

Research on Reform and Practice of Career Planning and Cultivation Mechanism for Young Teachers of High-Level College

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Abstract: Young teachers are the new forces in the teaching team, whose professional growth is related to the future development of the school. Therefore, every school puts the professional growth of young teachers in an important place. At the same time, most schools also establish a mechanism to promote the professional development of young teachers. In the same way, many young teachers' teaching type have continued to spontaneously grow professionally in order to adapt quickly to teaching positions and establish their teaching styles. In spite of this, there are still some internal and external influencing factors in the professional development of young teachers, and they should be clarified one by one to find out the reasons and propose feasible solutions.

1. Introduction

Tao Xingzhi, an educator, said: "If students want to study hard, they must learn how to learn. Only a gentleman who learns and works hard can teach students who are learning." This should be the case for teaching young teachers of high-level universities. Most of the young teachers of teaching have just entered the work position of high-level universities. When faced with the different requirements and assessments of students, colleagues, schools and society, due to their lack of rich experience, they are often at a loss and they are at great risk. It is easy to influence teaching. The effect and self development, and worry about negative impact on career. In this case, although it depends on the understanding and support of students, colleagues, and leaders, it is more important for young teacher-teachers to plan their careers so that they can continuously improve their overall quality and meet the objective of cultivating and developing talents in high-level universities. Therefore, in career planning, the teaching young teachers must combine their own circumstances with the teaching environment and characteristics of high-level universities in order to conduct timely role-changing and correct role positioning.

2. The Significance of Career Planning for Young Teachers of Teaching

High-level colleges and universities are professional colleges and universities that implement higher education. Their knowledge is taught practically and adequately. When teachers plan their careers, they must establish viable development directions and goals, formulate specific plans, grasp external opportunities, eliminate constraints, and strive to develop their own potential. First, it can reduce teachers' pessimism, increase self-confidence and enthusiasm, reduce setbacks and failures, and improve teaching effectiveness [1]. Second, it can improve the school's teaching quality and the level of teachers and obtain good teaching results. Finally, it can cultivate high-quality skills. Talents, to promote social production and economic development, due to the improvement of teaching quality, school education will receive more support, is conducive to classroom teaching and scientific research projects. Therefore, doing a good job career planning is not only self-interested, but also beneficial to the school and benefiting society. It is of great significance.

3. The Factors Affecting the Professional Development of Young Teachers of High-Level University Teaching

3.1 Career Planning Motivation

Generally speaking, the motivation of professional development for young teachers in teaching can be divided into two kinds: internal motivation and external motivation. Intrinsic motivation refers to the motives that are caused by the needs of young teaching teachers themselves, for example, a strong interest in teaching; external motivation is induced by stimulation outside the teaching of young teachers in teaching, for example, the incentive of the unit, students, recognition and peer guidance.

3.2 Social Survival Pressure

According to the Survey Report on Teaching Young Teachers of Chinese Universities led by Associate Professor Lian Si (2012) of the School of Public Administration of the University of International Business and Economics, 73% of the 5,138 teaching young teachers who accepted their survey indicated that the survival pressure is very high. Large, the pressure comes mainly from three aspects - scientific research tasks, teaching tasks, and economic income. These pressures are even more pronounced for high-level university teaching young teachers [2].

Young teachers of teaching age under the age of 40 are in the "high-pressure period" of career development - teaching, scientific research, and economic pressure have reached the peak. High-level universities also have complicated factors such as self-financing of school fund, unstable teachers, and weak teachers' sense of belonging. Therefore, the pressure on young teachers of teaching to undertake teaching work in private universities is even greater.

4. Specific Measures for Career Planning for Young Teachers of Teaching

Understand its basic requirements and constraints, is conducive to teaching young teachers in the early stages of planning can have some reference and reference to achieve targeted, and improve planning efficiency. (1) Basic requirements. Young teachers of teaching should clearly understand the abilities and qualities required of a high-level university teacher. All along, higher vocational education has focused on the mastery and application of occupational technology and is committed to cultivating high-quality skilled talents. Therefore, teachers should continuously strengthen their own theoretical knowledge and practical ability and continuously improve the level of teaching and research, and master theories in practice. Knowledge promotes teaching efficiency in scientific research so that it can better plan its own career. (2) Constraints. The first is the factors of their own ability status, knowledge level and personality characteristics. They should constantly improve and avoid weaknesses when encountering problems in various stages of their careers. Second, the policies, management models, teaching conditions and other factors of high-level universities should be considered. It is necessary to meet the school's objective requirements as much as possible. Third, it is a social and occupational environment, development opportunities, and professional and technical factors. Therefore, it is necessary to focus on learning and teaching, and to cultivate the overall quality of students so as to improve students' resilience as much as possible. The employment opportunities for students also allow their development to be supported by social policies and education systems [3].

Within the high-level universities, according to the actual situation, the teaching young teachers can be divided into "teaching type" and "teaching scientific research type". When assessing title titles of "teaching" teachers, the assessment should be conducted from three aspects: teaching work, teaching-based scientific research, and social services. For those teachers with good professional qualities, high teaching quality, and excellent student evaluation, they are allowed to advance to senior professional titles. They can be rated as "teaching professors" and hired for a life-time school. This can encourage more time for young teacher-teachers. More energetic efforts are devoted to teaching and teaching reforms in conjunction with schools. "Teaching and research-oriented teachers" are based on basic scientific research. They use scientific research to promote teaching,

refer to scientific research achievements in their professional fields, and encourage them to engage in scientific research and development.

From the moment of contact with the work of teachers to becoming an excellent teaching young teacher who is respected and loved, it is often necessary to go through the following stages, and corresponding measures must be taken at all stages.

(1) The initial stage. In the 0 to 3 years that he had just taught, the young teacher of teaching has just embarked on a job. He is at the stage of exploration and familiarity with the school's rules and regulations, environmental facilities, and the content of his teaching materials, teaching methods, and job marking. For fear and fear, therefore, we must learn more and consult leaders and colleagues to improve our overall quality.

(2) Adaptation phase. After teaching for 3 to 5 years, the teaching young teachers adapt to the teaching work of high-level universities and gradually become a qualified teacher. They have greatly improved their teaching ability and other aspects, and initially mastered a set of teaching that meets their needs. The philosophy and style can handle students' classroom questions and school teaching assessments.

(3) Mature stage. After 5 to 10 years of teaching, the teachers entered a mature stage. They can work independently and operate freely. Their personal abilities and qualities have also been fully improved. They can skillfully use various teaching methods for different students, and the teaching effect is obvious. It is already a key teacher in high-level universities and has a certain influence in the teaching team.

(4) The creation phase. After teaching for 10 years, teachers should break the conventional teaching model and make themselves become expert teachers with unique teaching characteristics, and strive to improve students' enthusiasm for learning and the effectiveness of teaching. At the same time, combining many years of teaching experience, we strive to break through and innovate in teaching skills, theoretical knowledge, and scientific research.

5. Designing Career Goals and Ways to Achieve It

Generally speaking, teaching young teachers must have a clear goal and a specific way to achieve these goals when carrying out high-level university career planning.

(1) The goals. The first is the teaching goal, which is manifested in the improvement of students' grades, the passing of grade examinations, and the winning of teaching competitions. The second is the learning objectives, the development of study plans, the improvement of knowledge and skills, and the efforts to complete degree studies when conditions permit; Objectives: It is more conducive to self-development by completing the promotion of teaching assistants to professors. Fourth, it is a scientific research goal, combined with self-teaching achievements, writing academic papers by quality and quantity, and participating in subject research. The formulation of these goals must be clear and concrete, can be combined with actual actions, and can be achieved within a certain period of time [4].

(2) Ways to achieve it. The completion of career planning requires not only the support and assistance of the society, colleges and colleagues, but also the unremitting efforts of their own. The main methods are: First, continue to learn, often ask colleagues for experience, strengthen training and self-study; teaching reflection, through the discovery, summary and processing of problems, improve the teaching level; teaching research, explore new teaching methods, strengthen Project research improves teaching skills. Fourth, teaching practice. Applying what you know and learning to classroom teaching, so that it can be sublimated and tested, so that your teaching level and quality can be quickly improved.

In general, the frequency of resignation of high-educated young teachers of teaching type or the amount of investment in teaching work depends on a series of incentives given by their employers, including the choice of weighing the pros and cons—continuing to school or teaching. The greater the benefits of income, income, etc., the fewer teachers choose to leave or deal with teaching tasks. For high-level universities themselves, excessive teacher turnover will lead to the cost of running schools (such as the employment and training of new coins). As the cost rises, the quality of

teaching is declining (such as the lack of new teachers' teaching experience.) It can be seen that once a high-level university has established a "teaching-type job title" assessment strategy, it will need to increase the "teaching type" through salary adjustments. The teacher's teaching salary income encourages teaching young teachers to improve work efficiency and improve teaching quality [5].

Because the evaluation index of "teaching title" focuses on the teaching effect of teaching young teachers, teaching research and social services, the "intra-school wage" corresponding to the salary structure of this type of teachers can be increased. The bases of "rewards" and "class hourly fees" have increased their proportions in "intra-school wages", highlighting the importance of teaching-related work, and thus correctly guiding young teachers of teaching to reasonably allocate time for teaching, scientific research, academic research and teaching work.

6. Conclusions

Planning is risky, and planning is a bigger risk. Career planning is unavoidable, but high-level young teachers of university teaching must be strictly enforced, and the planning goals must be constantly revised and improved. Only by persevering and persevering can the young teachers of teaching achieve career planning.

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