept. In-service training for teachers in China's colleges and universities pay more attention to education of teachers "academic", namely knowledge and updates. Particularly the

private colleges and universities, because of civilian-run higher education in China's late start, the uneven quality of the professional teachers, teaching staff and the development of higher education was not very coordinated, become an important factor restricting the development of private higher education and the level of quality. Therefore, to enhance the professional development of teachers in private colleges will become increasingly important research.

2 CURRENT MAIN PROBLEMS OF TEACHERS' PROFESSIONAL DEVELOPMENT

2.1 *Lack of teachers, administrators and community satisfaction assessment system*

At present, evaluation of the teachers generally adopted an across-the-Board quantitative measure. Its evaluation is mainly reflected in the aspects of scientific research, academic papers and teaching load [1]. Throughout the evaluation focused on what level of publication published several papers, to what level institutions received a number of teaching

and research projects. Do not care about these papers there is little theoretical or practical value, the issue has practical value or practical benefits. Often only pay attention to the results does not pay attention to the process; does not take the quality only pay attention to quantity. For the teaching process of teachers, teaching effect is not scientific and comprehensive evaluation criteria, on the situation of teachers' professional development is not related to the criterion of. This examination guide, forcing teachers will be a lot of time, effort to send papers, engages in the project, while ignoring the teaching methods and research needs of the student. Particularly teaching and research projects, because there is a lot of research funding for administrative costs, making teachers and management in colleges and universities scramble for and which led to a number of academic corruption, also makes it difficult for performance evaluation reform in college there will be a breakthrough!

2.2 *The lack of training programs for teachers in the overall rank of Private*

Teaching and cultivating students is the sacred duty of a teacher. But most of the teachers in private colleges, on the one hand the lack of job security, career achievement is low. The other hand, teaching has its hands full, a heavy workload. That makes them lack the energy to engage in teaching and professional development, the overall research capacity is not strong. In addition, teachers who were bound by rules and regulations, to complete the quantitative evaluation, job evaluation of the bustle, its "ethical responsibility" to kill everything, lack a sense of achievement, have a negative impact on themselves and the growth of college students [2]. Teachers' training and continuing education, and belongs to the teachers in order to improve the level of business and personal behavior, school in terms of time and financial resources, the input is not enough, lack of system of in-service training for teachers, science, long-term planning.

2.3 *Difficult to protect the legitimate rights and interests of private teachers, teacher turnover is high*

Private colleges Board of Directors form unhealthy, running the program is not standardized, opaque. School party committees, unions, and other organizations in respect of their supervision of the teachers' role is limited. The relevant government departments according to alternative management in private colleges, and some refer to public colleges and universities management, business management, and some by private non-enterprise [3], make it difficult for private colleges and universities teachers enjoy equal social status and with the teachers of

public policy, most private colleges for teachers is not in accordance with the relevant provisions of the State pay five insurance payments, their legitimate rights and interests are often ignored or even violated. Therefore, many private colleges and universities teachers just take private colleges as "transitional" platform, once you have a better source of information will be transferred immediately, don't value the pursuit of professional development.

3 STUDY ON THE SUSTAINABLE DEVELOPMENT OF PRIVATE UNIVERSITY TEACHERS OF SCIENCE AND ENGINEERING

3.1 *The main characteristics of teacher professional development in private colleges and universities of science and engineering*

With respect to the professional development of public colleges and universities, private colleges of teacher professional development has some uniqueness. Most private colleges and universities located in the training of high-level application-oriented talents, which determines the quality of teachers in private colleges and universities should have a dual nature: on the one hand to train students with a strong theoretical foundation, the other is to equip students with the very strong practical skills. Therefore, the school-running feature of civilian-run colleges and universities to have its own high standards of teaching, teachers must be strengthened, particularly in the professional development of teachers of science and engineering research.

Relative to the teaching of science and engineering, liberal arts teaching are asking for more understanding of the various schools of theory and application, with not much content to professional academic. And the knowledge of science and technology is showing a diversity of characteristics. The teaching process is deep inside, the development from junior to senior. Learning requires both understanding also needs to be practical. Many courses require experiments, calculations, drawings and other operation to complete. Therefore, education in science and engineering teachers of the course content, teaching methods, while keeping pace with technological developments and the needs of society you wants innovation, on the other hand need to continuously learn about cutting-edge knowledge, expanding areas of knowledge. We must have a solid foundation of professional theory and professional knowledge, and it has a wealth of practical experience and a high level of practical abilities, but also has a strong working knowledge of academic ability. No fixed patterns in their professional development, coherent programme required according to discipline, college planning

needs and your needs to ensure its feasibility and sustainability. This is especially important for teachers in private colleges. At present, professional development for teachers in colleges and universities of science and engineering in China, the prevalence of heavy light teaching ability of academic disciplines, emphasis on knowledge and skills specializing in the affection, light weight solo light cooperation and communication, emphasis on externally driven autonomous development of light.

3.2 *Promotion of private university teachers ' professional development countermeasure research*

3.2.1 *Autonomous learning by teachers to develop professional development goals in line with its own characteristics*

Theory of Maslow's hierarchy of human needs into physiological, safety, social, esteem and self realization of five categories. Through "self-realization" and meet the needs of multi-level [4]. Teachers through professional development, not just in order to be able to perform the work, mainly in order to obtain career advancement, their value and get the praise and respect of others, and so on.

Teachers ' in-service training model comes in many forms. Which through "degree courses" training mode, can makes teachers reached related of degree standard; through "single section courses" training mode, can makes teachers master new of education science theory and new of teaching method, or a discipline professional of new knowledge and application; through "school standard" training mode, can by school developed training plans, Organization training activities, taught new of teaching concept and the related discipline of technology, frontier dynamic.

3.2.2 *Curriculum set by using microteaching improve classroom teaching level*

Micro-teaching method (Microteaching) is a Centre for training and teaching skills for improving teaching and learning activities. It uses modern audio-visual equipment, teaching and research activities according to the characteristics of micro-teaching, subdivided into a number of micro-teaching skills and training, item-by-item feedback and improvement.

Because professional teaching and professional development for teachers of science and engineering, as well as the needs of society is closely related to its content changes fast, the teaching methods and laboratory equipment to update quickly, so in the process of teaching practice requires the master of teaching degree and quantity of, and allow students to learn have income, have learned to use. Through micro-teaching mode, the combination of teaching,

research and teaching skills training in curriculum group, between teaching and research colleagues to discuss the implementation of teaching programs, teaching strategies, and selection of teaching media and teaching equipment, grasp and improve teaching skills, and teaching techniques.

3.2.3 *People -oriented, guidance on effective teaching, improve teaching methods, raise the students ' initiative*

Humanistic learning theory proposed that teaching should be student-centered, value learner initiative, stressed that meaningful learning, emphasis on teaching students how to study, and advocated the establishment of good relationship between teachers and students. Effective teaching theory proposes, in accordance with the age and construction of individual positive values of the premise, its efficiency in a certain time and space not less than an average level of education, the core of which is the effectiveness of teaching. The only indicators to measure effective teaching is student progress or development, rather than the teacher ever taught or taught not recognize serious, or are students studying very carefully, is studying very hard [5]. This requires teachers to have "object" sense of a solo act. To have a notion of time and efficiency, not traditional. To pay attention to teaching methods.

Science and engineering involved in the wide range of knowledge, complexity, strong continuity. Knowledge, skills not learned or taught if front did not have good knowledge may be difficult to understand later, there would be no practical action. To be made at different levels and different levels of students can in the limited time available to learn useful knowledge, gaining, requires teachers to be in the same classroom, according to different characteristics of students, developed appropriate teaching programme reform teaching method and means of innovative teaching of organization. Therefore, in the design and implementation of teaching programmes should focus on the individual's subjectivity, the ability and willingness to, through the use of interactive multimedia technology, video technology, fully arousing students ' interest in learning, develop students ' potentials, raise the level of their independent learning. As teachers inside and outside the classroom, e-learning platform-centric, on the same course content, allow students to choose between different teaching plans and teaching resources to complete the study, considerable effort and resources to meet students ' thirst for knowledge.

3.2.4 *Government schools to formulate relevant policies and to promote teachers' professional identity and responsibility*

Teachers' professional development and the great environmental and environment-related national policies, regulations, guidance and management as well as the system of teachers' personal inner will and effort, and so on. Professional development for university teachers' professional value realization process University teachers' life-long career to pursue [6]. Recognition and respect for teachers in private colleges, it needs not only through autonomous learning, make unremitting efforts to improve the level of education, also requires a scientific evaluation system, as well as national and university authorities in financial, material, human, and other aspects of the right incentives and institutional guarantees and support.

National related ministries should be based on the characteristics of various tertiary institutions and professional teachers, levels, sub-categories to develop teacher assessment indicators, the formation of diversity, instructional evaluation system, all-round, and multi-angle, relative evaluation of priorities. Colleges and universities, depending on the teaching and research positions and faculty and professional differences, classification management and develop evaluation criteria. And establish a sound oversight mechanism, anonymity and engage other institutions and experts in various related fields review assessment work. Construction of a scientific and rational, oriented by teacher professional development the development of performance measurement mechanisms and appraisal standards and form a comprehensive assessment system to enhance satisfaction on teachers' professional development, promoting the improvement of teaching level.

3.2.5 *Strengthen the management and security of private university teachers*

On becoming professional development study, should also be concerned about personal feelings, self development needs. Through a variety of ways and means of promoting teacher participation in management and decision-making, stimulating their creativity and awareness, strengthen their sense of

identity and sense of social responsibility. Private colleges and universities should take the construction of teachers' professional ability as the core, combined with the development goals of the school, based on the faculties, develop training resources and systematically implementing teacher training programs, construction of initial teacher education, induction and in-service training of the integration mechanism. Governments at all levels and departments should pay attention to the work of this growing group management and protection.

4 CONCLUSION

Teacher professionalization and teacher professional development are mutually reinforcing, and common development. Teachers in both public institutions and the private colleges, have similarities of academic nature and pedagogical nature. Therefore, during the process of professional development of teachers, not only to the subject competencies, knowledge, skills and professional development, also need to pay attention to professional ethics and cultivation of teaching ability, and strengthen exchanges and cooperation with counterparts and promote the improvement of the overall quality.

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