

Dilemma Analysis and Countermeasure Study for the Role Adaptation of College Teachers in the Initial Stage of Entry

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Abstract: The young teachers are the main impelling forces to impel the development of teaching, scientific research, cultural continuity and development, talent training and community service. It becomes an urgent problem to be solved that how to make the new teachers' role conversion better and keep up with the pace of the higher education to cultivate talents. First, the dilemmas of the fresh teachers' role conversion are analyzed. Second, some countermeasures for conquering dilemmas are presented, which has great practical significance for the fresh teachers in the initial stage of entry to the college. At last, it is emphasized that the concerning education authorities, affiliations and the fresh teachers should make joint efforts to give assistance for the fresh teachers to solve the teaching dilemma.

Introduction

It is predicted that enrollment rate of China's higher education will reached above 50% in 2019, marking higher education popularized in China [1]. With the advance of higher-education, the colleges are in constant need of new teachers, and the young teachers fresh from college are an important part of the increasing teaching force. The new teachers graduated from a university as a student and then join in college as a lecturer, which means that there is a conversion process of role. It is well known that well begun is half done. Thus, switching from graduate student to a teacher successfully has a great impact on the future career development for the fresh teachers. The young teachers are the main impelling forces to impel the development of teaching, scientific research, cultural continuity and development, talent training and community service [2]. However, vast majority of fresh teachers will encounter many difficulties and dilemmas during the initial entry to the college. Hence, it becomes an urgent issue that how to help the new teachers adapt the teaching role quickly and keep up with the pace of the higher education to cultivate talents.

The dilemmas faced by the fresh teachers of college

Large proportion of fresh teachers faces various dilemmas and difficulties during the initial stage, which impedes them from switching roles successfully and has great influence on career development. The various difficulties faced by fresh teachers during their initial stage can be mainly divided into the following categories.

The first is the dilemmas about teaching. It is important how to select teaching method and design the teaching process according to their foundation of knowledge and the psychological characteristics, so that the initiative and interest of the students can be aroused successfully [3]. That is to say, teaching activity should be carried out in accordance with the individual differences of students, which is the most difficult teaching problem during the initial stage. The new teachers have acquired relevant theoretical knowledge during their college period. However, they find that their knowledge is still far from enough in actual teaching, or don't know how to using the theories

[4]. The actual teaching is more complex than what they imagine. The majority of fresh teachers feel overwhelmed and confused when they face the complicated and changing educational situation and the completely new surroundings. They will experience some actual difficult during their teaching. They are unfamiliar with the textbook and miss the key and difficult points. Their teaching method is so inflexible that cannot arouse student's study enthusiasm fully. They have poor teaching management ability and cannot keep discipline in classroom. They cannot communicate effectively with students. They don't understand the learning demand of students. The language of instruction is non-effective and even contains some slips of tongue. The writing on the blackboard is lack of standardization. In short, the fresh teachers need to meet the problems about how to understand the teaching materials and students well, prepare lessons sufficiently, handle the students suitably in class, transform the book knowledge to students effectively [5,6].

The second is the contradiction between the teaching work and research work. Scientific research is one of the primitive tasks and functions of universities. In addition to fulfill the prescribed teaching task, the fresh teachers also need to undertake a certain research task. Applying for national science project and publications are the important way for professional title promotion. Table 1 shows the percentage of universities in six cities of China (i.e. Beijing, Shanghai, Guangzhou, Nanjing, Wuhan and Xi'an) which take the National Natural Science Foundation of China (NSFC) project as one of the essential conditions for professional title promotion. However, undertaking teaching task, preparing lessons, teaching work and marking assignments take most of their time and energy for the fresh lecturers, so they are already overwhelmed to do research and publish paper. Therefore, most new teachers face tremendous pressure.

Table 1 The percentage of universities in six cities which take NSFC project as one of the essential conditions for professional title promotion.

Cities	Beijing	Shanghai	Guangzhou	Nanjing	Wuhan	Xi'an
Percentage	82%	76%	73%	70%	60%	52%

The third is the difficulties for adapting the new work environment. Most new teachers are the graduate students in college before they take the teaching job, which is called "living in the ivory tower". So it is hard to handle their own relationship with their leaders, workmates and students for their lacking of social experience. If these relationships cannot be managed well, they will be located in a disharmonious environment, which will put stress emotionally on the fresh lecures and could not be conducive to teaching and learning activities.

The countermeasures for fresh teachers to overcome dilemmas during the initial entry

To overcome a series of problems and contradictions above-mentioned in teaching and scientific research, the fresh teachers should rely on their own efforts as well as the external help and support [7].

Firstly, a pre-job training should be carried out for fresh teachers. The pre-job training is the basic training of teaching skill for the one who is about to engaged in education teaching work in the higher education institutions. The training goal is making trainees understand the professional characteristics, requirements, the rights of university lecturers, as well as obligations and guidance that they should be abided by, the basic theory of China's socialistic higher education, set up the correct education idea and acquire the basic scientific knowledge of higher education [8]. Through the pre-job training, the fresh teachers have a better understand for the teaching rules, the nature and feature of university education. Furthermore, the pre-job training contributes to understand the teaching methods, comprehend the sacred and morality of education career, adapt to the teaching requirements of the college.

Secondly, the fresh teacher is guided by the outstanding senior teacher, namely, tutorial system. In this way, the fresh teacher can get a faster progress and greater professional development. In order to provide comprehensive range assistance for fresh teachers in the teaching contents, teaching

methods and teaching ability, the subject of mentee teachers can be set same or similar with that of adviser. The fresh teachers should attend, observe and learn the teaching skill actively from the adviser's course. Moreover, the fresh teachers can give the easier or regular course on behalf of the adviser. Additionally, the adviser will give guidance during the early teaching stage of fresh teachers. After years of cultivation and examination, the fresh teacher will be able to do the relevant teaching work. Thus, the fresh teachers can quickly grasp the effective teaching methods by above steps, and finally perform the teaching task well.

Thirdly, the college should establish the thorough evaluation mechanism for the fresh young teachers. Teaching and research results will be converted into a certain amount of work in scoring form, which will push fresh teachers on playing their own strengths. The fresh teachers with excellent teaching ability can receive rewards, as well as the one who have excellent ability in scientific research work will get affirmation. In this way, fresh teachers can get a sense of work identity. Moreover, more teaching or research fund for the fresh teachers should be founded by the college or university. In addition, increasing the scientific rewards may solve the practical difficulties of the fresh young teachers.

Finally, from a personal perspective, the fresh teachers should make great efforts to learn the knowledge. Self-study is an important way to improve the professional skill for the young teachers [9]. The fresh teacher can obtain more and more breakthrough, progress and innovation once they try their best. As for a fresh teacher, he or she should modestly learn the skills from the experienced senior teachers and outstanding peer teachers, determine the academic orientation according to the predecessors' foundation, situation development and social demand. There is a famous saying in biology that "Natural selection and survival of the fittest", it means that the adaptive ability of species to the environment determine the survival advantage. Thus, a good adaptive ability means a person's success [10]. For the fresh teachers, the adaptation to the new environment includes the work atmosphere, interpersonal relationship, values, norms and other relevant aspects. Furthermore, the fresh teachers should correctly handle the relationship between teaching and scientific research, present and long-term development, individual effort and team work.

Conclusions

This article mainly analyzes the dilemmas and difficulties which the fresh teachers encounter at the initial entry period, and present the countermeasures to help the fresh teachers to overcome these difficulties from three aspects. However, the concerning education authorities, affiliations and the fresh teachers should make joint efforts to give assistance to solve the teaching dilemmas. The related education departments should fully consider the potential difficulties of fresh teachers at the beginning of the entry and make relevant education and training to solve these potential problems in advance. Only when the pre-job and post-career training departments form a close contact, mutual communication and effective education system, the fresh teachers can solve the confusion during the early entry period and really adapt to the teacher's role.

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