

The professional development countermeasures for young teacher in local universities

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Abstract: The author found that local universities existing the professional development Countermeasures for young teacher as follows: (1) Strengthen the professional career plan, enhance professional awareness, and promote teachers' self development; (2) Improve the teaching level through self reflection and experience reflection; (3) Active participation in teaching and scientific research; (4) Establishing a reasonable evaluation system of self professional development; (5) Strengthen mutual communication and cooperation with other teachers; (6) Perfect teacher training system.

Introduction

Through the investigation and analysis of young Teachers' professional development, we can find that there still exist some problems in Local University Young Teachers' professional development, we think that these problems are resolved through the society, school and individual aspects, so as to enhance the young teachers' professional development level.

Strengthen the professional career plan, enhance professional awareness, and promote teachers' self development

In the process of strengthening career planning, youth local university teachers must understand accurately their current professional development status and level, analysis related data and examine the development opportunities, determine the professional development goals and action strategies, carry out step by step according to the goal, learn to evaluate development planning. Thus young teacher can obtain the most suitable professional development, the local young teachers also can achieve the professional development goals more efficiently. Young teachers of local universities should make career planning to reach a certain level. So the young teachers can clear their own goals for each step of development, and motivate them to continue to make professional progress, achieve ultimately a higher level of professional development. In addition, local colleges and universities also need to strengthen the management of young teachers career plan. The progress of the individual and the development of young teachers are closely linked to make the development of colleges and universities. At the same time, local colleges and universities demonstrate the career planning and professional autonomy development goals; Local universities should organize some experts to scientific analysis and demonstrate the teacher's individual career planning and professional development goals. Local colleges and universities also evaluate if the career planning and development objectives are based on the actual status of the young teachers, analysis if the career planning and development goals are based on the advantages of young teachers' individual; assessment if the career planning and development goals are the urgent need to solve the problem of young teachers' individual development. Local universities should cultivate young teachers' professional consciousness, make the young teachers can objectively analysis their environmental conditions, specialty structure, professional level and the state of development and the future

professional development planning; make the young teachers can determine their own direction of development, formulate feasible professional development plan, have a clear understanding the produce results of the plan implementation. Local colleges and universities would also like to guide and help teachers continue to experience and feel their education work, make the service consciousness, contract consciousness, information consciousness, independent consciousness, innovative consciousness and cooperation consciousness become their educational belief.

Improve the teaching level through self reflection and experience reflection

Young teachers should make self reflection and reflective experience into their daily teaching and research work in local universities. Young teachers understand the shortage of their knowledge and experience through reflection and reflective experience, and constantly find the method to solve the problem in teaching practice. Young teachers' self reflection and experience reflection can be carried out according to personal habits. Young teachers can find out the weaker aspects through comparing their current professional development level and professional development planning, thus carry on the weaker aspects again. The young teachers can make self reflection and reflective experience on the teaching effectiveness. Self reflection is a good way to improve the teaching strategy and to improve the teaching level of young teachers in local universities, and it is the process of improving the education and teaching quality. Local university young teachers should always carry on the teaching reflection and become a reflective practitioner. Local university young teachers should always carry out a rational review and in-depth analysis on their own teaching behavior, teaching methods, teaching idea. Local university young teachers should gain practical wisdom through self reflection. Young teachers in local universities constantly do the pre-teaching reflection, teaching reflection and after-teaching reflection in their teaching process. The pre-teaching reflection is focus on cultivating students' practical ability, expanding the teaching content, optimizing the teaching process; Teaching reflection is focus on action reflection timely and automatically, cultivating the habit of reflection and self monitoring. After-teaching reflection is focus on examining and amending at any time, forming his own teaching style. The young teachers should expand the breadth and depth of self reflection. Young teachers in local universities should not only reflect the teaching behavior, but also reflect teaching philosophy. Young teachers should strive to jump out of the misunderstanding of self analysis and correction; improve unreasonable teaching theory and teaching practice, increase their teaching knowledge and teaching wisdom. Experiential reflection is the intellectual and emotional activity for young teachers to obtain new understanding and knowledge. The growth of young teachers in local universities is the result of the interaction between self reflection and experience reflection. Teaching experience is the fountainhead of young teachers' professional development and self reflection and exploration is of teachers' professional development motivation.

Active participation in teaching and scientific research

Teaching and scientific research is an organic unity, which is complementary and indispensable. Young college teachers should correct attitude, correctly handle the relationship between teaching and scientific research, strengthen their self-cultivation theory, actively participate in teaching and scientific research. The subject research is the organic integration of teaching and research activities. The purpose of the subject research is to improve the young teachers' teaching ability and research ability. Local universities should encourage young teachers to develop research plan according to the encountered problems in the normal teaching process. The young teacher should explore the teaching strategies in the normal teaching process. Young teachers in local universities should consciously create the conditions for the professional development in the course of scientific research, strengthen communication and cooperation. Academic exchange and cooperative research can be developed not only in the same universities teacher, but also be in different regional

universities. They should support and cooperate mutually. Thus they can promote their professional development.

Establishing a reasonable evaluation system of self professional development.

Young teachers tend to be unable to evaluate their own professional development because of their thinking habits. Therefore, local colleges and universities and the relevant education departments should help young teachers to evaluate their development condition. Young teachers' professional development evaluation system should be based on subject category and discipline characteristic. The young teachers analyze their advantages and disadvantages to establish their own professional development planning according to the evaluation system. Local colleges and universities and the relevant education departments should build effective technical title evaluation standard according to the young teachers' characteristics and young teachers professional literacy standards. Local universities and related education departments should implement developmental evaluation for young teachers, pay attention to the process of evaluation. Local universities should guide young teachers to conduct independent evaluation in accordance with the professional development standards. So the young teachers can monitor effectively their professional development. Young teachers' developmental evaluation can promote young teachers' professional development, respect the youth teacher subjective position and personality, and pay more attention to cultivate the teachers' subject consciousness and innovation spirit, prompt each individual to realize its maximum value. It also can effectively promote the development of local colleges and universities when the young teachers realized their own value. Developmental evaluation can reduce the hostility and competition among young teachers. Developmental evaluation can also make teachers more realistic to express themselves and to treat their colleagues more sincerely.

Strengthen mutual communication and cooperation with other teachers

Local universities should put young teachers' cultural construction in the first place, reflecting the autonomy of young teachers. Local universities should eliminate adverse influence factors to young teachers, establish a good culture atmosphere for communication between young teachers and elderly teachers. Elderly teachers lead the young teachers to attend lectures, evaluate class, modify the lesson plan, create study atmosphere for young teachers. Teachers inspire each other, complement each other, realizing the exchange and collision of thinking and wisdom, so that the cooperation between the two sides develop the quality. Local colleges and universities can establish group preparing for lessons, carry out mutual assessment activities, organized teacher Sharon forum and build network teaching platform. strengthen teachers' cooperative interaction, achieve the professional consultations, mutual learning, cooperation and exchanges and mutual benefit in the teaching activities. Young teacher grow together at common experience and share experience. Teachers cooperation can be beyond the subject.

Teachers not only teach their own discipline, but also take the initiative to care and cooperate with other teachers in teaching, so as to achieve the mutual integration and promotion of the various disciplines. The young teachers' ability of mutual aid, the communication and the cooperation can be enhanced through the teaching team, the topic combination, the growth community and so on. Thus it is conducive to maintain the harmonious relationship between young teachers. It is also conducive to improve the teaching effectiveness of young teachers, conducive to the success of the individual career of young teachers.

Perfect teacher training system

At present, the form of teacher training system in Colleges and universities is monotonous, the content is monotonous, the effect is poor. It should be improved and perfected. Modern training theory believes that the training needs to be investigated before training, so that the training is targeted.

Foreign universities attach great importance to the post job training of Teachers,such as the United States special teacher training content of training institutions mainly covers these aspects: first, teaching literacy; second,improving the level of discipline and profession ; third, the individual development of teachers. The training system of university teachers should pay attention to the diversity, the pertinence, the interaction and the operation. The forms of training are courses, seminars, lectures, etc., The training system also pay attention to the interaction between trainers and trainees.Training effectiveness is related to the performance of teachers . We must learn from the advanced experience of foreign countries,Improve the effectiveness of training.Seminar is a form of school-based training.The contents of the subject lecture should be based on the theory of the school experimental subjects or the urgent needs of the teachers.It is beneficial to young teachers to understand the educational information, update teaching ideas, improve teaching quality.Under the guidance of the relevant national policies,It may be necessary to integrate various resources to build a top-down, all-round three-dimensional local university youth teacher training system. In order to make the training more effective, we should make the pre job training is more practical and targeted, increase educational art lecture activities,strengthen supervision and guidance work.Young teachers should get in touch with guidance teacher before the training,communicate their learning intention with guidance teachers.Thus young teachers have a basic understanding of the school and the professional basic situation.So they can have a purpose to study.

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