

Research on the training of non-medical teachers of medical universities in ethnic minority areas-- from the angle of theory about work and psychological maturity

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ABSTRACT. *family, friends, work and self factors is which affecting maturity of work and psychological , medical universities of ethnic minority areas can through way of external intervention and internal adjustment to improve the teachers' maturity of work and psychological, so as to promote the training quality of non-medical teachers of medical universities in ethnic minority areas.*

KEYWORDS: *Work and psychological maturity; Ethnic minority areas; Teachers*

The initial maturity measurement is only applied to the category of children's physical development. However, it has been found through research that the change of people's overall maturity does not increase with the increase of physiological age, but the increase of age may hinder the development of maturity. So-called maturity, it is to point to individual voluntary for its action can assume how much responsibility, including psychology maturity namely and work maturity. A person's work adaptability, tolerance, tolerance are the external performance of work psychological maturity, including cognitive maturity, emotional maturity, personality maturity, consciousness maturity and other aspects.

1. Analysis on the current status of work and work and psychological maturity of non-medical teachers of medical universities in ethnic minority areas.

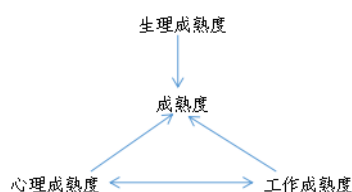
At present, due to the environment, mechanism and other reasons, non-medical teachers in medical universities in ethnic minority areas generally have problems such as weak sense of internal and social identity and unclear career planning. At the same time, non-medical teachers in minority areas are poorly paid and have narrow promotion paths. Most of them do administrative logistics work. In terms of special topics, daily teaching and professional title evaluation, most medical colleges in ethnic minority areas tend to be medical professional teachers. Although non-medical professional teachers are interested in scientific research and teaching,

they are suffering from no platform, no resources and no funds, which will eventually lead to the loss of these teachers. In addition, due to personal factors, work pressure, overload, salary treatment and limited room for appreciation, non-medical professional teachers in medical colleges and universities in ethnic minority areas have perfunctory work attitude, which shows a trend of low emotional exhaustion, high deindividuation and low personal achievement.

Psychological maturity is a process of individual socialization. A person with high psychological maturity can quickly adapt to the changes of the environment and society, and adjust himself according to the changes of the outside world, so as to constantly achieve physical and mental balance. On the contrary, with low psychological maturity, it is difficult to integrate into the society and people. In the face of complex and changeable environment, negative psychology such as escape, anxiety and loss of control will be generated. Erickson, a famous organizational behaviorist, divided people's life into eight stages. In each stage, people have to face different tasks and each task is full of challenges. If we can overcome challenges in one stage, we can successfully enter the next stage.

According to the analysis of psychological maturity theory, teachers with high psychological maturity have the following job characteristics: First, work actively, can take the initiative to take responsibility; Second, strong self-confidence, able to complete the work efficiently; Third, high autonomy, do not need the role of external forces, mainly through their own internal motivation for self-motivation; Fourth, high sociality, good interpersonal relationship, and keep close communication with colleagues around. On the contrary, Other teachers' work and psychology maturity is low .

The work and psychological maturity are also interrelated, the psychological maturity is high, then he has a strong ability to adapt to the work environment, can successfully complete the task, promote the individual psychological maturity to improve. Accordingly, his willingness and enthusiasm to work will be improved. So step by step, work maturity and psychological maturity promote each other, mutual development. A picture is used to describe the maturity dimension of people, namely, physiological maturity, psychological maturity and work maturity, as shown below:



The influencing factors of work psychological maturity mainly include: family factor, friend factor, work factor and self factor. Therefore, we can start from these four factors to improve the current situation of non-medical professional teachers in minority areas, especially the analysis of self factors.

2. The significance of improving the the current status of work of non-medical teachers of medical universities in ethnic minority areas.

(1) It is conducive to improving the working attitude of non-medical professional teachers and reducing the turnover rate. From the perspective of psychological research, this study aims to understand the real psychological needs of teachers and fundamentally solve their own psychological problems. Compared with the input of other external resources, it is more in line with the reality and pertinent to the point, so as to improve the work enthusiasm of non-medical professional teachers and reduce the turnover rate.

(2) It is conducive to more non-medical professional teachers to invest in medical construction. This study closely follows the national policies, aims at solving the problem of training non-medical professional teachers in medical colleges, retains non-medical professional teachers in our school, attracts more teachers to join in, contributes their own value together, and does a good job happily and attentively. In the long run, it is very beneficial to the development of medical colleges.

(3) Conducive to promoting the development of medical undertakings in ethnic minority areas. Due to the influence of political, cultural and geographical factors, the development level of China's ethnic areas is usually behind that of non-ethnic areas. This study is based on such a dilemma to find a fundamental method to attract excellent teachers, which can effectively improve the mentality of teachers and truly retain talents. The participation of non-medical professional teachers will definitely make up for the problems faced by medical colleges and promote the development of medical undertakings in ethnic areas.

3. How to adjust the current status of work of non-medical teachers of medical universities in ethnic minority areas from the angle of theory about work and psychological maturity.

According to the theory of work psychological maturity and relevant survey results, the following indicators can be used to adjust the work psychological maturity.

One is external intervention. First of all, from the school level, as the main leaders, we should fully understand the growth environment of non-medical professional teachers and the relationship between parents. The personal growth environment of teachers is established, but we can create a good environment for them at work and encourage them spiritually and materially. For teachers with low education level, the school should find a good way for them to improve their academic qualifications, and try to let teachers pursue further education after work. For the economic income of teachers, should be based on the individual situation of material rewards, as far as possible to eliminate worries about life. Schools should also choose different leadership styles according to employees' different psychological maturity. Teachers with low psychological maturity should try their

best to choose command-type and persuasive-type leadership and control their behaviors to some extent. Teachers also feel relaxed because they get clear guidance from school leaders. Try to create a good atmosphere of colleagues, and actively guide teachers with low psychological maturity to participate in collective activities. Schools should also keep in touch with their parents and adjust teachers' psychological maturity and sense of belonging from the family atmosphere. To increase the opportunities of non-medical professional teachers in teaching, scientific research and other activities.

The second is internal adjustment. External adjustment is limited, the improvement of internal psychological quality of non-medical professionals can really improve their psychological maturity. Schools can choose excellent psychological counseling experts to develop psychological intervention programs for each teacher, truly understand the psychological needs of each teacher, and meet them according to the needs. But also to improve their ability to work, only work ability to improve, obtain a certain sense of achievement, to increase their confidence, so that the body and mind have been gradually good development.

The development of medical cause requires more medical education talents, and the development of non-medical professional teachers meets the shortage of medical education. This paper, from the angle of theory about work and psychological maturity, analyzing deeply the causes of the current situation, in order to find ways to improve the quality of non-medical teachers in medical colleges in ethnic areas and develop the medical education in ethnic areas.

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