

Research on the Job Training Promoting the Teaching Ability Improvement of Young Teachers in Local Universities

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Abstract: Teachers are the key to enhance the endogenous power and school-running vitality of colleges and universities. Young teachers have gradually become the main force in the teaching team and play an important role in teaching and scientific research. Through this research, we can promote young teachers to improve their teaching ability and meet the needs of teaching reform and development in local colleges and universities in the new era. Based on the analysis of relevant literature at home and abroad, this paper focuses on the core theory and method of in-service training to promote the teaching ability of young teachers in local colleges and universities. Through in-depth investigation, research and systematic analysis, aiming at the existing problems and combining with the author's own education and teaching experience, the author puts forward a complete solution from multiple perspectives. The training mode, content and measures for promoting the teaching ability of young teachers in local colleges and universities were put forward. Training modes include: school-based training mode, production-education integration mode, research and training mode, study abroad visiting mode and online mode. The training content includes: teacher ethics training, educational theory training, teaching routine training, teaching skills training and excellent case sharing. The training measures include: transforming the training mode towards practical knowledge, enhancing the awareness and ability of young teachers in lifelong learning, drawing on the advanced teacher training experience of western developed countries, and training information-based teaching ability to meet the needs of The Times.

Keywords: On the Job Training; Local University; Young Teachers; Teaching Ability Improvement

1. Introduction

Teachers are the key to enhance the internal power and vitality of colleges and universities, shouldering the responsibilities of training specialized talents, developing science and technology culture and carrying out social services. The expansion of higher education makes the scale of local colleges and universities develop rapidly, and young teachers gradually become the main force in the teaching team, playing an important role in teaching and scientific research. However, some young teachers have no teaching experience and go directly to the podium without the necessary assessment and training, which seriously affects the teaching quality and hinders the further development of local colleges and universities. Therefore, improving the teaching ability of young teachers has become the primary task of the construction of local colleges and universities, and the most effective and direct means is on-the-job training. In-service training is a kind of education and learning mode that is not separated from their own work. The training content is more targeted and has less impact on teachers' normal teaching and scientific research work. It is also a widely adopted measure to improve young teachers' teaching ability at present. Colleges and universities should improve the training system, security system, incentive system and supervision system of young teachers to enhance their teaching ability, and create a benign environment conducive to the sustainable development of young teachers [1]. Through in-service training, it helps to promote the improvement of young teachers' teaching ability, firm professional belief, and constantly improve their awareness, knowledge reserve and various abilities [2], laying the foundation for becoming high-level people's teachers in the new era.

2. A Training Model to Promote the Teaching Ability of Young Teachers in Local Colleges and Universities

Training mode is an effective way to organize training. At present, there are many modes of in-service training for young teachers in local colleges and universities, but the main modes are school-based training, production-education integration, research and training, visiting abroad and online.

2.1 School-based Training Model

School-based training is the most traditional model of teacher training, but also the most used and effective model. School-based training takes the school as the unit, the school enjoys full autonomy, focuses on the needs of the school and the teaching policy, and takes the school as the main training base to improve the professional level and education and teaching ability of teachers. The advantage of school-based training is that it can concentrate on large-scale training, attract more teachers to participate in it, and has strong pertinency and practicability, reflecting the idea of lifelong education and stimulating teachers' awareness of independent development [3]. The current school-based training also has the disadvantages of outdated knowledge and low enthusiasm of teachers.

2.2 Production and Education Integration Model

The essence of the integration of production and education is to take the development of docking industry as the guide, carry out the cooperation between colleges and enterprises, and effectively solve the contradiction between the supply and demand of talents. Teacher training is an extension of the talent training of the integration of production and education, deepening the reform of "introducing enterprises into education". The school and enterprise jointly build a teacher training platform to integrate the human resources of the school and the enterprise. Teachers participate in the enterprise's science and technology research projects, and the enterprise creates conditions for the improvement of teachers' ability, improves the efficiency of resource utilization, and realizes the organic integration of the industrial chain and the education chain. Teachers collect typical cases of enterprises to promote and implement in a certain teaching scope, and improve the comprehensive quality of youth education in an all-round and multi-angle way.

2.3 Research and Training Mode

The improvement of young teachers' teaching ability is a gradual process, and study is a part of their lifelong learning. Teacher training is not only an educational form for in-service teachers to systematically train them in basic theory, professional knowledge and ability, but also an activity for in-service teachers to expand knowledge, improve skills and evaluate and develop their own professional practice [4]. The majority of young teachers should actively participate in teaching and research activities inside and outside the school, regularly conduct demonstrative teaching, get involved in all kinds of useful books and materials, enjoy the happiness brought by research and study achievements, and constantly enrich the knowledge structure, so that education and teaching skills and knowledge level will always be in a new stage.

2.4 Study Abroad Visiting Model

Studying abroad is an important way to improve the international quality of young teachers in universities and colleges. Encouraging and selecting young teachers with potential to study abroad is of great significance for promoting international education, which is in line with the national talent strategy and the needs of soft power construction [5]. At present, the main ways are government-funded, school-funded and self-funded. Faced with the current trend of rapid development of college teachers' visiting abroad, young teachers should make good use of this opportunity to carry out extensive academic exchange activities, understand the visiting process, carry out systematic visiting design and planning, pay attention to the visiting outcomes, and enhance international awareness and cultural understanding.

2.5 Network Online Mode

In the era of knowledge diversification, social knowledge and information networking, online

teacher training has become the main mode, which is applicable to various teacher groups and creates strong conditions for promoting the overall level of teacher education [6]. As a new form of education, online training has the characteristics of various interactive forms and rich digital resources, and it is not limited by time and place, and the training content is transmitted to educators in all directions through the network. We must make full use of this training mode, promote teachers to learn from each other, communicate with each other, carry out the same class and heterogeneous classroom practice, and reflect on their own education and teaching activities.

3. The Training Content of Promoting the Teaching Ability of Young Teachers in Local Colleges and Universities

In-service training for young teachers in colleges and universities sponsored by different institutions has different objectives, and different training objectives have different training contents. However, in summary, the training contents mainly include teacher ethics training, educational theory training, teaching routine training, teaching skills training and excellent case sharing.

3.1 Teachers' Ethics Training

Teacher's ethics is the embodiment of profound knowledge and cultural taste, teacher's ethics is the fashion of the teacher's profession, teacher's ethics is the first standard to evaluate teacher's quality, and it is also an important work of the school. The development of higher education in the new era requires a team of high-quality teachers with noble ethics, excellent professional skills and vigor. Teacher ethics training escorts the construction of a team of high-quality teachers and guides teachers to unify the promotion of personal ethics with the cultivation of well-developed students [7]. In the process of training, adhere to the guidance of values and strengthen the education of socialist core values. Persist in cultivating teachers' ethics and inspire teachers to constantly improve their moral cultivation and moral wisdom. Adhere to the moral cultivation of people, to play the role of students' healthy growth guide and guide.

3.2 Educational Theory Training

Theory guides practice, young teachers participate in work for a short time, more need the guidance of educational theory, to build a reasonable and optimized knowledge structure. Educational theory is composed of educational concepts, educational propositions and certain reasoning methods. It is systematic and helps teachers to clarify the direction of teaching research, master the laws of education and teaching, assist educational decision-making, guide teaching reform and carry out teaching practice [8]. Many young teachers have realized the foundation and importance of educational theory, and consider educational theory to be their weakest part, so they expect to receive targeted training in educational theory [9]. Educational theory training provides a platform for teacher development, absorbs cutting-edge educational research results, guides teachers to actively study educational issues, and promotes continuous thinking and innovation of young teachers.

3.3 Teaching Routine Training

Teaching routine is the basic norm of school education and teaching work, strengthen teachers' quality awareness, enhance education and teaching ability, promote teachers' standardized teaching, accurately grasp teaching objectives, scientific use of teaching resources, comprehensively improve teaching work, correctly handle the relationship between teachers and students, and promote teachers' professional growth. The specific training content includes: teaching design, including teaching goal design, key and difficult points design and teaching board design. Teaching organization, including reviewing old knowledge, introducing new knowledge, paying attention to students' learning status, activating students' thinking, and realizing knowledge transfer. After class homework, to consolidate and improve as the goal, accurate correction and spot checks combined to promote the balanced development of students. Teaching evaluation, clear teaching evaluation objectives, master a variety of advanced teaching evaluation methods.

3.4 Teaching Skill Training

Teaching skill refers to the teacher using the existing teaching theory knowledge, in the process of

teaching implementation, with some teaching behavior to achieve the teaching goal or teaching task to be completed. At present, teaching skills training for young teachers is not paid enough attention to, with few special trainings and single training forms [10]. It is necessary to collect the learning needs of young teachers in terms of teaching skills, have a forward-looking view of the future teaching content and teaching form, formulate targeted training plans, select training content, innovate training means, and improve training evaluation [11]. Through training young teachers' teaching skills, young teachers are guided to transfer the skills learned in the training to the teaching work, improve the teaching effect, achieve teaching innovation, and adapt to the needs of education development in the new era.

3.5 Excellent Case Sharing

Teaching cases are the texts written by teachers on the review and reflection of teaching situations, the representation and reflection of the facts existing or occurring in the teaching process, which are closer to the teaching reality, the writing form is free, and it is easy to spread and communicate. As a bridge between theory and practice, teaching cases can refine and clarify effective educational behaviors and bases, make up for the disconnection between teaching theory and teaching practice of young teachers, and directly affect students' powers of observation, memory and thinking. Excellent case sharing is the most intuitive education and training mode. Taking excellent teachers' representatives or typical cases as the starting point, it can improve teachers' analytical ability and professional level, facilitate young teachers in colleges and universities to refer to, learn and use, arouse people's resonance and give people inspiration, and has unique research and preservation value.

4. Training Measures to Improve the Teaching Ability of Young Teachers in Local Colleges and Universities

In-service training can promote the teaching ability of young teachers in local colleges and universities. In addition to selecting suitable training mode and training content, effective training measures are also needed. In view of the problems existing in in-service training to improve the teaching ability of young teachers in local colleges and universities, this paper puts forward measures from the aspects of transforming the training mode towards practical knowledge, improving the awareness and ability of young teachers in lifelong learning, drawing on the advanced teacher training experience of western developed countries, and training information-based teaching ability to meet the needs of The Times.

4.1 The Transformation Orientation of Training Mode for Practical Knowledge

Practical knowledge is established on the basis of teachers' theoretical knowledge and personal experience, and has a complete knowledge system. It is not simply the application of theoretical knowledge to practice, but the specific understanding of education and teaching that teachers actually use and show in the teaching process. Practical knowledge is used to guide teaching actions and promote the all-round growth of young teachers through alternating use of practice and reflection. In the course of training, the original form of full theoretical indoctrination should be changed from theoretical deduction to problem solving. From training-centered to learning-centered, learners' existing experience is the "growth point" of their learning, cultivating practical operation ability and enriching teachers' research experience. From one-way transmission to dialogue generation, the training classroom should respond to the teacher's sense of belonging and expectation, and establish a good relationship among the subjects of the learning community through dialogue activities. From systematic teaching to multi-dimensional activities, impartation is the process of teaching, and acceptance is the process of learning. Experts should build the "scaffolding" of self-introspection for trainees, and establish a benign cooperative relationship is conducive to team cooperation. From response assessment to result-oriented, the trainer should be followed up for a long time.

4.2 Enhance Young Teachers' Awareness and Ability of Lifelong Learning

Learning society is a new type of society in which learning consciousness is generalized and learning behavior is socialized. Learning has become an urgent need of individuals, organizations and society. Learning society is the inevitable result of lifelong education, and the idea of lifelong education is the cornerstone of learning society. Lifelong learning and education and training have become the basic conditions for the survival and development of people in the knowledge society. Training can

improve the quality of trainees, but the era of knowledge economy requires lifelong learning. The speed of knowledge updating is accelerating, and new achievements, new technologies and new theories are emerging in an endless stream. Only continuous learning and lifelong education can meet the needs of the development of The Times. Lifelong learning is not only an inevitable requirement for teachers' all-round development, but also an effective way for teachers' personalized development. Young teachers in colleges and universities in the new era must rely on lifelong learning to consolidate basic theoretical knowledge and constantly improve the knowledge system in order to keep pace with The Times [12]. In the process of participating in the training, young teachers should establish the concept of lifelong learning, formulate professional development plans, participate in educational and scientific research activities, stimulate the drive, consciously learn, and comprehensively improve the comprehensive quality.

4.3 Learn from the Advanced Teacher Training Experience of Western Developed Countries

Western developed countries have gained valuable experience in education and training, with the United States, the United Kingdom, Japan and the European Union being the most representative [13-15]. In the United States, a lifelong systematic development and training system for college teachers should be established to guide new teachers into roles in the early stage of their career, promote the further development of mature teachers in the middle of their career, and encourage senior teachers to impart experience in the later stage of their career development. In the UK, the training content is designed and implemented under the guidance of the "Teacher Standards", with diverse cooperation and diversity, clear rights and responsibilities, and sound protection, so that teachers can face the future and develop sustainably. In Japan, the university leads the training program, in-service teachers participate in the training in batches, and the course selection is rich and diverse. Universities are required to improve their teaching and management independently, provide convenience for teachers to participate in the training and ensure the quality. The European Union regards teacher professional development as the core goal of ability improvement and school-enterprise cooperation as the realistic path of teacher professional development, providing multiple guarantees and supports for teacher professional development.

4.4 Training Information-based Teaching Ability to Meet the Needs of The Times

Education informatization is an important basis for education modernization. China's Education Modernization 2035 advocates promoting education modernization through education informatization, and it must give full play to the supporting and leading role of information technology. The development of teaching informatization is based on teachers' informatization teaching ability, which is the premise and guarantee for teaching in an informatization environment and requires teachers to have the ability of in-depth integration and innovation of information technology and teaching [16]. To carry out the training of young teachers' information-based teaching ability, deepen their understanding and cognition of information-based teaching, and create a meaningful information-based teaching environment. Promote the high-quality development of information-based teaching ability, combine study and work, and jointly discuss and exchange to improve information-based teaching ability. Specific training contents include the basic theory, cutting-edge knowledge and application skills of information-based teaching, mastering the key points of teaching design in the information-based environment [17], helping teachers improve teaching methods, realizing the diversity and innovation of information-based teaching, combining curriculum teaching with information technology, and guiding teachers to transfer and apply information-based teaching knowledge.

5. Conclusion

The quality of talent training is directly affected by the quality of teachers. Young teachers are the main force of the teaching team in colleges and universities, so it is particularly important to carry out scientific and systematic training of young teachers in colleges and universities. In view of the problems existing in the promotion of the teaching ability of young teachers in local colleges and universities by on-the-job training, this paper studies the training mode, training content and training measures, and provides a complete solution for the promotion of the teaching ability of young teachers in local colleges and universities by on-the-job training. We should encourage college leaders to incorporate in-service training for young teachers into college development plans and build a sound in-service training system. The young people in colleges and universities should be encouraged to

actively participate in on-the-job training, constantly improve their education and teaching ability, and meet the needs of teaching reform and development in local colleges and universities in the new era.

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