

Superiority of Training System of Young Teachers in Chinese Colleges and Universities

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Abstract: *The training system of young teachers in Chinese colleges and universities is a distinctive model. It is worth studying its system framework, organisational management, and training content. More importantly, by combining the characteristics of the Chinese traditional education model and the modern education model, the knowledge and teaching ability of young teachers could be shaped and improved. This paper aimed to analyse the advantages of China's young teacher training system from the perspective of the training methods and contents of young teachers.*

Keywords: *Teacher training; Moral education; Ideological and political education*

1. Introduction

“In ancient times, a scholar always had a teacher. Teachers convey wisdom, impart knowledge, and dispel doubts.” One thousand years ago, the scholar Han Yu made a profound and enlightening exposition on the role of teachers in his famous paper *ShiShuo*. In the five thousand-year history of Chinese civilisation, teachers are the torchbearers of Chinese civilization.[1] They have played an important role in the inheritance of technology, the evolution of writing, the reflection of philosophy, and the enlightenment of society. A teacher is one who imparts knowledge first. He needs to accurately, comprehensively, and carefully impart the knowledge he has learned to students, as well as impart methods to students. Before that, teachers need to have a solid and comprehensive grasp of knowledge and skills in their fields. That is, as President Xi said, “It takes a good blacksmith to forge good tools.”[2] Therefore, the educational process between educators and educatees should be accompanied by self-learning and teacher improvement. Only by constantly improving educators themselves and improving their knowledge can teachers be qualified educators in the ever-changing 21st century.

“It takes ten years to grow trees, but a hundred years to cultivate people.” Teaching students knowledge and skills so that they can master knowledge and technology is like planting trees. As long as teachers have correct methods and solid professional skills, the progress of the students is within reach. Compared with the development of a country and the evolution of human society and civilization, human education is a significant but more sophisticated project. Because the shaping of people's moral character and moral virtue, spiritual will, in addition to knowledge and skills, also requires people constantly practice and evolution in life, whether educators or educatees. Thus, for a teacher, it is not only necessary to improve his own academic research and teaching level, but also necessary to improve his own moral cultivation.

2. Teacher training system of Chinese colleges and universities

In China, with booming economic development, the Renaissance of higher education institutions is coming. Through taking these opportunities, teachers' educational qualifications and qualities can be improved, which is in line with the national need to develop education.[3] In this circumstance, the training system of young teachers in Chinese colleges and universities should be paid more attention to. In this being, head teachers, class cadres, and young teachers can be recognised as the three main elements of the system. Headteachers are usually very serious and responsible for the courses, and they carefully listen to the evaluation of every class and the training of every teacher and strive to give their pertinent suggestions and analysis in all aspects of young teachers' learning. In China's higher teacher qualification training system, most head teachers are very experienced and professional. At the same time, they are usually responsible for hosting and communicating the daily affairs of training. Whether communicating with class cadres about curriculum arrangement or communicating with other teachers in class, amiable and approachable headteachers can often provide young teachers with great

encouragement and help. Specifically, head teachers can help each young teacher choose their training course according to their academic background. Many young teachers still feel that they have benefited a lot after many years of working in universities. As a class cadre of young teachers, it is limited for them to participate in training affairs. Yet, for online training courses, the class cadre works as an assistant to help the head teacher in the training system. A good class cadre is compassionate and treats other teachers friendly and inclusively, which allows other teachers to take a lot of pressure off their heavy schoolwork. Besides, teachers in the class pay great attention to creating a good interpersonal atmosphere, because many young teachers will predict in advance, if these teachers are future colleagues in colleges and universities, then it is very important to maintain a good relationship and get familiar with each other. In the whole training system, teachers should not only learn how to impart knowledge but also learn how to be a bridge to achieve the balance between interpersonal relations and organizational management.

In the specific training process of teachers, the training mode is very unique and interesting. Due to teachers' different majors, it might be difficult to have such opportunities to have academic exchanges with teachers from different colleges and majors. Although many teachers do not have a good understanding of each other's professional content, the witty and well-cited lectures completely can open a new window for every young teacher. Therefore, they have deeply concluded that no matter what their major is, only vivid language and erudite knowledge can inspire students' interest.

3. Moral education in China's education system

The nature of society determines the importance of moral education, especially the moral development of students can promote the quality of society.[4] Moral education is a very important module in China's education system. When training young teachers, young teachers need to learn from others and share their own experiences, so that they can have a clear understanding of their noble mission beyond academic work, that is, moral education. This paper argues that in the new era of socialist education with Chinese characteristics, a good teacher should own four key elements: patience, perseverance, love, and conscience. Only by treating students conscientiously from these four dimensions can the mission of the people's teacher be better fulfilled. It is an innovation of the training system of young teachers in China with core socialist values while carrying out scientific training methods.

Moral education is quite different from imparting knowledge and skills because the cultivation of morality must be constructivist. It should be constructed through family education, school education, and social education, which influence each other to shape a person's moral cultivation. College moral education is a vital part of shaping students' sound character. This paper claims that moral education in colleges and universities exerts a function of mediation between family education, college education, and social education, and it can make students better adapt to campus life and society. Conducting moral education should not only start from the specific situation of each student (such as personality, growth experience, interests, and hobbies) but also take into account students' environment (learning environment and social environment). In terms of moral education training, educational psychology is included in teacher training courses, and the relevant theoretical knowledge of psychology is an essential tool for young teachers to communicate with students. These contents make young teachers better work with students and enable teachers to take better care of themselves in the course of their daily work. Education is always two-way and interactive. Only when both the educator and the educatee have a good psychological state can moral education achieve a positive effect. Therefore, the learning of psychological knowledge is a very necessary content in the training system of young teachers in Chinese colleges and universities.

Meanwhile, the learning of professional ethics plays an important role in the training system of young teachers in Chinese colleges and universities. In addition to campus culture, teachers act as moral models among students, which has a crucial impact on students.[5] In other words, teachers are always the model for students, and the moral cultivation of teachers can be regarded as a cornerstone of the training system. The course *An Introduction to the Professional Ethics of Teachers in Colleges and Universities* aims at the learning and growth of young teachers, which is not only a lecture on ethics from head teachers and other experienced teachers but also a way for young teachers to share the stories of teachers who have had a significant impact on them during their studies. In this way, young teachers can share their valuable experience and stimulate their sense of professional mission.

In the training system of young teachers in colleges and universities, the factors of moral education

include environment, psychology, professional ethics, educational role, and so on, which influence and relate to each other so that moral education has new characteristics and functions with the change in a specific environment. They jointly construct unique and advantageous moral education in the Chinese education system.

4. Ideological and political education in China's education training system for young teachers

The importance of ideological and political education in China's education system is top-down. From primary schools to middle schools to higher education, ideological and political education is an indispensable part of the socialist education system with Chinese characteristics. It is a kind of "human nature" activity of teacher-student interaction, which is beneficial and people-oriented.[6] Moreover, the ideological and political education in higher education is different from that in primary and secondary schools, and at this stage, the socialisation and practicality of ideological and political education must be emphasised, because higher education aims to cultivate more targeted and direct talents for socialist modernization. Therefore, it must be combined with students' majors, career plans, and personal values. In this process, whether the ideological and political education method of teachers is scientific and effective is very important.

The content of ideological and political education is composed of three parts. The first part is delivered by the head teacher in each lecture. As mentioned above, most head teachers in the training class for young teachers have rich teaching experience, and they will combine their own academic experience and even growth experiences to share with the young teachers. In this process, they will take the initiative to guide and inspire young teachers to express their ideas on patriotism and ideological and political education, and let them discuss and exchange their views on ideological and political education with each other. The discussion on ideological and political education mainly revolves around curriculum design. Then how combining ideological and political education with the curriculum taught by each teacher is very important. These experienced head teachers usually can provide young teachers with valuable advice. The second part is to supplement education through online courses, so that young teachers can learn how to integrate ideological education into the classroom from more excellent teachers. By doing so, young teachers can watch the excellent ideological and political education courses of various universities in China. The teachers of these courses are outstanding scholars from various universities, with unique views on academic, ideological, and political education. The third part is the homework assignment after class, let teachers write papers and after-class thinking articles to summarise the learning results of ideological and political education. In this part of the learning process, the head teacher will select excellent papers from the young teachers for each teacher in the class to read. In addition, headteachers suggest these young teachers publish their papers in the corresponding journal so that more teachers can learn. This way greatly encourages young teachers to carry out ideological and political education learning and thinking initiatives.

The training of ideological and political education has been constructed in a three-dimensional way through the class teacher's lectures, the supplement of online courses, as well as the paper after class. The teachers in each class come from different institutions and have different academic backgrounds and knowledge structures. One of the most striking points in this structure is the complement of online courses, which is a very scientific and personal approach. Allowing young teachers to choose the most suitable modules from online courses for supplementary learning will have a positive impact on every young teacher and make ideological and political education more scientific and efficient in the classroom. Amid the training of ideological and political education, learning and communication have never been one-way, but give full play to the initiative of the young teachers themselves, encourage young teachers in an equal and harmonious atmosphere to communicate with others in a fully interactive manner. In doing so, the young teachers have a better understanding of ideological and political education. Possibly, it will help them do a better job of ideological and political education in their future teaching work.

5. Conclusion

The scientific system, moral education, and professional ethics training are the reasons for the superiority of the training system for young teachers in Chinese colleges and universities. The superiority stems from the progress of society and the development of science and technology, and more importantly, it also comes from the understanding and inheritance of traditional Chinese culture

and education. To be specific, it includes respect for teachers, education, and knowledge. The consensus that education and knowledge can change the fate of individuals and the development of society is rooted in every group of Chinese society, so attaching importance to the training of young teachers in Chinese universities also means the prosperity and development of Chinese universities in the future. Therefore, with the continuous optimisation of the training system of young teachers in Chinese universities, it is predicted that it will also contribute to the development of world education.

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