

Research on Cultivation Strategies of University Young Teachers' Psychological Quality

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Abstract: *Young teachers are the important groups in the universities. Their psychological quality not only affects the education and teaching work of universities and teachers themselves, but also has the greatest impact on the personality development of college students. This article analyzes the constituent elements of young teachers from the three aspects of teaching efficiency, teaching ability and teachers' personality characteristics. Based on this, this article explores the strategies to improve the psychological quality of young teachers in the universities to ensure the continuous and stable development of various universities.*

Keywords: *universities; young teachers; psychological quality*

1. Introduction

The youth is like the sun at eight or nine o'clock in the morning with the hope on them. Young teachers are generally under 35 years old and are psychologically in a period of maturity^[1]. Young teachers are the main forces of colleges and universities. The momentum of the development of higher education, the comprehensive quality of the successor of the motherland and the future of the Chinese nation are closely related to young teachers. Now the training of young teachers in colleges and universities focuses on two aspects of scientific research and teaching. However, it seriously ignores the cultivation and improvement of psychological quality. It is generally known that the basic qualities that college teachers should include ideological and political quality, scientific and cultural quality, ability quality, physical fitness and psychological quality, etc. The theory of wooden buckets shows how much water a bucket can be loaded depends on the shortest piece of wooden board. The psychological quality is just the shortcoming in the comprehensive quality, because it is the foundation of various qualities. Therefore, the most important and the most basic part is to improve psychological quality in the process of improving the comprehensive quality of college teachers.

The psychological quality refers to a comprehensive manifestation of a person's personality quality, psychological ability and mental health. Teachers' psychological quality refers to the sum of psychological ability, mental health and personality quality that teachers formed and showed in the process of education and teaching. The psychological quality of young teachers directly affects the improvement of the comprehensive quality of teachers, subtly affects the formation and development of college students' sound personality, affects the interaction between teachers and students, affects the learning of college students, and the healthy development of physical and mental health of college students. Therefore, this article analyzes the various constituent elements of the psychological quality of young teachers, and on this basis, proposes targeted solutions which have certain theoretical significance and practical guidance to the development of my country's education, the teachers and the college students.

2. The Constituent Elements of the Psychological Quality of Young Teachers

Teachers' psychological quality mainly includes teachers' teaching effectiveness, teachers' teaching ability and teachers' personality characteristics^[2].

2.1 The Teaching Effectiveness of Young Teachers

Teaching performance refers to the subjective judgment of teachers' ability to influence students' learning behavior and academic performance. For example, "I believe that I can teach students well", and the prediction and judgment of teachers' teaching behavior.

Teachers' teaching efficiency belongs to the educational concept of teachers. It is the psychological background of teachers to engage in education. Teachers' teaching efficiency affects the teachers' own perception judgment, which will affect their educational behavior and teaching quality.

In recent years, most young teachers in universities have doctoral degrees, and their professional foundations are solid. However, because they entered colleges and universities directly after they graduated and went to teachers' positions without formal pre-job training. In addition to the expansion of colleges and the increasing number of students, the teachers and students were seriously unbalanced. The young teachers have to bear a heavy teaching work immediately. They originally planned to listen to the lessons of the old teachers in order to accumulate teaching experience. However, they were forced to mount the platform to start teaching uneasily in the reality. Although these young teachers have rich theoretical knowledge, they lack practical experience in teaching methods and teaching experience, which undoubtedly increases their psychological pressure. It is easy to cause anxiety, depression and inferiority, losing self-confidence in teaching, and even have the idea of no longer being a teacher if the teaching evaluation given by the students is low. The level of teaching effectiveness can be imagined. Teaching effectiveness includes both teachers' teaching and students' learning. Therefore, teachers' teaching efficiency not only affects the efforts of the teacher's own work, the summary of the teacher's work experience, and affect the teacher's emotions, but also affects students' learning motivation and effects.

2.2 The Teaching Ability of Young Teachers

Teachers' teaching ability refers to a combination of various abilities that teachers must have in order to complete teaching tasks. The teaching ability of university teachers has its complex structure. It mainly includes the ability of professional knowledge, teaching design ability, speech expression ability, teaching monitoring ability, and teaching reflection ability.

Young teachers have just entered the college teaching positions. They need to quickly complete the transformation from the role of knowledge learning to the knowledge teaching, the role of being managed to the manager. If they cannot complete this transformation, the various teaching skills of the teachers will be affected seriously. After completing the role of transformation, the young teachers should put energy in every lesson, especially in the applied institutions. However, the scientific research is the first place in the standards for measuring the level of universities and teachers. In terms of title evaluation and employment, post grading, etc., they must preside over national or provincial scientific research projects, publish SCI, SSCI, CSSCI papers, etc., and the quality of classroom teaching is a small proportion. Even if the teachers' lectures are wonderful and popular with students, if the scientific research results have not reached the standard, it is impossible for professional titles to be promoted. This situation makes teachers have to pay more attention to scientific research than teaching. Therefore, teachers put less energy on lessons and classes. A few young teachers who have no sense of responsibility follow the discipline, and they can only teach according to PPT in class. Nowadays, many college students lack motivation to learn, have no thirst for knowledge, and play with their mobile phones in class, and lack basic requirements and supervision of teachers. These subjective and objective factors have seriously affected the development and improvement of young teachers' teaching ability.

2.3 The Personality Characteristics of Young Teachers

Personality is also called personality, which refers to a person's entire psychological appearance, that is, the sum of various psychological characteristics with a certain tendency. It is the core factors and signs of individual psychological behavior and individualization. In educational practice, teachers gradually form some personality characteristics needed for their professional characters. The typical personality characteristics of excellent teachers are the following three aspects.

1) Loving Education and Students, and Having a Sense of Career and Responsibility

Loving education is a prerequisite for education. Education without love is not a good education. Love is the foundation and prerequisite for teachers to educate students. Only when teachers love students, have a strong sense of career and responsibility, can education maximize the exertion of education, which is the most basic psychological quality of teachers.

The young teachers who have just stepped on their jobs are impeccable in this regard. Because they wish to be teachers in colleges and universities, and their age is close to student. It is easy to get closer

to the students. They are vigorous and aggressive, and have a high sense of responsibility for the future. They want to show their ideals and ambitions.

2) Emotional Stability and Strong Emotional Control

Stable and positive emotions, being good at controlling their emotions are the important condition for teachers to successfully complete education and teaching. This kind of personality quality of teachers is mainly manifested in the following aspects. First, the teachers can persevere and pay attention to the growth of students, and strictly require students. Second, when there is adverse situations, they can relieve and suppress the emergence of negative emotions. Teachers' stable emotions and good emotional self-control ability are closely linked with the self-domination, self-regulation and persistently of teachers, which is the important psychological quality that affects students' physical and mental development and teachers' own physical and mental health.

Teachers' professional burnout is the state of emotion, attitude and behavior under the long-term stress experience of teachers. Typical symptoms are reduced work satisfaction, loss of work enthusiasm and interest, and emotional alienation and indifference.

Most of the young teachers who have just joined the employment can maintain their optimistic, cheerful and pleasant mood, and maintain a peaceful state of mind. Because of its shallow experience, it is the psychologically in a transitional period towards maturity. In terms of emotional stability and control, they are not as good as old teachers. And because young teachers just join the job, the working years are short, so they would not have professional burnout, nor did they cause emotional failure caused by it. In the process of getting along with students, because their ages are closer to college students, there are common topics, they are willing to take the initiative to approach students, reduce their distance with students, and they can respect, trust and love students. When negative emotions appear, they can be identified in time and adopt various methods such as venting and exercise.

3) Good Character and Firm Will

Good character is the most important personality characteristic of teachers. Character can be divided into good and bad, which is mainly formed after birth. Teachers' good character mainly includes impartiality, modesty and honesty, optimistic attitude, courtesy, diligence, self-discipline, independence and self-esteem, etc.

Most young teachers can humbly ask for advice from old teachers, be diligent, down-to-earth, have a correct working attitude and be meticulous. They can treat students sincerely, fairly and justly, fully respect students' personality and initiative, be willing and good at interacting with students, and be good teachers and friends of students. However, there are also some young teachers who are too publicity of their individuality, often self-centered, withdrawn and unsociable, go their own way, pay too much attention to their own feelings and interests, and pay attention to matters related to their own interests. Teachers' strong will quality is mainly manifested in clear goals, perseverance, determination, calmness and self-control.

3. Measures to Improve the Psychological Quality of Young College Teachers

3.1 To Strengthen Ideological Education and Improve Personality

Personality is a complex, multi-faceted and multi-level unity. Personality is also called individuality. The psychological structure of personality includes two aspects of personality tendency and personality psychological characteristics. The organic combination of these two aspects makes personality become a unified overall structure. Personality includes ideals, beliefs, world outlook and character.

Strengthening ideological education is related to the future and destiny of our country and the healthy growth of college teachers and students. Teachers, especially young teachers, often want to learn some ready-made and ready-to-use operation methods when they feel that their teaching ability is insufficient and their teaching efficacy is low, ignoring ideological construction and theoretical study, which is a temporary solution but not a permanent cure. British philosopher Bacon said, "Reading history makes people wise, reading poetry makes people witty, mathematics makes people careful, science makes people profound, ethics makes people solemn, logical rhetoric makes people eloquent, and everyone who learns becomes character." Many personality defects come from lack of knowledge. The accumulation of knowledge and the optimization of personality are

synchronous. Young teachers must study hard and make continuous progress.

We know that what kind of ideas have what kind of behavior, and only by solving ideological problems can we solve practical actions. Teachers' ideological and moral character not only affects the ideological construction of teachers, but also affects the words and deeds of teachers and students. College stage is an important period of life development and a key period for the formation and development of outlook on life, values and world outlook. Therefore, universities and teachers should always strengthen the education of ideals, beliefs and world outlook, treat various social problems and phenomena objectively and fairly, and carry forward the main theme of the spirit of the times. As an educator, we should love people's education, love students, and make selflessly dedication. In addition, young teachers in colleges and universities should know and evaluate themselves correctly, treat their strengths and weaknesses correctly, neither deny themselves nor blindly exaggerate their own advantages, adjust their bad emotions in time, keep stable and optimistic emotions, overcome various difficulties from inside and outside with strong will, and constantly improve their psychological quality and optimize their personality.

3.2 To Formulate Various Management Systems According to People-oriented Principle

In recent years, people pay attention to the number and grade of scientific research topics and published papers to measure the quality of a university. In order to strengthen orderly management, universities have issued various rules and regulations to standardize and restrain teachers' words and deeds, which is beyond reproach. Because of a certain management system, teachers' enthusiasm, initiative and creativity can be mobilized. However, at the same time of rigid management, universities should also carry out people-oriented management. Universities have the responsibility and obligation to consider problems from the perspective of teachers, care for the development of human nature, respect and meet the psychological needs of young teachers as much as possible, respect and care for young teachers, provide support for the growth of young teachers, and create a good working environment and living environment, such as actively paying attention to teachers' material needs, actively helping them solve practical problems such as housing and marriage in life, improving their wages, relieving their worries, organically combining material rewards with spiritual rewards, and fully mobilizing their enthusiasm and initiative^[3]. In some colleges and universities, the teacher-student ratio is unbalanced, and teachers undertake extremely heavy teaching work. Some young teachers who have just joined the universities have to undertake the teaching work of two new courses in one semester, and have little time to write and publish high-quality papers in one semester. However, teachers' professional title evaluation, post classification and salary are closely linked with scientific achievements. Under the dual pressure of teaching and scientific research, front-line teachers are prone to anxiety, depression, irritability and other bad emotions. Therefore, colleges and universities should adhere to the spirit of seeking truth from facts and not make a one-size-fits-all approach, especially normal colleges and universities, which should increase the proportion of teaching in evaluation, improve the existing unreasonable system, reduce the psychological pressure of teachers and improve the quality of teachers' life and work.

3.3 Improve the Training System for Young Teachers

The first is induction training. In order to cultivate and improve young teachers, Liaoning Province has put forward various related requirements, one of which is the pre-job training for young teachers, and one of the contents is to carry out theoretical training, study and examination such as "Professional Ethics of College Teachers", "Higher Education", "Higher Education Psychology" and "Introduction to Higher Education Laws and Regulations", so as to enhance teachers' education and teaching ability. Among them, "Psychology of Higher Education" mainly studies how college students learn and develop into professionals and how university teachers train qualified professionals, and deeply understands the theoretical knowledge of educational psychology, which is helpful to improve teachers' various teaching abilities and enhance teachers' teaching efficacy. Teachers who participated in the training benefited a lot. Many colleges and universities focus on the first semester of new teacher training, which needs to be improved. We should extend the time and form of new teacher training, integrate theory with practice, and discuss, reflect and exchange everyone's teaching experience and lessons under the guidance of educational theory. The content of new teacher training in colleges and universities should increase the training and promotion of young teachers' psychological quality.

The second is to implement the tutorial system for young teachers. Let young teachers and old teachers pair up. Old teachers have rich experience in teaching and scientific research, which should be

passed on to new teachers without reservation, give full play to the role of “passing on, helping and leading” of old teachers, and bring young teachers into teaching and scientific research teams. New teachers listen to old teachers’ lessons in a planned way, and new and old teachers conduct regular teaching discussions to learn from each other’s strengths. In addition, they carry out teaching observation, teaching competitions and other activities to improve their teaching level and ability.

The last is a further study visit. Many colleges and universities encourage young teachers to participate in high-level conference short-term training at home and abroad, invite well-known experts and scholars to give lectures in schools, or send young teachers as visiting scholars to study in well-known foreign universities, so as to broaden young teachers’ horizons and master cutting-edge knowledge of disciplines. By going out and inviting in, we can cultivate their sentiment and improve young teachers’ teaching level and scientific research ability.

It is believed that through the above training measures, the problems of young teachers’ teaching efficacy and teaching ability can be effectively solved, and teachers’ personality characteristics can be optimized.

3.4 Carry Out Extended Training

The progress and development of a university depends not on individual fighting alone, but on collective strength. Only when teachers unite and cooperate with each other can everyone’s teaching , scientific research ability and personality charm rise rapidly.

Extended training is a kind of experiential training activity. It is a training method that exerts influence on people’s deep psychology through specific activity design, which enables participants to concentrate the experience process and gain social experience and perception through cooperation.

Many colleges and universities have incorporated extended training into an important part of induction training, which is deeply loved by young teachers. It is painful and happy to participate in extended training. Although it is hard to participate in activities, extended training can improve and strengthen personal psychological quality, make young teachers break their usual way of thinking, discover themselves more deeply, challenge themselves, fully show themselves, enhance their confidence and stimulate their potential. It can make young teachers have a positive and enterprising attitude towards life, cultivate their sentiment and cultivate their tenacious will. At the same time, extended training can also make young teachers deeply understand the relationship between individuals and teams, the relationship between teachers and schools, the relationship between themselves and the other teachers, enhance team consciousness, produce the spirit of cooperation, improve interpersonal relationships, and improve the vitality, creativity and cohesion of teams. The extended training can improve teachers’ mental health.

3.5 The Establishment of Psychological Support System

Chinese General Secretary Xi Jinping clearly pointed out, “Strengthen the construction of social psychological service system and cultivate self-esteem, self-confidence, rationality, peace and positive social mentality. The so-called psychological support means that individuals can receive support and help from external forces when they have psychological problems.” All colleges and universities pay great attentions to students’ mental health, and set up mental health centers for college students. Universities have full-time and part-time psychological counselors to help students. However, these universities neglect the maintenance of teachers’ mental health. Therefore, universities should provide direct, quick and convenient help and services for young teachers, and hire professionals to set up teachers’ mental health service center, set up teachers’ psychological files, publicize and popularize mental health knowledge through network platforms, lectures, exhibition boards, etc., set up psychological mailboxes, timely understand young teachers’ psychological trends or various psychological problems, and carry out various forms of psychological consultation and counseling [4]. In order to protect young teachers’ personal privacy, they can be given the methods to solve their own problems through telephone consultation or network consultation. It is necessary to correctly understand the mental health problems, to master certain measures to deal with psychological problems, to replace unreasonable cognition with correct cognition, to relieve teachers’ psychological pressure, to relieve bad emotions such as tension, anxiety and depression, so as to maintain teachers’ mental health and improve their work efficiency and quality of life[5]. The universities should promote the harmonious development of teachers and students’ mental health quality, ideological and moral quality and scientific and cultural quality.

3.6 To Improve the Sense of Teaching Efficacy Through a Variety of Ways

The concept of teachers' teaching efficacy comes from the self-efficacy theory of American psychologist Bandura. Teachers' teaching efficacy means that teachers think themselves can effectively guide students and believe that themselves have the ability to teach students well.

There are many factors affecting teachers' teaching efficacy, including external environmental factors, such as whether the society has formed a good atmosphere of respecting teachers and attaching importance to teaching, whether schools have established reasonable rules and regulations, and more importantly factor refers to teachers themselves. To solve these problems, teachers should firstly make use of external positive factors and resist the invasion of negative factors. They should insist on learning every day, form a scientific view of education, constantly learn and master the knowledge of pedagogy and psychology, and consciously apply it in the practice of education and teaching, so as to increase their direct experience in teaching. Secondly, young teachers should learn from others, such as observing the teaching of excellent teachers, attending teaching seminars, etc., learn from the successful experiences of other teachers with an open mind, learn correct attribution, and enhance young teachers' self-confidence and sense of teaching accomplishment. Thirdly, young teachers can plan, design, supervise, reflect and summarize their own teaching through positive self-suggestion and micro-teaching. The improvement of teachers' teaching efficacy can not only affect teachers' working mood, make them happy, full of energy, respect and love students, and have great enthusiasm for teaching work, but also make teachers believe that through their own teaching, students can obtain rich knowledge, increase their talents, and then work harder, form a virtuous circle, and constantly improve their teaching level and ability.

3.7 Strengthen Self-cultivation and Establish Good Psychological Quality

Teaching and educating people is the basic duty of young teachers in colleges and universities, which is determined by the mission of higher education and the law of students' growth. Young teachers in colleges and universities must lead as an example and set an example for students. Confucius said, "As a manager, if you behave correctly and don't need to issue orders, things can work; If your behaviors are not correct, even though you issue orders, people will not obey them." Numerous experiences have proved that teaching by example is more important than teaching by words. School education plays a leading role in the formation and development of students' moral quality. Teachers should combine words and deeds. We all know that teaching by example is more important than teaching by words. Teachers should become role models for students to learn in ideology, morality and style, which is also the external manifestation of teachers' good psychological quality.

Due to the heavy teaching work, low salary and poor living conditions of young teachers, they may have various negative emotions. Young teachers should establish a correct cognition, objectively understand themselves, know their advantages and disadvantages, fully understand themselves, accept themselves, regulate themselves and improve themselves^[6]. Young teachers should learn to adjust and control your emotions, for example, progressive muscle relaxation training or imagination relaxation training, physical exercise, distraction, listening to music, reasonable catharsis, etc., and should always maintain positive and optimistic emotions. Teachers should treat setbacks correctly, change pressure into motivation, and enhance their ability to resist setbacks. They should plan their careers, overcome the unfavorable factors of themselves and the outside world, and move towards the predetermined goal. They can make more friends, actively communicate with others, and build harmonious interpersonal relationships. In addition, they should expand their hobbies, pay attention to their psychological conditions at any time, and improve their self-confidence^[7].

4. Conclusions

In a word, teachers' psychological quality is the most important part of comprehensive quality. The psychological qualities of young teachers in colleges and universities are different from those of middle-aged and old teachers and have their particularity. It is a systematic project to improve the psychological quality of young teachers. It is especially necessary for universities and teachers to unify their thinking, understanding and actions, make concerted efforts and take various effective measures, so as to effectively improve teachers' psychological quality, ensure high-level completion of education and teaching, and further improve the overall quality of higher education in China and the

comprehensive quality of the whole Chinese nation.

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