

Analysis of Strategies to Strengthen the Training of Young Teachers in the Personnel Work of Higher Vocational Colleges

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Abstract

The article first outlines the current situation of young teachers, then analyzes the reasons for the formation of young teachers' problems, including the lack of formal knowledge reserves, the lack of systematic training, the relatively lagging personnel management practices and the lack of reasonable management of their careers, and finally discusses countermeasures to strengthen the training of young teachers' teams, including the construction of an open selection and employment mechanism, the development of a training and training mechanism, the construction of an assessment and evaluation mechanism and the strengthening of The purpose is to provide reference for those concerned.

Keywords

Higher Vocational Colleges; Young Teachers; Training Countermeasures; Personnel Work.

1. Introduction

In most higher vocational colleges, personnel management contains many components, among which the construction of faculty teams is more prominent and has great significance in many aspects, such as the improvement of the quality of schooling. Nowadays, young teachers occupy a large proportion of the teaching team. This paper discusses how to promote the growth and development of teachers from the perspective of personnel work, in order to promote better progress of higher education.

2. Current Situation of Young Teachers in Higher Vocational Colleges

The mainstream of young teachers is good, they are highly educated, passionate, conscientious and committed to their work, but they also have certain problems. Most of the young teachers have a master's degree or above and only have a wealth of professional knowledge, which does not mean that they are capable of transferring that knowledge to their students effectively. For some young teachers, they do not have the basic training and knowledge in areas such as pedagogy, the laws and methods of teaching and learning, nor do they have a good understanding of the development of students or the characteristics of teaching. This hinders their development and is not conducive to improving the quality of the teaching staff, but also has an impact on the development of the school. In contrast to undergraduate universities, higher vocational colleges are different in that they focus more on the training of skilled personnel and therefore require teachers to have a wealth of professional knowledge and strong practical skills. In fact, for most young teachers, their practical experience is not rich and their hands-on skills are not very strong, which makes it difficult for them to fully grasp the experimental lessons and to answer effectively to some questions in the operation. In addition,

for young teachers, their experience is relatively shallow, they do not have a high level of scientific research, there is no relevant key research direction, and if the research policy is not favourable to them, it is difficult to obtain research projects.

3. Reasons for the Formation of Young Teachers' problems

The reasons for the formation of the problem of young teachers are analysed in this paper in terms of the lack of formal knowledge reserves, the lack of systematic training, the relatively late practice of personnel management, and the lack of rational management of their careers, for reference.

3.1. Lack of Formal Knowledge Reserves

Along with the deepening of higher education, which makes higher vocational colleges get better development, some institutions have the situation that teachers are not enough. In order to be able to supplement the school's teachers, some institutions have also employed fresh graduates. Before the summer holidays they play the role of students and after the summer holidays they need to be integrated into the role of teachers in a very short period of time, with a big teaching load. Generally these teachers are given pre-service training, but only to simply learn some aspects, such as pedagogy, with certain limitations, and for some vocational skills issues, it is difficult to get dealt with.

3.2. Lack of Systematic Training

Higher vocational colleges are aware of the role that young teachers can play in the development of schools, and have implemented some measures to strengthen the training of teachers, such as pre-service training, and have achieved good results, but compared with the continuous progress of higher education, there is always a certain distance between the requirements for teachers. For young teachers, they are knowledgeable people who have a strong desire for professional growth and personal development, and there are many ways to meet their own progress, especially training and further education.

3.3. Personnel Management Practices are Relatively Lagging Behind

In some higher vocational colleges, the existing personnel management concept is not advanced enough, and there is also a certain lag in the model. For the long-term development of institutions, talents have a role that cannot be ignored, and some institutions do not correctly understand this point, and only want to control people, which inhibits their initiative and creativity. In terms of personnel management system, it lacks certain perfection and standard, and the specific implementation has a great arbitrariness, and the execution force is not very strong.

3.4. Lack of Rational Career Management

In terms of career, for the majority of young teachers, they are at the beginning of their careers, not only will they pay attention to their own development, but also to their own interests, and they need to face many aspects of pressure, such as competition in the workplace. In terms of pay scales, they are at a disadvantage when compared to other professions because of the backwardness of the teaching profession, which can lead to a range of problems, such as anxiety, which can hinder their healthy growth if they are not given attention for a long time.

4. Strategies to Strengthen the Development of Young Teachers' teams

For how to strengthen the training of young teachers' team, this paper mainly discusses the following aspects for reference only.

4.1. Construct an Open Selection and Recruitment Mechanism

For higher vocational institutions, they should carry out in-depth job classification management and implement an open recruitment system on all fronts. It should be based on the approved compilation, the effective setting of posts, with the appointment system as the centre, and the construction of the relevant post management system, which belongs to the core content in this aspect of personnel management change and runs through a series of processes, such as the introduction of talents. When setting up posts, the actual situation of the institution should be combined and the needs of discipline construction should be taken into account, the relevant rules should be clarified, and appointments should be made according to the posts to produce a more scientific and reasonable competition mechanism. For vacant posts, open recruitment should be carried out, following the principle of "meritocracy"; for excellent management and technical staff, attention should be paid to their introduction, and the sources of teachers should be constantly extended to form a team of young teachers who meet the following conditions: experienced, potential and capable. Good and competent.

4.2. Develop Training and Development Mechanisms

For the in-service training of teachers, institutions should raise the importance of long-term planning and implement this work in place, in order to promote the better growth of the majority of young teachers and more effectively improve their professional status, and establish a corresponding platform. For some new teachers, not only should pre-service training be implemented, but training needs to be done for teaching-related content, such as teaching methods, so that these teachers can be integrated into their roles in time to lay a solid foundation for good teaching. Combining the characteristics of young teachers and taking into account the development needs of the institution, a scientific and reasonable training programme should be established, both in terms of time and money, to provide certain support, and constantly extend the training channels and establish a corresponding platform for teachers' practice and training to promote their better growth. For the "two-teacher" teacher team, the construction should be strengthened, and some young teachers should be selected for training, so that they can lay the theoretical foundation, improve their practical ability, understand the development of the industry at the first time, and promote the better development of the institution, so as to deliver excellent higher vocational students to the society.

4.3. Building Assessment and Evaluation Mechanisms

Based on classification management, combining different disciplines and positions, the assessment criteria should be quantified, highlighting different assessment priorities and evaluation contents, but the following contents should be given more attention, namely teaching achievements and levels, innovation, etc., comprehensively highlighting teachers' abilities and performance, and taking these as the main basis for promotion and salary increase, job renewal, etc., so as to prompt them to have clear and explicit This will enable them to achieve clear goals and motivate young teachers to work with enthusiasm. The process of assessment should be made more transparent and fair, and the criteria should be made public at the first opportunity to reduce artificial interference.

4.4. Strengthen Humanistic Care

Personnel departments need to change their role to that of a "servant" rather than a "manager", always following the "people-oriented" principle. It should always follow the "people-oriented" principle, strengthen communication with young teachers, give sufficient understanding and support, be the first to understand their demands, implement good communication between teachers and the leadership of the institution, create a more comfortable working atmosphere, and constantly improve their professional happiness.

5. Conclusion

In conclusion, for the major higher vocational colleges, we should fully promote the change of personnel management system in accordance with the relevant policies issued by the government, and build a corresponding incentive mechanism for the majority of young teachers in the institutions, so as to promote their better growth and inject a strong force for the healthy and stable development of higher vocational colleges.

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