

Research on the Improvement of Teaching Ability of Young University Teachers under the Background of Integration of Education and Scientific

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Abstract

The benign interaction pattern between teaching and research, teacher development and student growth is the demand and motivation for the sustainable and high-level development of OBE education mode. At present, young teachers in colleges and universities have gradually become an important force in teaching and research. How to improve the teaching ability and quality of young teachers to ensure professional development and talent training has become an urgent problem to be solved.

Keywords

Teaching ability, young university teacher, integration of education and scientific research, OBE education mode.

1. The Proposing of the Problem: the Development Dilemma of Young Teachers and the Improvement of Teaching Quality in Colleges and Universities

Teaching and research are strategic and overall tasks related to university development and personnel training objectives, which are relatively independent and mutually unified. Mutual independence means the possibility and reality of confrontation, conflict and even separation between the two, which has become one of the important constraints to the success of talent training in colleges and universities. Mutual unification means that the two can supplement each other and promote each other under appropriate conditions. The integration and positive interaction of teaching and research are related to the development of colleges and universities and the cultivation of talents. Through scientific research, teachers acquire cutting-edge knowledge, the latest development trends and trends in this field, so that they can grasp the height of their professional knowledge system in teaching, keep pace with The Times to optimize the curriculum system, deepen the teaching content, improve the teaching methods, and transfer the scientific research ability to the teaching ability in a timely manner.

American scholar William G. Spady systematically elaborated in 1994 that OBE is "result-based" education, which organizes and implements the entire education system including curriculum, teaching and evaluation. Students can obtain expected results at the end of learning activities, and learning results are more important than the way and time. The benign interaction pattern between teaching and research is the demand and power for the sustainable and high-level development of OBE education mode. The condition of integration of teaching and research is the high relevancy of content, the initiative of teaching design and the adoption of case teaching. The steps of OBE education model are to determine the outcome, select the way to achieve learning ability, evaluate learning output and feedback to improve the further teaching, and finally achieve the learning output result at the level of knowledge, ability and emotion.

At present, young teachers in colleges and universities have gradually become an important force in teaching and research. With the continuous development of China's higher education, the number of teacher in application-oriented universities is sustained growth, young teachers in universities and colleges not only become the backbone of teachers in universities and colleges, but also account for an increasing proportion year by year, becoming an important part of teachers. Although the academic level has been greatly improved compared with the past, but because young teachers lack strong practical teaching experience. So how to improve the teaching ability and quality of young teachers in order to ensure professional development and talent training has become an urgent problem to be solved.

Most of the young teachers step on the platform directly after graduation from doctor, lacking sufficient and in-depth teaching training, teaching experience and teaching academic ability and neglecting teaching theory and practical research. Based on the concept of OBE, this paper studies how to apply the concept of business, from a pattern of integration for teaching and scientific research, how to create a good atmosphere of teaching, improve teaching academic system, build the academic services organization, how to young teachers to provide planning guidance, scientific research and teaching organization diversity, sustainable and pragmatic teaching scientific research and academic activities. In order to stimulate young teachers' teaching subjectivity, innovation and enthusiasm, strengthen teachers' sense of responsibility in teaching, improve the quality of personnel training to provide theoretical and practical basis. The research on the integration of teaching and scientific research of young teachers systematically is based on the OBE concept, the analyzes the connotation, norms, requirements and countermeasures of the integration of teaching and scientific research and the academic thoughts of teaching and scientific research. So as to provide theoretical support for the development of young teachers, the improvement of classroom teaching level, the improvement of teaching academic level and scientific research level.

2. What is the Integration of Teaching and Research? Return to Teaching and Teseach Motivation

The key to the concept of integration of teaching and research is to improve the training quality of college students, promote teachers to combine scientific research and teaching organically, and adhere to the closer relationship between teaching and research. At the same time, teachers promote the improvement of teaching quality by scientific research, so that teaching and scientific research can achieve benign interaction, coordinated development and common progress. In addition, it can not be ignored that teachers will find more new research hotspots in the teaching process. In fact, the integration of teaching and scientific research is not only a matter for teachers. To a large extent, its implementation involves the cooperation between the teaching management department and the scientific research management department of the University, but also involves the reform and adjustment of the original guidance strategy, evaluation system and management system.

The focus of academic circles on the research of "integration of teaching and research" is mainly to respond to the problems in the development of higher education in a timely manner, because scholars have realized that if we still attach importance to scientific research and ignore teaching work, we will not be able to guide more teachers, especially young teachers, back to the classroom. Scientific research and teaching will become two completely independent systems with no promotion and integration. Teachers will not teach students the most important and advanced scientific research results, but also choose the direction of scientific research because of teaching.

Some scholars pointed out that "teaching-research" integration mode of personnel training, through the strengthening of scientific research mechanism, teaching promotion mechanism,

"professional learning, scientific research, social practice "linkage mechanism of stacking effect, in order to the transfer of teaching resources, the resources of scientific research in the reform of teaching methods to meet the requirement of scientific research depth development. So as to establish a double dimension in teaching and scientific research personnel evaluation standards, and to train main body in the process of talent training, resources, and mechanism of multi-factor matching optimization integration, to achieve mutually embedded with the integration of teaching and scientific research, to continue to improve the quality of graduate education, break through the " poor teaching quality "and "Lack of research motivation" innovation degree of correlation. Some scholars put forward the idea that the teaching level is also the academic level, construct the integrated development mode of teaching and research, introduce the scientific research achievements and the spirit of exploration into the teaching activities, and bring the teaching research into the scope of scientific research activities.

Ernest Boyer, former President of Carnegie Teaching Promotion Association of America, proposed the thought of the scholarship of Teaching. Teaching academic ability is the quality and ability that teachers must have to be guided by teaching academic concept and engage in teaching work. According to academic research method, it is the manifestation and integration of teaching ability and academic ability, and it is an important measure index of teaching quality and teaching level of teachers in colleges and universities. At the core of this idea, teachers realize that teaching is an important part of scientific research and that improving teaching level is an important goal of improving scientific research level. Teaching academic brings teaching into the category of academic, makes teaching become an academic activity, then balances the relationship between teaching and scientific research, and promotes the self-growth of university teachers. From the perspective of the purpose of higher education, the thought of teaching academic ability is of great significance to the cultivation and development of students, and provides a new way for teachers to understand the relationship between teaching and scientific research.

Domestic scholars generally have three views on the understanding of teaching and learning. First, some scholars believe that teaching academia is traditional discovery research, focusing on published results. Second, academic teaching is equal to excellent teaching, with emphasis on the results of evaluation. Thirdly, academic teaching is understood as taking an academic approach, but this view does not pay enough attention to how academic teaching is presented and evaluated. Apply educational theory and research to teaching practice. Teaching and learning integrate the research and teaching of university teachers. Breaking the traditional research and teaching two-point situation. It is beneficial to improve the comprehensive academic innovation ability of university teachers.

Young teachers are the new force of the teaching staff, and whether they can effectively achieve teaching development is an important factor for the continuous improvement of teaching quality in colleges and universities. Not only in China, but also in many countries, higher education attaches great importance to the cultivation of young teachers, including scientific research ability and teaching ability. In fact, especially in Europe and the United States, a relatively complete system of young teachers training has been established.

The development mechanism of teaching ability of young teachers in American colleges and universities is relatively perfect, which covers the ability of integration, implementation, research, innovation and understanding, and the way is flexible and reasonable, emphasizing group development and individual development. For young teachers, American colleges and universities attach great importance to mentor guidance and peer communication, strengthen external promotion and internal promotion and other diversified approaches, and attach great importance to the combination of induction education and after-service training. At the same time, the establishment of a sound security system to ensure young teachers to improve the level of teaching.

First of all, the government issues a series of educational policies and guidelines on the development of teaching ability of young teachers in universities and colleges, and provided sufficient funds and related development projects for young teachers in universities and colleges. Besides, some social foundations subsidize the development of teaching ability of young teachers in colleges and universities through educational funds or scholarships, and professional organizations also provide guarantee for the development of teaching ability of young teachers in colleges and universities in different ways. What's more, As the basic platform for the development of young teachers' teaching ability. Colleges and universities not only provide material support for the development of young teachers' teaching ability, but also provide spiritual support in terms of manpower, financial resources, material resources and projects.

3. Causes and Experience: the Way to Improve Young Teachers' Teaching Ability

The improvement of the teaching academic level of young teachers in colleges and universities is not only the key to build a high-quality higher education teaching staff, but also an important factor affecting the quality of university personnel training. At present, the teaching level of young teachers can not be improved reality, mainly for the following reasons.

3.1. Connotation and Development Direction of Higher Education

Young teachers because of the rapid transformation in role, make its in a strange state into a career, even after pre-service training, master of education psychology, education is not going to meet the teaching methods and teaching techniques, it is difficult to achieve in the teaching practice of "understand education", "understand students". In the teaching process, they are hard to highlight the teaching difficult point and is difficult to effectively arouse the enthusiasm of students' learning, to achieve the ideal teaching effect.

3.2. Technology Supremacy and Teaching Level

Electronic multimedia technology not only provides abundant resources and convenience, but also inhibits the ability of many young teachers to actively explore new knowledge. The teaching method technology seems "scientific", but also reduces the subjectivity of "teachers" in the teaching process, making it difficult to improve the teaching level. Technology supremacy will affect the teachers' individual development in the teaching process to a certain extent. It should be said that every outstanding educator has his own teaching method and teaching ideas, and a unified standard indicates what is good teaching and what is good teaching results.

3.3. Higher Education Evaluation System and Talent Evaluation Mechanism

At present, a common problem in higher education evaluation system is to attach great importance to the evaluation of scientific research, such as the number and level of published papers, patent application and technology transformation, and major scientific research achievements. Although some evaluation reports attach importance to the research of teaching quality and level, in fact, how to evaluate the teaching level of colleges and universities is still a difficult problem. Moreover, for the career development of young teachers, scientific research is the most important evaluation index. Young teachers spend more time and Practice on scientific research rather than improving their teaching ability.

3.4. The Goal and Realization Process of Student Training

Although it is generally believed that teaching, scientific research and social services are important functions of higher education, teaching is the most direct method and way for the cultivation of college students. The key is to improve the integration of classroom teaching and practical teaching in order to meet the needs of the market, industry and enterprises. This

requires young teachers to start with teaching academic research, reform the traditional teaching model and teaching methods, and renew the teaching concept.

4. Integration of OBE Concept and Teaching and Scientific Research: New Methods and Approaches

The ultimate goal of the integration of teaching and scientific research is to embody the function of higher education. Finally, it is to help achieve the goal of talent training based on output, and better realize the transformation of education paradigm from "content-based" to "student-oriented". In traditional teaching, teaching content is the core of teaching, which is more concerned than teaching objectives. The teaching practice based on the concept of OBE puts forward new requirements and ideas for teachers. It focuses on the development of more open courses and provides constantly updated learning resources. Whether this teaching mode can become a reality and play a maximum role depends on how teachers improve their ability of scientific research and teaching, and at the same time, closely connect them.

The power of teaching comes from scientific research. The essence of scientific research is to use the theories and methods that have been mastered to carry out complex and systematic thinking and Research on unknown fields. In this process, the scientific research achievements obtained by teachers will become the latest teaching contents and provide better results for the realization of teaching objectives.

At the same time, teachers' understanding of teaching rules, grasp of teaching objectives and understanding of teaching contents and their application of teaching methods and means permeate teachers' scientific research ability. In the teaching driven by scientific research, teachers can better understand the system and framework of the professional knowledge, and teachers can more freely use scientific research results to conceive the theoretical teaching content. Students can also better grasp the relationship between theory and practical application according to the teaching concept, cultivate students' literacy of thinking problems, and promote the improvement of students' scientific research level.

5. Conclusion

Among the development logic of OBE education model, teacher development is one of the influencing factors of professional goal and student training goal, and it is also an important variable that affects curriculum, teaching and learning, professional mission and other factors. The positive interaction between teaching and scientific research is an important condition for the professional development of young teachers and the growth of college students. Young teachers take the initiative and have sufficient ability to realize the integration of teaching and scientific research, and combine the OBE concept to realize the classroom teaching reform, it takes a long time to train and perfect, and finally to achieve the common growth of students and teachers in order to realize the value of higher education. It should be pointed out clearly that the integration of teaching and scientific research is not only about the professional development and selection of teachers, but also the core issue of higher education quality. To solve this problem, we must be influenced by multiple factors such as educational environment, system and evaluation system, especially by the comprehensive effect of educational policy and school policy. Therefore, both the educational and academic circles appeal that the ultimate solution to these problems should start with the education policy and carry out the reform of scientific research management and school governance. Only in this way can we provide a more harmonious space for the development of young teachers.

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