

The professional development problems for young teacher in local universities

Changping Wang^{1, a}, Chunbo Wei^{2, b}, Jianbo Wang^{1, c}, Pengxia Zhang^{*1, d}

¹ College of Life Science, Jiamusi university, Hei Longjiang, Jiamusi, China, 154007

² College of Animal Science and Technology, Hei Longjiang Bayi Agricultural University, Hei Longjiang, daqing, China, 163319

^awcp100200@163.com, ^bweicb298@163.com, ^cwangjianbo-2000@163.com, ^dpengxiaz@163.com

*Corresponding author

Key words: professional development Problems; local universities; young teacher

Abstract: The author found that local universities existing the professional development Problems for young teacher as follows:(1)Young teachers career planning and positioning are not clear;(2) Young teachers are lack of professional independent development consciousness;(3)Young teachers'scientific research ability needs to be improved;(4)The shortage of young teachers evaluation system and standard;(5)Young teachers are lack of communication and cooperation;(6)There is a gap between the the job training and the actual demand.

Introduction

The professional development of young teachers is refers to the development process that from the professional thought to professional knowledge, professional ability, professional psychological quality, whereby a professional novice development become expert or education teachers. Local colleges and universities are at remote, it is more important to improve the professional development of young teachers in local colleges and universities. It is first that perfect individual personality of young teachers. Only when the teachers individual personality are the perfect, the young teachers could become the strong force in the in local colleges and universities. The local colleges and universities have a better development. Only young teachers realize the self value, they can promote teachers self initiative and work hard ,constantly update their educational ideas and professional knowledge. So the overall quality of local colleges and universities can be improved. The students' all-round development can be promoted. The author proposes some ideas about the professional development problems for young teacher in local universities.

Through the investigation and analysis of young teachers' professional development in Jiamusi University, we found that there exist some problems about career planning development, professional development, reflective teaching, evaluation criteria, the awareness of democratic management, exchanges and cooperation.

Career planning and positioning are not clear

Teachers' career planning is the teacher professional development ideas and planning. It includes the choice of teachers' professional, conceiving the idea of teacher career objectives and accomplishments, the design of work units and positions, the consideration on the growth stage and environmental conditions.

Because the transformation time for the young teachers in local colleges and universities from the student to teacher role is only just one or two years, the young teachers have not experience the system career planning education. They do not understand teacher's status, role, occupation characteristics, professional ethics and teaching rules. Some teachers have the passion to challenging work after on job, but if they once encountered the bottleneck of the professional development, they would feel ability panic and helpless. Another part of the teachers have the lack of professional planning guide, they adapt to the gradually stable and comfortable working environment , it is difficult for them to get out of soul

comfort zone, they have gradually conflicted emotions, they are not willing to improve themselves through hard work. They have not teachers' professional development planning, they will not be willing to reflect, do not want to improve, and then lost the will and motivation to develop. Young teachers badly lacking exactly is teaching experience, often feel weak teaching, the future development is not clear. We also found young teachers showed a high proportion in the survey. The young teacher have no clear career planning who showed a high proportion.

Lacking of professional independent development consciousness

Local universities was based on the merger of most local colleges, therefore, there are larger gap between local universities and "985 Project" colleges and universities, "211 Project" universities on professional settings, teachers and social recognition. Thus it makes the young teachers of local universities at a disadvantage in comparison with the colleges and universities of "985 Project" and "211 Project".

In addition, local colleges and universities have no career education to the young teachers, which makes the young teachers have the phenomenon of burnout. Young teachers professional development has great randomness at the beginning of professional development. Professional development consciousness is not strong which leads to weak the ability of professional development. The young teachers can not effectively carry out the teaching reflection and objectively examine the self in the education teachings. In addition, young teachers are often lack of subjective initiative, they do not pay attention to the professional development of their own.

Because young teachers in local colleges are lack of teaching experience, they did not have a clear understanding on teacher professional development. Autonomous consciousness is the beginning of the independent development, if there is no independent consciousness, young teachers will not be independent development.

Scientific research ability needs to be improved

Local universities was based on the merger of most local colleges, therefore, there are larger gap between local universities and "985 Project" of colleges and universities, "211 Project" universities on professional settings, teachers and social recognition. In addition, the young teachers of local colleges and universities are mostly maintained at undergraduate and postgraduate level, the proportion of doctoral students is relatively small, which also has a close relationship with the teacher's own knowledge accumulation.

Because of the young teachers' personal lazy, they do not often look at the most cutting-edge professional papers, understand slowly the new information, which impact young teachers update teaching methods, scientific research and other aspects of the knowledge. Young teacher's teaching task is too heavy and trivial, so they have no time and energy to carry out professional scientific research. Young teachers are lack of research ability. The enthusiasm of young teachers participating in educational research is not high. Because local universities funds are shortage, so only parts of young teachers have the opportunity to participate in the peer professional education conferences, understand slowly the updated information on professional knowledge, which also make the young teachers in local universities believe that they are lack of their academic research and innovation.

The shortage of young teachers evaluation system and standard

Most of the local universities followed the relatively common teacher evaluation system at current actual situation, did not form the teacher professional evaluation system of local colleges and universities. The teacher professional evaluation issues are not highlighted, assessment is single. The evaluation object is not clear; The evaluation content is not reasonable. The teacher professional evaluation system is lack of strict standards and assessment mechanism. It's training quality is difficult to guarantee.

Also training quality tracking examination and teacher training and other aspects of the feedback did not reflect on the evaluation mechanism of training and assessment. The teacher professional evaluation system is lack of scientific evaluation of the whole training, so the teacher professional evaluation system is only pay attention to regulate training form.

Lack of communication and cooperation

The professional level of young teachers in local colleges and universities is different, the level of education is limited. So the young teacher did not exchange and learn and cooperate among young teachers. The young teachers in local universities study teaching materials and prepare lessons in teaching by themselves. They are not willing to listen to experienced teachers lectures or class, do not wish to participate the open class in the schools and colleges. They are not willing to observe other teachers teaching work. They are also lack of collective teaching and research activities. Even though some local colleges and universities set the time of teaching and research activities, most teaching and research activities are formal and superficial.

The mostly young teachers completed the humanities and social science research projects by themselves. The smaller science and engineering research projects are also completed by themselves. If the science and engineering research projects is larger and more complex, the youth teachers are not willing to cooperation and discuss with colleagues, basically looked for graduate students to do the experiment. Scientific research cooperation between local universities and research institutes is actually more loose. Therefore, it is difficult for young teachers to form a reasonable academic team or a strong scientific research team. It is also difficult for young teachers to produce significant and innovative research results. The international communication and cooperation opportunity among the young teachers and institutions is very rare. In the domestic and international academic conferences and academic exchanges, young teachers in local universities are mostly lack of the research conducted in-depth communication, research, discussion and contention and collision on the relative scientific research problems. They are also lack of attention on academic exchanges and academic conference.

There is a gap between the the job training and the actual demand

Although most local university young teachers approve that the good effect of in-service training in our country. Young teachers still expect that the in-service training for young teachers have stronger effectiveness and pertinence. Young teachers also expect that the content of the training can be applied to their own teaching practice as soon as possible. Young teachers hope to solve practical problems in the classroom through learning the content of the training. Young teachers' pre-service education is mainly assumed by the normal colleges and universities, and vocational training is mainly assumed by the Institute of education and teacher training schools. So the teacher's pre service training and on-the-job education are lack of internal coherence and gradations. In addition, there are education administrative interference and restriction on management mechanism and educational administrative institutions. These factors affected the effect of teacher training and young teachers' professional development.

Acknowledgements

The job is sponsored by the educational and teaching reform project of Heilongjiang Province Education Department (GJZ201301035), by the Heilongjiang province degree and graduate education teaching reform research guidance project (JGXM_HLJ_2012116) and the 12th five-year plan of Hei Longjiang Provincial Education Science (GBC1212056).

References

- [1]Z.X.Cheng:Design and development of teachers'career planning and development.Nanjing: Nanjing Normal University press, (2006).
- [2]C.W.Xiong, et al:New vision of education research. Shenyang: Liaohai press,(2003).
- [3]W.Xu, Q.F.Hu,T.Shen,Q.L.Meng:Innovation of school based training: Young Teachers' perspective. Beijing: Education Science Press, (2009).
- [4]S.Z.Zou:Education and scientific research and professional development of teachers.Beijing: liberal press,(2008).
- [5]W.Z.TanResearch on educational development, Vol.8(2008).
- [6]X.L.Wang.Educational development Research , Vol.18(2011).
- [7] M.Zhou. Qinghai Social Sciences, Vol.5(2004).
- [8] Y.Zhou.Journal of Shangqiu Normal University, Vol.4(2008).

Author Introduction

The first author: Changping Wang , 1978, male, associate professor.major study field: livestock production management and animal welfare , e-mail:wcp100200@163.com.

Corresponding author: Pengxiang Zhang, e-mail:pengxiaz@163.com.