

Study on the Construction of Teaching Ability Development System of Young Teachers in Public Security University

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Keywords: Public Security University; Young teacher; Teaching ability; Development system

Abstract. Public Security University is the cradle to cultivate ready police officer and defenders for the republic. Both the teaching quality of the university and student quality depend on the wide teachers of the public security university. At present, young teachers have occupied half of the public security universities, and the promotion of the teaching ability of young teachers is always an important task of teaching management of public security university. The promotion of teaching ability of teachers has important influence to the university teaching. So this paper starts from problems existed in teaching ability of young teachers in public security university, analyzes reasons, and further proposes the way to build development system of young teachers in public security university.

The Current Situation and Problems of Teaching Ability of Young Teachers in Public Security University

Job Burnout. In recent years, a large amount of young teachers enter university due to the rapid expansion of public security universities and replacement of teachers. These new young teachers usually have higher educational background, solid professional basic knowledge and strong scientific and technological capacity. However, most young teachers, especially teachers of professional courses were graduated from comprehensive universities or science and engineering universities, and they start their teaching career without theoretical foundation of educational science. Young teachers lack understanding to educational rules, teaching methods and students' psychological features because they have no strict education, teaching training and training in the stage of teaching assistant. They are unfamiliar with teaching link, and their teaching experience and capacity are lack. The huge difference between the educational site and the fixed concept of the new teacher causes young teachers to suffer the impact of transition when they take office at the very beginning, and they are easy to get boring and sluggish to teaching practice, that is "job burnout".

Moral and Theoretical Attainments are Not High. Generally speaking, most students affirm the teaching enthusiasm and attitude of young teachers, however some young teachers are lack of enthusiasm, and their teaching attitudes are bad, and they are not willing to undertake courses with difficulties; some teachers are not careful in teaching, and can't prepare for their classes sufficiently; some teachers update their professional knowledge slowly. In addition, the knowledge of some teachers in educational science and technology is weak, and their cultural knowledge needs to be further expanded, and their humanistic quality needs to be further deepened. Education and cultivation are integration, and they can't leave each other.

Teaching Contents and Teaching Skills Need to be Enhanced. In teaching content, most young teachers can prepare for teaching contents carefully, however some teachers are not clear about teaching aims, and can't grasp and illustrate importance and difficulties sufficiently. Some teachers can't connect theory with practice properly, which influences teaching quality. In teaching skills, some teachers fail to analyze knowledge systematically before teaching, and the effect of cultivating students' ability of analyzing and concluding is bad; In questioning skill, there are also problems for instance being stick to format in the designing of problems; In demonstrating skill, most teachers over emphasize on multi-media, and they are disadvantaged in designing and writing

on board.

Reason Analysis for Problems Existing in the Development of Teaching Ability of Young Teachers in Public Security Universities.

The Understanding to the Teaching Development of Teachers Are Insufficient. It is mainly performed that universities and young teachers can't understand the teaching development sufficiently. The construction of universities to teaching teams still stays in the layer of the traditional "being trained", and the awareness of promoting teachers to "develop actively" is weak; Young teachers themselves don't realize the necessities and importance of teaching development, which causes that the teaching concept of young teachers is behind, and the wish of developing actively is not strong.

Security Mechanism of Teaching Development of Teachers Is Imperfect. It includes many aspects. First of all, management mechanism is imperfect. Reasonable management mechanism is the security for the teaching development in universities, however most public security universities haven't form uniform teaching working coordination mechanism and system. Works such as cultivation, certificate, assessment and evaluation of teachers and teaching management staffs are responsible by many departments, their responsibilities cross mutually, which scatters the resources and forces of the cultivation of teaching abilities objectively. Secondly, evaluating mechanism is imperfect. Currently, the teaching evaluating method focusing on students evaluation and teaching supervision evaluation can't reflect the teaching level of teachers scientifically. Scholars research and find that the phenomenon of emphasizing science and research and neglecting teaching in appraisal of professional title is more and more serious in many universities. They propose "hard index", including thesis volume and subject volume. They line up regardless of subjects, which causes that young teachers have to be busy on writing papers and striving for subject, so they scatter teaching energy. Thirdly, incentive mechanism is imperfect. Most public security universities fail to build related incentive mechanism of enhancing teaching ability of teachers actually, and they don't hang the teaching quality and effect of young teachers together with the promotion of professional technical post, post promotion and economic treatment directly.

It Lacks of Special Training Institutes and Projects that can Promote the Teaching Development of Young Teachers. On one hand, the cultivating projects of teaching development of teachers in China are few, and training institutions fail to play the role of promote teaching development of teachers actually. The pre-job training to young teachers can just play the role of "eliminating illiteracy" to teachers due to the short term, scattered training contents and lacking of systematic. Pre-training of teachers in some universities even becomes meaningless "going through the motions". While post-service education of teachers pays more attention to promotion of educational background and the professional research of subject, which causes that the teaching development of young teachers has no dependence. In the current teaching development training of teachers, there are problems that training are few, training fails to play expectation function, and different parties fail to pay attention to teaching training of teachers. On the other hand, besides teachers' training projects, it should also have some projects that are helpful to the teaching development of teachers such as interschool exchange, international communication, academic discussion, etc., which are seldom mentioned in the researches of scholars. So it instructs that universities in China still needs to be intensified in this aspect so as to enrich the forms of the teaching development of young teachers.

Construction of the Development System of Teaching Ability of Young Teachers in Public Security University

Construct Multi-Layer Training System. Pay attention to build comprehensive and multi-layer training system of teachers, including pre-service training and on-job training. First of all, it is vital to new young teachers to take pre-service training. The importance of pre-service training is grasping the basic content of teaching, including educational foundation knowledge and teaching

basic skills. Universities can invite famous teachers and retired experts in the universities to make special lectures in many aspects such as educational concept, teaching methods, teaching arts, etc. through school-based training; In addition, the colleges and departments can organize training to strengthen the basic teaching skills, and give new young teachers whole guidance; Intensify independent study of young teachers, start from lecture-attending mechanism. Regulate young teachers to complete listen to courses of old teachers, learn and accumulate experience so as to enhance their teaching ability. The second one is on-service training system. Build “pyramid” backbone cultivation team gradually through systematic cultivation by layers so as to guarantee the sustainable development of different occupations in public security universities. Make pointed references to implement “supporting plan of top-notch personnel” and “selection of young teaching expert”; Strengthen practical training work of young teachers to the frontier of public security; Implement “overseas communication of young teachers, and further educational plan”; Encourage teacher to go to foreign colleges and institutions to be visiting scholar, participate in international academic conference or lectures, expand teachers’ international horizon and their international concept; Implement training project of teachers’ teaching skill, and help new teachers and new-transition teachers to stand still as soon as possible, and enhance teaching level; Expand the training coverage surface of teachers through developing network training of teachers. Improve the capacities of young teachers of creating, researching, and mastering subject contents to improve teaching methods, and grasp teaching objectives.

Build Evaluating Mechanism of Teaching Ability of College Teachers. It must have effective evaluation index and evaluation system to improve teaching capacity effectively. Improve the efficiency of cultivating teaching ability; intensify evaluation function of teaching ability in the process of teaching training and teaching implementation, build evaluation system with effective evaluation mechanism and operation. It adopts the method of multiple evaluation, and focuses on students as well as multiple evaluation of supervisor, peer and the teacher. The system of evaluation index designs different indexes as to different types. Teaching indexes mainly perform in four aspects including teaching attitude, teaching content, teaching methods, and teaching effect. Construct three-level evaluating index system, and set up index weight. The bigger the weighted value is, the bigger the effect this value to the evaluation result of teaching quality, which instructs the differences of evaluating index. Feedback the result of evaluation to teachers and students timely. Teachers have right to know and petition to the evaluating result. They can learn about their own ranking of teaching evaluation, which is helpful to promote teachers to analyze reasons to produce bad result, and realize their own differences so as to further improve teaching work, and enhance teaching capacity. Students have right to know evaluating result, and improve evaluating capacity, at the same time, arouse enthusiasm and motivation of participating in evaluation of teaching. In this case it can let teachers treat evaluation of teaching ability carefully, and improve their own teaching ability.

Build Reflection Mechanism of Young Teachers’ Teaching. It is an effective method to supervise teachers to reflect teaching as to improve teaching ability of young teachers. Public security universities can add projects of letting young teachers reflect when evaluating teachers, write down reflecting content to show results they get and disclose disadvantages, and perform their own wishes. Young teachers need to improve their abilities of teaching analysis, prediction, adjustment, facing emergency, conclusion and evaluating through pre-reflection, teaching reflection and post-teaching reflection. Young teachers need to reflect to teaching skills, teaching method, teaching design, teaching strategies, teaching content, teaching theory, etc, make systematic recalling, comb and analysis, abstract experience, and construct scientific, intelligent and effective classroom teaching. It can not only be the basis of evaluating teachers, but also learn about teachers’ requirement to take this activity as compulsory and fixed system. The affirmation of this system has great supervision for young teachers to develop their teaching ability. For young teachers who just enter university, they are in exploratory stage, and they can conduct self-supervision and adjustment to their own teaching practice and behavior through teaching reflection, and they can improve their teaching ability through solving existing problems. Young teachers should not only have reflecting

awareness, reflection should not stay in the surface either. They need to make deep reflection to many aspects such as educational concept, objectives and students' learning condition. Young teachers need to reflect constantly, but not be satisfied with a smattering of knowledge. In addition, young teachers need to pay attention to students' evaluating opinions, students' homework or feedback of test paper, suggestions of colleagues and experts,

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Introduction of the Writer

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