

The construction of the path to improve the teaching ability of young teachers in new era universities

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Abstract: *Young teachers are an important part of the school's teaching force and the backbone of the school's development. The improvement of teaching ability of young teachers is not only an inevitable requirement to implement the fundamental task of establishing moral education, but also an important initiative to cultivate new people of the times who take up the great responsibility of national rejuvenation. This study explores the paths of young teachers in colleges and universities to improve their teaching ability by using the rooted theory as the method, and constructs the paths to improve the teaching ability of young teachers in colleges and universities. It is found that enhancing knowledge connotation and highlighting personal traits are the basic conditions for young teachers to improve their teaching ability, and enhancing learning ability, innovative thinking ability and cultivating business ability are the key abilities for young teachers to improve their teaching ability. Refining political literacy and improving moral integrity are important safeguards for young teachers' teaching ability. The results of the study deepen our understanding of the teaching ability enhancement of young teachers, deepen the research on the characteristics of teaching ability of young teachers, and have important guiding significance for the teaching ability enhancement of young teachers in colleges and universities.*

Keywords: *new era; colleges and universities; young teachers' teaching ability; improvement path; rooted theory*

1. Introduction

Talent training, the key to teachers. As a very important teaching team, young teachers bear both the historical burden of imparting knowledge and the contemporary burden of talent cultivation. Since the 18th National Congress of the Communist Party of China, the State has issued policy documents such as the "Opinions of the Central Committee of the Communist Party of China and the State Council on Strengthening and Improving Ideological and Political Work in Universities under the New Situation" (Zhongfa [2016] No. 31) and "Opinions on Deepening the Reform of Teacher Team Construction in the New Era" (Zhongfa [2018] No. 4),^[1] aimed at strengthening the construction of young teacher teams. On multiple occasions, standards and expectations have been proposed for the development of young teachers, including the "Four Qualities" of good teachers, the "Four Guides", and the "Four Unifications". It is committed to focusing on the issue of improving the teaching ability of young teachers from theory to practice in an all-round way. However, from the current perspective, there is a big gap between the teaching ability level of young teachers and their expectations,^[2] and there are some urgent problems in both explicit teaching ability and implicit teaching ability. Based on this, this paper adopts the rooting theory to study and analyze the teaching ability of young teachers in colleges and universities, and refine and abstract the model of improving the teaching ability of young teachers in colleges and universities in order to facilitate and indicate the direction for future research work on this topic, as well as to provide guidance for the future construction of young teachers in colleges and universities.

2. Literature Review

More and more researchers have begun to conduct research on the improvement of young teachers' teaching ability. At present, the understanding of young teachers' teaching ability is more uniform at home and abroad. The main focus is on two aspects: organizational management and teachers' cognition. Based on the perspective of organizational management, Luo Chenhui et al. explored the role and problems of teaching supervision in promoting young teachers' competence, and proposed a path to solve the problems in terms of innovative supervision concept, enhancing the scientificity of supervision evaluation, enriching the form of supervision work and optimizing the construction of supervision

team.^[3]Ma Xiaoxu used a comprehensive rating method based on AHP analysis to assess the teaching ability of young and middle-aged teachers in Jiangsu universities, and proposed strategies to enhance teachers' teaching ability by strengthening the learning of knowledge related to education and teaching, strengthening the training of teaching implementation and monitoring ability, and strengthening teaching research and teaching reflection.^[4]Ikeketi-Kurban et al. used Delphi method and hierarchical analysis to assess the teaching ability of young clinical teachers in tertiary hospitals, and proposed evaluation methods to improve the teaching ability of young clinical teachers in each hospital.^[5]After analyzing the teaching ability development needs of young teachers in some colleges and universities in Weifang, Fan Yuguo suggested using the theory of "micro-grid teaching and research" to promote the teaching ability development of young teachers, and recommended applying the theory to relevant training activities to demonstrate the scientificity and effectiveness of the teaching ability development model of young teachers in this university.^[6]Based on teachers' cognitive perspective, He Xishun et al. created a teaching team chain enhancement method based on the requirement of "five education integration", and proposed "double team and double mentor" to lead the innovation of young teachers' education and teaching concept and enhance their education and teaching ability.^[7]Qin Xiao et al. argue that cognitive apprenticeship is an effective method to promote the teaching competence of young teachers in applied institutions, especially in terms of young teacher mentorship and teacher collaborative teamwork.^[8]Jingxin Wang et al. argue that strengthening the competency of university faculty in blended teaching is critical to improving faculty teaching and scholarship.^[9]Ma Ming et al. argued that informationalized teaching has become one of the necessary skills and competencies for college and university teachers.^[10]Zhao Bin believes that student learning should be the center, and the teaching ability of college teachers should be exercised and improved through three aspects, such as determining deep goals of student learning, choosing appropriate assessment methods and changing teaching styles.^[11]

The above studies provide important theoretical support and practical guarantee for the competency enhancement of young teachers in the new era of colleges and universities. However, in terms of research content, the comprehensive research based on the improvement of teaching competence of young teachers in new era colleges and universities is slightly weak and needs to be consolidated and deepened. In view of this, this paper deeply investigates the paths of young teachers' teaching competence enhancement from three dimensions: improving knowledge literacy, key competencies and values.

3. Research Design, Scope Refinement and Modeling

3.1. Research Methodology

This paper proposes to exploratively construct a model of young teachers' teaching competence enhancement path through rooted theory approach. Interviews, news, reports and interviews were used to theoretically construct the path of young teachers' teaching ability improvement through the formulation of questions, literature review, data collection, analysis, and coding. The sample is limited to the scope of young teachers in colleges and universities, and the interviewees are rich in teaching environment, teaching level, and training programs. At the same time, the interviewees include the previous national university young teachers' teaching competition, the national university young teaching display and excellent course observation activity award-winning teachers, etc., and finally identified 15 research subjects.

3.2. Data collection

The data in this paper come from the official website of the Ministry of Education, the national network of college teachers' collective lesson preparation platform, the Jitterbug and other textual information on the interviews, news, reports and other textual information on the improvement of the teaching ability of young teachers in colleges and universities, with 25 copies of the policy text, 200 copies of the news, and 50 copies of the report, for a total of 275 copies of the textual information to be collected. The sample size was determined by sampling according to the year, with 25 samples from each year being coded in the first round, and another 25 samples from each year being coded in the second round until the research data met the principle of theoretical saturation.

3.3. Open coding to extract concepts and categories

Open coding is a way of analyzing, tagging and organizing the original research data word by word and sentence by sentence, from which relevant concepts or categories are extracted. First, initial nodes

are identified, initial nodes are integrated and initial concepts are developed based on the textual content related to the research area. Second, the 77 initial nodes are explored in depth through comparison, analysis and generalization. For example, "creating an interactive classroom" consists of the original statement "utilizing group discussions, group debates, classroom presentations and other methods to create an interactive classroom, stimulate students' interest in learning, and turn 'I want to learn' into 'I want to learn'. 'I want to learn'." Abstracted from. Another example, "non-stop learning" by the original statement "has been rooted in professional theoretical research, did not stop learning and exploring the footsteps, can not only do the knowledge of the porters, but also to do the knowledge of the producers." Summarized. Finally, refinement of categories. It is a method of extracting generalized concepts from multiple related concepts that have the same pointing or generic nature. By aggregating a set of related concepts, categories can be created to better describe and understand the relationships and connections between these concepts. For example, "teaching with taste", "teaching with proportion" and "teaching with temperature" are grouped into the category of "optimizing teaching effect", and "optimizing teaching effect" is grouped into the category of "optimizing teaching effect". "Category, and "eye contact" and "heart-to-heart communication" into the category of "strengthening communication with students". The final result was 27 initial categories.

3.4. Establishment of main categories by axial coding

Main axis coding refers to the hierarchical classification and generalization of multiple categories involved through in-depth exploration of the intrinsic connections between concepts, so as to form several important core categories (i.e., main categories). This study aims to investigate how to improve the teaching ability of young college teachers in the new era, and the methodology adopted includes summarizing and organizing the logical relationships and internal connections of different categories, and finally arriving at seven main categories, which are refining political literacy, improving moral literacy, enhancing learning ability, innovative thinking ability, cultivating business ability, highlighting personal characteristics, and increasing the knowledge reserve.

3.5. Selective coding to complete the definition of core categories

Selective coding refers to selecting a core category after systematically analyzing all the identified categories and linking other related categories to form a whole, so as to form a broader theoretical framework, including most of the research results. This study takes the path of improving the teaching ability of young teachers as the core category to construct its framework: improving knowledge connotation and highlighting personal traits are the foundation of improving teaching ability of young teachers; enhancing learning ability, innovating thinking ability and cultivating business ability are the guarantee; refining political and moral literacy is the core.

3.6. Theoretical model saturation test

In order to ensure the scientific validity and accuracy of the study, the latter 15 interview transcripts were coded and analyzed in this paper, and no new main categories were found. Considering all the interview data together, these categories were included in the seven previously refined master categories. Therefore, this paper concludes that the initially established theoretical model of selective coding is complete and capable of fully and accurately describing the theoretical framework of this research area.

4. Composition and Dimensional Connotation of the Enhancement Path of Young Teachers in Colleges and Universities in the New Era

4.1. Enhancement of knowledge

Enhancing the height of theoretical learning, broadening the breadth of lectures, and consolidating the depth of teaching design constitute the basic conditions for the improvement of the teaching ability of young teachers in colleges and universities. Enhancing the height of theoretical learning is a comprehensive and systematic interpretation of the profound connotation of professional theories in four dimensions: penetrating theories, careful preparation of lessons, broadening horizons, and enriching knowledge, etc., which provides theoretical guidance for young teachers to carry out lectures. Only by learning and understanding the course theories thoroughly can we accurately grasp the core meaning and spirit of the theories, and can we adapt to the new needs of contemporary college students. For example,

Teacher A mentioned in the interview, "In terms of content construction, it is necessary to strengthen the bottom, gather popularity and grounding, to bring energy and meaning to students with better content, to make students understand the mission and responsibility given by the times, to inspire students to do something for the times, to combine their own value with the interests of the country and the rejuvenation of the nation, and to realize the social value of the individual." Broadening the breadth of lecture content is to understand and grasp the profound connotation of specialized knowledge from two aspects of sharing truth, goodness and beauty and spreading positive energy, so that the youth classroom is full of positive energy. Superb teaching design means that young teachers should fully consider the characteristics and receptivity of students when preparing lessons, pay attention to the design of teaching content, and be able to supplement and update the teaching content in a timely manner to stimulate students' enthusiasm and enthusiasm for learning.

4.2. Highlight personal traits

All these factors-vivid language expression, a good classroom atmosphere, close communication with students, external image beautification, self-confidence building, and harmonious teacher-student relationship, form the overall synergy to enhance the teaching ability of young teachers in colleges and universities. Vivid language expression means that young teachers should impress the students with the language, so that students can accept the boring theoretical knowledge, and will be "internalized in the heart, externalized in actions". Creating a good classroom atmosphere means that young teachers should create a relaxing and pleasant atmosphere so that students can actively participate in classroom teaching. Teacher B comes to the classroom in advance to talk to the students in order to get closer to them. Teacher C dresses up well before each class, including dress code and hairstyle. Meanwhile, Teacher D pointed out that "in the new era, facing the new growth environment and personality traits of students, we can utilize WeChat and Catechism to communicate with students outside the classroom, expanding the space for the exchange of ideas to enhance the affinity and appeal of education". Thorough interpretation of professional knowledge entails a certain degree of cultural literacy and artistic cultivation. Thus, teachers are supposed to use vivid and graphic language to create a positive classroom atmosphere, strengthen communication with students, build self-confidence, and get along with them.

4.3. Enhancement of learning ability

To make young teachers' teaching ability improve rapidly, focusing on knowledge accumulation, strong desire to learn, strengthening training and learning, and improving the level of information technology are effective paths for young teachers to improve their teaching ability. First of all, knowledge accumulation is the need for the knowledge level and quality structure of young teachers in colleges and universities in the new era to be able to adapt to the development of teaching reform and the cultivation of innovative talents. Young teachers should pay attention to the learning of ideological and political theories in the new era, make their theoretical foundation more solid by constantly and deeply studying the basic theories of their specialties, and deepen their understanding of the laws of student growth and education by enriching and expanding the content of course teaching. Secondly, the strong desire to learn means that young teachers in colleges and universities in the new era should set up the concept of lifelong learning, and constantly strengthen the improvement of their theoretical level and business quality. Young teachers should learn to master the guidelines and policies of the Party and the state in education and teaching, understand the direction of the reform and development of education and teaching in the new era, and improve their knowledge, concepts and methods of education and teaching, so as to continuously improve their own political literacy, theoretical level and professional knowledge. Teacher E mentioned in the interview, "To set up the consciousness of lifelong learning, whether it is knowledge learning or teaching forms to keep up with the changes of the times, to catch up with the changes of students' thinking, night and day preparation of lessons and the collection of materials for preparation, to consolidate the professional competence and to improve the professional ability." Again, it is necessary to strengthen the reform and construction and innovation of learning and training resources and learning methods for young teachers, improve the teaching assessment and evaluation system, make full use of all kinds of platforms and opportunities to strengthen the learning and exchange, practice and training of teaching skills of young teachers, and allow young teachers to fully communicate, discuss and improve their teaching skills through teaching seminars. Finally, strengthening information technology training and learning is very important to improve their teaching ability. Education informatization is a major trend in the development of modern education and an important means to promote the modernization of education. It is necessary to make good use of network resources, use the Internet to learn and communicate, and improve one's ability to use the Internet.

4.4. Cultivating business ability

Factors such as diversified teaching modes, skillful use of cases, flexible teaching styles, optimized teaching effects and a keen eye for academic research are crucial for young teachers to improve their teaching ability and innovation in teaching reform. The use of many different teaching modes, such as lecture, discussion, group work, and case study, can meet the learning needs and learning styles of different students, help stimulate students' interest in learning, promote active participation, and improve their learning results. Cases are very important teaching resources in teaching. Cases can make students understand theoretical knowledge more intuitively, mobilize students' enthusiasm and enhance classroom efficiency. Teacher F said, "When I am teaching, I will choose things and people around the students to improve their head-up rate". Young teachers in colleges and universities should have a keen eye for academic research and be good at finding theoretical basis from social hotspots and life examples to conduct theoretical research. Young teachers should transform their research results into actual teaching content to provide scientific basis for the work of education and teaching in colleges and universities, and at the same time improve their comprehensive ability level. Teacher G said, "in the present awash with information technology, we should use new media and new technology to enrich the form of classes so as to enhance students' interest; better integration into the classroom contributes to the effectiveness of classroom teaching." Together, these factors promote students' active learning, develop their practical and creative abilities, and lay the foundation for cultivating talents with a sense of innovation and comprehensive quality.

4.5. Creative thinking ability

Focusing on teaching students according to their aptitude, innovating teaching methods and changing teaching concepts is an important way of innovative thinking ability, which is an important prerequisite for improving the quality of teaching, and cultivating teachers' innovative thinking ability, which is an important character that young teachers in colleges and universities should have in the new era. Teacher H mentioned in the interview, "to know what students are thinking and playing, their thinking is more novel and their ideas are more unique, and they have to better explore the new mode of teaching to be able to adapt to the new changes and communicate very smoothly". On the one hand, we should deeply understand the students' cognitive law and acceptance characteristics, use historical perspective, comparative thinking, problem consciousness and other ways to guide students' learning, at the same time. We can also use the things around us to talk about the more professional theoretical system, so that the complex theological issues of the general public, so that the boring theory becomes interesting. On the other hand, we should try to think about the problems of "what to tell", "how to tell" and "how to tell well", and make comprehensive use of lectures, discussions, cases, experiences and other teaching methods to realize the unity of requirements and variety of forms. We should strive to realize the coexistence of "designated actions" and "optional actions" as a way to improve the pertinence and effectiveness of teaching.

4.6. Refinement of political literacy

Firm political direction, noble working conditions and lofty political beliefs are the important contents of the new era of young college teachers to improve their teaching ability, which is an inevitable requirement for the duties and missions undertaken by young college teachers. As a young teacher in colleges and universities, first of all, it is necessary to firmly believe in Marxism, enhance the recognition of the theoretical system of socialism with Chinese characteristics, and improve the knowledge of the scientific truth of Marxism. Secondly, the preacher himself should know the way and believe in the way. As a young teacher, on the one hand, he should master the Marxist worldview and methodology, and master the theory of socialism with Chinese characteristics. Once again, it is necessary to enhance the "four self-confidence", consciously uphold the authority of the CPC Central Committee, and maintain a high degree of consistency with the CPC Central Committee in thought, language and action. Teacher H pointed out, "Strengthening teachers' own cultivation of moral integrity is the only way to cultivate people by virtue, and then go on to cast souls and nurture people, and cultivate the new man of the times." Teacher I mentioned in the interview, "Teachers have to have their own firm beliefs, beliefs in communism and beliefs in the people, in order to turn their own beliefs into the beliefs of their students, so that the students can follow such beliefs and devote themselves to the great cause of the great rejuvenation of the Chinese nation." Teacher J "Let those who have faith come to speak about faith, so that they can nourish students' virtues with their own virtues and guide their values to unity." "Light up the lighthouse in the hearts of young students and guide them to be able to continue on the path of faith

and belief." It is important to grasp the scale of analyzing and explaining problems in the classroom, to know what can and cannot be said, and to actively promote the spirit of love for the party, patriotism and love for the school and spread positive energy.

4.7. Improvement of moral integrity

Strong responsibility, sincere expression of feelings and positive working conditions are all essential elements for young teachers to improve their moral integrity. Teacher M said in the interview, "Teachers have to plant the seeds of hope and strength for students, and the adolescent stage is the "pulling and nurturing period" of life, which requires careful guidance and cultivation, and the responsibility of teachers is great". Teacher K talked about "students have a strong need, teachers have love and affection, forming a two-way interactive process". In the team of young teachers in colleges and universities, there are some excellent teachers who devote all their energy and enthusiasm to teaching and students, and they are the most lovely people. However, there are still some young teachers in colleges and universities who lack professional emotions, show disinterest in teaching, fail to be well integrated into the classroom and students, and show a lot of dissatisfaction and complaints about the students, the society and the teaching environment. This is a lack of enthusiasm for work, but also an important manifestation of the lack of high professional moral quality of young teachers in colleges and universities. To solve this problem, it is necessary to improve the moral quality of young teachers, cultivate the emotional commitment of young college teachers to the classroom, the discipline and the society through the "emotion to educate emotion", so that young college teachers really love the discipline they teach from the bottom of their hearts, and cherish the cause of ideological and political education in colleges and universities. Young teachers in colleges and universities should establish a correct worldview, life view and values; they should have noble professional ethics, a strong sense of social responsibility, profound professional skills and good moral qualities.

5. Findings and Implications

5.1. Research Findings

This paper adopts the method of rooted theory to conduct a gradual code and systematical analysis of the relevant textual information on the path of improving the teaching ability of young teachers in colleges and universities, and draws the following conclusions: a model of young teachers' teaching ability enhancement in colleges and universities has been constructed based on the rooted theory: enhancing knowledge connotation and personal traits is the foundation for the improvement of young teachers' teaching ability; enhancing learning ability, innovating thinking ability, and cultivating business ability are the key; while enhancing knowledge literacy and key abilities belongs to the superficial level, refining political and moral literacy, as an internal driving force, is in a potential level, and is a high-level manifestation of the improvement of teachers' teaching ability.

5.2. Research Contribution

For the first time, this paper abstracts the path model of improving teaching ability of young teachers in colleges and universities from the whole by summarizing and analyzing the existing practices, providing a theoretical framework for reference for the path of improving teaching ability of young teachers in colleges and universities.

5.3. Research Deficiencies and Prospects

This study was rooted in the form of semi-structured interviews + secondary data (policies, news, reports, etc., related to the improvement of teaching competence of young teachers in higher education). Even though the integrity of the profile information was considered as comprehensively as possible during the process of collecting textual data and coding, subjectivity and bias may still exist. In the future, the Delphi method can be utilized to further validate and supplement the pathway model of teaching competence enhancement for young college teachers.

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