

Research and Practice on the Improvement of Teaching Ability of New Teachers Led by the Teaching Team in Traditional Chinese Medicine Colleges

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Abstract—Based on the purpose of promoting the development of college teachers' teaching, this paper analyzes the status quo of teaching team construction and new teachers' teaching ability in Traditional Chinese medicine colleges from the perspectives of national policy, college construction and teacher demand, and discusses Traditional Chinese medicine colleges how to improve the teaching ability of new teachers leading by teaching teams.

Keywords—Traditional Chinese medicine colleges; teaching team; new teachers; teaching ability enhancement;

A hundred-year plan, education-oriented; education plan, teacher-oriented, youth is the most active and energetic period of innovative thinking. It is the "golden period" for talent growth. Colleges and universities must follow this law to provide opportunities, guidance and help for the growth of new teachers. Training high-level talents, producing high-level results, and providing high-level services are inseparable from high-level teachers, and the high level of teachers benefits from the development of teachers. Over the years, "faculty development" has become a hot topic in higher education research. Looking at the research on the development of college teachers, the definitions from almost all content perspectives include the development of teaching, and the first thing mentioned is often the development of university teachers. As Mr. Pan Maoyuan put it, in the narrow sense, the development of university teachers emphasize more the development and improvement of educators, that is, to emphasize the improvement of teachers' teaching ability. The improvement of the teaching ability of new teachers in colleges and universities requires strong policy support from the state, government and schools. It requires the support of organized projects at all levels, the planning and training of specialized institutions in universities, and the active planning and implementation of teachers.

I. BACKGROUND

The quality and level of teachers are important factors that restrict the quality of higher education. At present, China is in a new stage of moving from a big country of higher education to a higher education power. "2017 National Education Development Statistics Bulletin" shows that gross enrollment

rate for higher education has reached 45.7%^[1]. In higher institutions, teachers are the implementers of teaching activities and also the executives of education plan. To a large extent, teaching ability affects the quality of teaching. As for the improvement of teachers' teaching ability, it can be said that the nation has requirements, colleges and universities have needs, and teachers have demands.

A. National policy driven

As early as the "Eleventh Five-Year" period, on account of the ineffectiveness of teaching and research departments and other grass-roots teaching organizations, the state put forward the construction of teaching team initiative, serving as an important part in "Undergraduate Teaching Quality and Teaching Reform Project". It aims to improve the teaching level, reform teaching contents and methods and develop teaching resources through the mechanism of teamwork. Meanwhile, it also hopes to facilitate teaching seminars and experience exchange, promote passing on, helping and instructing as well as integrating the old, middle-aged and young in one team, so as to improve the teaching level.

After entering the "Twelfth Five-Year Plan", to train high-quality teachers is considered as the primary safeguard measure to improve the quality of higher education in "Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020)"^[2]. There was a clear requirement in "A number of opinions on the comprehensive improvement of the quality of higher education" released in 2012, issued by the Ministry of Education: the general establishment of centers for teaching and faculty development, together with a planned training and consultation for teachers are advised to improve the professional level and teaching ability of young and middle-aged teachers^[3].

This year, the Nation issued the "Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening the Reform of the Teacher Team in the New Era", which is the first landmark policy document issued by the Party Central Committee for the construction of the teaching staff since the founding of the People's Republic of China. It is required to comprehensively carry out the training of teachers' teaching ability in colleges and universities, focusing on new

Project supported by 2017 Research on Teaching Reform in Colleges and Universities in Jiangxi Province (JXJG-17-12-11)

teachers and young teachers, and cultivating talents for higher education institutions^[4].

B. University construction platform

In the report of "National Education Development in 2017" issued by the Ministry of Education, There were 1.633 million full-time teachers in ordinary universities across the country, an increase of 31, 300 over the previous year, an increase of 1.95%. The proportion of professional and technical teachers at intermediate level and below was 57.2%. The Nation Administration of Traditional Chinese Medicine released the "2017 National Traditional Chinese Medicine Statistics Extract", showing that 29, 339 full-time teachers of higher vocational colleges in 2017, including 23, 791 young and middle-aged teachers under 50, accounting for 81.1%, intermediate and below professional and technical teachers The ratio is 64.13%.

Improving teachers' teaching ability has become an important proposition in the construction of teachers in the new era. The Ministry of Education began to support 30 national level faculty teaching development demonstration centers in the universities authorized by the central ministries and commissions in 2012. Until now, higher institutions of Chinese medicine have established teacher development centers. Whether it is an independent existence or an attachment, regardless of its institution name, organization level, staffing, etc., its main function is to provide teaching training and research, as well as offering teaching resources and advisory services. It also organizes academic salons, teaching competitions, demonstration teaching etc. and gives teaching evaluation and feedback.

II. CURRENT SITUATION

Based on the status quo of teachers' development in Chinese medicine colleges and universities, the teaching team construction and the improvement of teaching ability of new teachers are reviewed. The teaching team supported by the quality engineering project has not yet reached the ideal of improving teachers' teaching ability.

A. Teaching team construction benefits are not enough

In 2007, the state approved the construction of 100 nation-level teaching teams, while the number is up to 300 in 2008. Li Hongwei, an associate researcher at the China Institute of Labor Relations, focuses on analyzing the leaders and scale of the 400 teaching teams, believes that there is a problem that the leaders are older and the administrative tendencies clearly lead to the ineffective construction of the team. Besides, the team size is not conducive to the division of labor and mutual cooperation. To a certain extent, this study pointed out the status quo of teaching team construction^[5]. Promoted by the proposal of national teaching team construction project, my university have carried out the construction of teaching teams at the national, provincial and university's levels. However, teaching teams at all levels are composed of the same subject group of teachers. The teaching team construction process lacks scientific planning. There is a lack of holistic considerations for the many problems in the development of teachers' teaching, and they have not benefited teachers from other disciplines.

B. The teaching ability of new teachers needs to be improved

Most of the new teachers in higher institution of Chinese Medicine have master's or higher degree, but their personal experience also follows the pattern "from university to university, from classroom to classroom, from theory to theory", resulting in the lack of knowledge, experiences in and education and teaching methodology. Therefore, the new teachers in Chinese medicine colleges generally have the problem of "single academic structure, lack of basic education and teaching, and lack of team management in teaching activities"^[6].

The development of teachers in higher institution of Chinese medicine attaches importance to the "passing on, helping and instructing" among the old, middle-aged and young teachers. Especially the teachers of traditional Chinese medicine courses, Training of Chinese medicine personnel have particular characteristics, so the teaching process is also significantly different from other disciplines. It requires not only profound theoretical basis and rich clinical experience of the teachers, but also a master of the course methodology and classroom teaching ability. Concerning clinical experience and teaching ability, most young teachers can't have both.

In addition, there is a saying "red blossoms and green leaves" in the institutions where the set-up of disciplines has distinctive characteristics. Such as in higher institution of Chinese Medicine, Chinese medication and Chinese medicine are the major disciplines, being the "red blossoms", while other disciplines are often regarded as "edge disciplines", being "green leaves". Therefore, in the development strategy, it is inevitable to give priority to the major disciplines. Hence, most often other disciplines are combined with the major disciplines, or even serve the major disciplines. To highlight the characteristics of the medical institutions, it is easy to understand that other disciplines are inclined to be related with Chinese medicine or Chinese medication. At this time, teachers who don't work in Chinese medicine-related disciplines have strong demand of interdisciplinary learning.

III. IDEA

Young college teachers are often compared to "green peppers", which is a label with a ridiculous meaning from the perspective of teacher evaluation and survival. We believe that the university is a forest with many "green seedlings", "small trees" and "big trees". Some young teachers are "green seedlings", some have grown into "small trees", and new teachers are "green seedlings" that need to be carefully cultivated. The teacher development center is "a garden with a gardener" focused on teaching ability enhancement. The teaching teams are pieces of land in the garden with both "seedlings" "small trees" and "big trees". Since the completion of the self-school expansion and the new campus, a large number of young doctors and masters have been recruited. 2009 to 2013 is the peak period for the introduction of teachers in my university. In the past five years, there were 226 new teachers, accounting for 22.6% of the school's faculty and staff. They worked as college teachers, but it is questionable whether they have independent teaching and disciplinary research ability. It is an urgent task faced by my

university to make them qualified or excellent as soon as possible.

We find that there are a variety of teaching teams in the university, including obvious ones as those founded by a project, and also hidden ones such as those naturally gathered together for a common goal. The reason for the teacher to group together varies. Some are guided by excellent culture, some are task-driven, and others may share the same course. Regardless of how they are formed and their purpose, the meaning of their existence is inseparable from "teaching". In this study, the teaching team is defined as the teaching community which is composed of teachers who communicate and cooperate with each other, and which take the teacher development center as the platform to improve the teaching ability. In this community, members can live and develop together. We define the teaching team as the main force of teaching department head, the famous teacher and the teaching model. The multi-disciplinary young teachers are the main body, aiming at solving the teaching reform task and building the teaching culture, and taking the teacher development center as the support platform to improve A teaching community consisting of teaching abilities. In the community of teaching teams, members can live together and develop together.

We believe that new teachers need to be guided, collaborated and accompanied. Joining the teaching team is an effective way to enhance their teaching ability. Led by the teaching team, the enhancement refers to the process of increasing the knowledge, attitude and ability in the professional ethics, education and teaching, scientific research, practical service and internationalization of the new teachers in the teaching team they belong to.

Based on the reality, the high education research team of my university has been focusing on teacher teaching development research since 2013. Starting from policy support, institutional constraints, platform support, and team building, we have launched teaching and research projects, teaching salons, and teaching team construction to explore the improvement of teachers' teaching ability. The concept of "growing seedlings" is gradually formed in the process of research and practice. In the big garden of teacher development center or in the small land of the teaching team, to water "seedling" with "learning, researching, application and culture" is necessary to give "nourishment" for the development of young talents.

IV. APPROACHES

The improvement of the teaching ability of new teachers is an "input-output" process, in which the "input" link is the most important and divided into three levels. The first is the special input. Our school pays attention to the new teachers in the first three years, and lays a foundation for the new teachers to go to the podium through school-based training and new teacher test. The second is team input. Through the construction of the school-level teaching team, it is proposed that each young teacher should enter the team, follow the mentor, let the new teachers find their own team, develop teaching resources, conduct teaching discussions and exchanges, and solve the teaching reform problem. The third

is cultural input. Through the development of internal and external training, seminars, teaching salons, group preparation, grinding courses, competitions, demonstration classes and other activities to create a teaching culture atmosphere, the teaching philosophy, teaching methods, teaching evaluation, teaching research into each In the activity, internalization is the teacher's personal knowledge, and better "output" in each teaching. According to our practice, we have explored a new cultivating mode of "1+1+4", 1 "teacher development center" as the garden, 1 "teaching team" as the soil 4 pathways including "learning, research, application and culture". In this "1+1+4" cultivating mode, the teacher development center is the garden, the platform, the carrier; the teaching team is the soil and the root for the young teachers; "learning, researching, practicing and culture" are the pathways as we follow the principle of building strong basic knowledge.

In the process, we found that the teaching team is the stable attribution of the new teacher. They can meet relatively fixed guides and obtain relatively fixed growth momentum. Just as the quality of the soil determines whether the growth of young crops has the required nutrients. Therefore, the construction of teaching team is an important guarantee for improving the teaching ability of teachers. In the process of practice, we follow the three principles of overall coverage, task orientation, and coordinated advancement, and take all the teachers in the school as the basic points, through the policy to guide the teachers with higher professional titles and above to bring young teachers, junior and intermediate titles teachers and tutors, Taking the teaching reform task and solving the actual teaching problem as the focus, strengthen the connotation construction of the teaching team, and form the teaching team with the top-level design of the school, the leading teachers and the multi-disciplinary teachers.

"Learning, researching, practicing and culture" are the pathways as we follow the principle of building strong basic knowledge. 'Learning' is the root for enhancing the literacy; 'research' is the main task; the application of the ideas is a branch; convergence of emotions is as 'leaves'.

"Learning" refers to the solid foundation of education and learning, and is the basis for the improvement of the teaching ability of the new teachers. The content of the study includes various basic educational teaching theories, methods, techniques, etc., including various teacher trainings organized by external (national, provincial, university, and departmental departments), as well as individual teachers to actively learn to improve teaching ability, such as join various lectures, salons, seminars, etc.

"Research" refers to the study of educational reforms to enhance literacy, and is the "nutrients" for the improvement of teaching ability of new teachers. Research needs to deeply explore teaching research, feedback teaching, including various teaching and research projects organized by external organizations, as well as various teaching reforms conducted by teachers in the teaching process.

"Training" refers to the practice of training in the classroom, which is the "wind and rain" of the new teachers' teaching ability. The new teachers apply ideas and research to the teaching process, including participating in various

teaching competitions organized by external organizations, as well as teachers' individual teaching and teaching concepts and knowledge in each class.

"Culture" refers to the teaching culture that gathers emotions, and is the sunshine, air and rain of young teachers' teaching ability. It is not only external to create an excellent teaching culture atmosphere, but also the individual's pursuit of excellence in teaching. It includes various policy systems for promoting teaching in the country, provinces and universities, as well as non-institutional culture within universities, including the enthusiasm, persistence and love of teachers.

V. CONCLUSIONS

"Learning, research, application, culture" are like the roots, trunks, branches and leaves in a tree. Learning is like the root, research the trunk, application the branches, and culture the leaves. These four methods complement each other, jointly nourish the "seedling" growth and cultivate young teachers to become talent. In this model, the new teacher is the main body of practice. The active integration and active learning of the teacher is especially important. The teacher development center manager and the teacher development researcher are not the protagonists, but the supporters and the service providers. Young crops need to be rooted in the soil to have the basis for growth. Therefore, teaching research is a kind of academic research of teamwork, not individual action research. Communication, collision and cooperation in the team can provide a variety of nutrients needed for the growth of young crops. Teaching and training requires the active participation and participation of many young crops, rather than sheltering from the wind and rain. The process of going through the storm can get the guidance of the leader, the cooperation of

the collaborators and the encouragement of the peers. Unknowingly, there are a lot of shades in Garden where strong teaching culture is formed. To form a lasting and stable culture requires the guidance of educational ideas, the value identification of participants and encouragement. Passionate teachers and students with high ideals, and strong promoters and followers are also necessary. Besides, young teachers should also be emotional attached to the team.

Young seedlings do not grow into a tree overnight. It takes time for the young teachers to enhance their teaching ability. However, it is convinced that if you go alone, you can go faster; however, if you go with a group of people, you can go further.

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