

Analysis of the Current Situation of Cultivating Young Teachers in Vocational Colleges

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Abstract: As the bearers of higher education talent cultivation, university teachers, especially the formation of a group of young teachers with innovative vitality and research capabilities, are the fundamental guarantee for improving the quality of higher education. This article delves into the current problems in the cultivation of young teachers in vocational colleges, and proposes new ideas for cultivating young teachers through measures such as strengthening the construction of professional ethics and style, improving teaching ability, and enhancing practical skills.

Keywords: Higher vocational colleges, Teaching ability, Practice skill.

1. Introduction

In 2021, the Ministry of Education and six other departments issued the "Guiding Opinions on Strengthening the Construction and Reform of the Teaching Team in Higher Education Institutions in the New Era", which proposed to fully support the growth of young teachers, cultivate a new force in higher education, and solve the worries of young teachers in the future. This indicates that the country attaches great importance to the development of young teachers. The general secretary Xi Jinping emphasized in "On the Youth Work of the Party": "All the achievements of our party embody the enthusiasm and dedication of young people. In the new era, young teachers in colleges and universities, as outstanding young people, should set up lofty ideals, especially give play to the advantages of academic leadership, and be good practitioners, communicators and promoters of Core Socialist Values. One year's plan is nothing more than planting grains; A ten-year plan is nothing more than planting trees; The plan for a century is nothing more than cultivating talents. Universities bear the important task of cultivating talents for national education. Young teachers in universities are an important force in the teaching staff, which is related to the future of university development, talent cultivation, and education. Therefore, vocational colleges should take multiple measures and adopt effective training paths to improve the practical and professional skills of young teachers, thereby promoting the development of the school.

2. The Dilemma of Cultivating Young Teachers in Vocational Colleges

2.1. Young teachers lack firm professional beliefs

In November 2018, the Ministry of Education issued the "Ten Guidelines for the Professional Conduct of College Teachers in the New Era", which clearly stated that the fundamental task of education is to cultivate morality and cultivate people. Every teacher should firmly adhere to their ideals and beliefs, and uphold the bottom line of teaching and educating people. With the rapid development of China's economy and the remarkable improvement of people's

material living standards, the rapid development of online media has brought about a negative impact on young college teachers from Utilitarianism, individualism and Hedonism. Some teachers are full of enthusiasm when they first start working, but after a long time, they feel that their work is dull and monotonous. They emphasize comparison, greatly reduce their enthusiasm for work, and suffer from "soft bone disease" in their mental state. They follow the crowd seriously, have weak beliefs, fade their ideals, and even have the phenomenon of job hopping and resignation. There are deviations in their worldview, outlook on life, and values. Some teachers may have inaccurate goals, neglect classroom teaching on campus, focus on part-time jobs outside of school, engage in business or "second profession", rush forward when there are benefits, lack dedication, and regard financial interests as their ideal pursuit, losing faith in the face of material temptations. These teachers overlook the fundamental importance of educating people in educational work. As a result, it is impossible to teach with morality, establish oneself with morality, and impart correct moral values to students, thus failing to fulfill the professional responsibility of "educating people".

2.2. Insufficient teaching ability of young teachers

At present, most of the young teachers recruited by vocational colleges are highly educated graduate students, and the number of teacher training graduates introduced is very small. They have not yet completely changed their thinking from school to teaching and educating people, and their time in teaching positions is relatively short, lacking teaching experience. Some new teachers excessively rely on textbooks and preach according to the textbook during the teaching process; Some new teachers can only simply list the teaching knowledge points; Some new teachers are confused when choosing teaching methods, curriculum settings, and textbook choices. So relying solely on professional knowledge and high education is difficult to meet the needs of teaching ability, and to some extent, it also affects the improvement of teaching quality in vocational colleges.

2.3. Lack of practical ability among young teachers

For teachers in vocational colleges, double qualified

teachers should not only have solid professional theoretical knowledge, but also strong practical skills, not only able to stand on the podium, but also guide students in professional practice. Due to the influence of recruitment policies and the limitations of universities' own educational backgrounds, vocational colleges generally introduce graduate students with a master's degree. However, social personnel with practical experience in enterprises generally have educational backgrounds that do not meet recruitment requirements. Most new teachers come from school to work, and although they have some theoretical knowledge, they lack practical teaching skills, which makes it difficult to cultivate students' employability.

2.4. Insufficient innovation ability of young teachers

The cultivation of innovative practical technical talents in vocational colleges cannot be separated from the creation of new types of teachers, and more importantly, it is necessary to develop teachers' unique judgment and practical abilities in education, and creatively carry out their work. Some teachers in vocational colleges are content with the current situation and find it difficult to keep up with the times in their work, with a weak sense of innovation. In the teaching process, traditional "cramming and indoctrination" teaching methods are still used, lacking practical teaching experience and understanding students' needs. In fact, innovation should be made in teaching methods, creating a teaching atmosphere, innovating textbook knowledge, constantly understanding new technologies and methods in the industry, meeting the needs of students and society, and fully mobilizing students' enthusiasm.

3. Measures for Cultivating Young Teachers in Vocational Colleges

3.1. Strengthen ideological education and promote the construction of teacher ethics and style

The general secretary Xi Jinping point out: "For young people in the new era of China, loving the motherland is the foundation of standing and becoming successful. In contemporary China, the essence of patriotism is to adhere to a high degree of unity between patriotism, love for the Party, and love for socialism. " Against the backdrop of vigorously developing higher education and strengthening the autonomy of universities in China, the opportunities for young university teachers to study, visit, study abroad, and engage in academic exchanges have been increasing year by year. Young teachers in colleges and universities should also improve their political position, firmly establish Marxist ideals and beliefs, foster patriotism, strengthen " Confidence in four aspects", achieve "two safeguards", and stick to the bottom line thinking and strictly adhere to the political threshold around the fundamental issue of "who, how and for whom to train people". Schools should introduce various specific measures around organizational structure, teacher ethics education, teacher ethics promotion, teacher ethics assessment, teacher ethics supervision, etc., to form a system of teacher ideological and political education and teacher ethics construction. Make teacher ethics and academic conduct the first criterion for evaluating teachers, strengthen the inspection and control of ideological, political, and moral

conduct in public recruitment and talent introduction, and resolutely eliminate the introduction of existing problems; Implement a "one vote veto" system, and those who fail the teacher's ethics assessment will be assessed as unqualified in the annual assessment, and their qualifications in professional title evaluation, job promotion, and selection of excellent candidates will be cancelled. Strengthen the education of the "Ten Guidelines for the Professional Conduct of College Teachers in the New Era", organize young teachers to conduct in-depth studies on the history of the Party, the history of New China, the history of reform and opening up, the history of socialist development, and the excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture, and create a learning atmosphere of historical and cultural cultivation of teacher ethics and style. We will strengthen the training of young teachers' professional ethics, incorporate the cultivation of teachers' ethics into professional Career development, and integrate it into the practice of teaching and educating people. Schools should hold a new teacher induction oath ceremony as the first lesson in teacher induction education and an important carrier for strengthening teacher ethics education. Organize new teachers to enter rural areas and communities, carry out theme social practice through enterprise practice, summer social practice and other forms, guide young teachers to deeply understand the Party's situation, national conditions, social conditions and people's conditions, guide students with the education of Core Socialist Values, keep the channel of teaching and educating people, and cultivate the responsibility field of scientific research and educating people. Pay attention to students' growth, needs, and mental health, and guide them to understand how to combine theoretical learning with practical guidance. Therefore, young teachers should not only be disseminators of knowledge, but also practitioners and demonstrators of morality, shouldering the responsibility of helping students establish correct life goals and cultivate noble morality.

3.2. Implementing Assistant Lecture Training to Enhance Teaching Ability

Implement a system of young teachers sitting on duty, and in order to further expand the path of teacher training, training, and communication, carry out school-based training in a planned and systematic manner. Relying on the Teacher Development Center to build an exchange platform, provide assistance and support for teachers to improve teaching and enhance their professional and technical abilities. Efforts should be made to build the Teacher Development Center into a platform for teacher professional growth, supplemented by policy incentives, to guide teachers to engage in peer assistance and seek common development. The training is carried out in accordance with the five links of pre job training - admission education - general learning - teaching observation - auxiliary teaching - special training, and new teachers are intensively strengthened through theme reports, special salons, observation and observation of lectures, seminars and exchanges, etc. At the same time, secondary colleges are required to organize and arrange professional intensive training according to the characteristics of disciplines and specialties, develop personalized training programs, and implement the school enterprise dual Mentorship, Carry out "one-on-one" mentoring training; Guide young teachers to formulate career Career development, impart teaching methods and experience, and

improve practical ability. Enable new teachers to pass the dual teacher certification within five years of employment and grow into "qualified" teachers.

3.3. Deepen school enterprise cooperation and enhance practical skills

According to the "Implementation Plan for National Vocational Education Reform" document, teachers should have at least one month of practical training in enterprises every year, and at least six months of practical training in enterprises every five years. Newly hired professional teachers must go to enterprises for at least 6 months of concentrated practical training in the first two years. Schools should establish a five-year rotation training system for all staff; Expand the functions of the industry education integration platform, fully utilize the resources of the industry, enterprise, and government, encourage young teachers to take up temporary positions in famous enterprises, take up positions in enterprises, and take on social part-time jobs, actively participate in school enterprise cooperation projects, undertake horizontal research projects, participate in provincial visiting engineers, achieve school enterprise communication and mutual education, and improve practical guidance capabilities. Relying on the enterprise comprehensive service platform, select high-quality enterprises and leading enterprises, and establish a "dual teacher" teacher training base and teacher enterprise practice base (mobile station). Adopting a mechanism of "joint construction by schools, professions, enterprises, and other parties", in the process of base construction and teacher training, professions and enterprises leverage their respective advantages, cooperate closely, divide labor and collaborate, and jointly complete the task of improving the quality of the teaching staff and enriching practical operation experience. The content of social practice training for young teachers should mainly focus on the latest technologies and job requirements of industry enterprises, help young teachers understand the development trends and updates of new technologies and professions, attach importance to the introduction and application of new knowledge, new processes, new methods, new standards, new materials, and new equipment, and focus on the training of practical skills, professional literacy, and professional spirit of young teachers. Adopting a combination of "teacher led apprentice" guidance and completing work tasks, the enterprise base selects technical backbone and skilled craftsmen as mentors to guide teachers in carrying out practical work in the enterprise. By providing guidance on practical skills and on-the-job operations for young teachers, we aim to help them quickly master enterprise practical skills and improve their practical teaching level.

3.4. Relying on research and development platforms to enhance research capabilities

Relying on the research and innovation service platform within the school, adhering to the combination of research and training, carrying out on-site research and development, fully leveraging the platform's function of "promoting education through research, cultivating teachers and nurturing students", encouraging teachers to participate in on-site research and development service institutions, innovation and entrepreneurship studios, school enterprise co construction of research and development centers, enterprise research institutes, and other research and innovation platforms, by

hosting platform construction or guiding students' innovation and entrepreneurship teams, docking enterprise research and development projects Provide decision-making consultation for the government, provide training services for enterprises, and enhance practical guidance, technical level, technological innovation, and social service capabilities.

3.5. Adapting to the development of the times and enhancing innovation capabilities

The general secretary Xi Jinping emphasize: "The world is constantly changing, and China is also constantly changing. We must keep up with the times in theory, constantly understand the laws, and continuously promote theoretical innovation, practical innovation, institutional innovation, cultural innovation, and other aspects of innovation". At present, China's higher education has shifted from scale expansion to connotation based development. Young teachers in universities should actively understand and grasp the new trends, trends, and strategies of national higher education, integrate into the overall pattern of "ideological and political courses+curriculum ideological and political education", accurately grasp the direction of higher education, explore the ideological and political education elements in the curriculum, and explain the education principles in the subject and major clearly, clearly, and thoroughly. Universities are important places for talent cultivation and scientific research, and young teachers must establish a learning philosophy and enhance their innovative abilities. Faced with the rapid development of global politics, economy, and culture, young teachers in universities should always maintain a sense of foresight, proactive response, and proactive pursuit of change. They should maintain a sense of hunger and crisis towards academic pursuits, and achieve a unity of political and academic rationality, value and knowledge, constructive and critical, theoretical and practical, unity and diversity, dominance and subjectivity, in order to comprehensively enhance their innovation capabilities.

3.6. Solve worries and enhance happiness

Young teachers entering the workforce will face issues such as spouse selection, marriage, childbirth, and enrollment. In order to help them work with peace of mind, schools can provide transitional housing for them, or they can collaborate with urban enterprises and institutions to organize youth networking activities, etc., to solve the housing and spouse selection problems of young teachers. Schools should pay attention to the family life situation of each young teacher, listen to their demands, promptly solve their practical difficulties, encourage the adoption of various methods to improve the treatment of young teachers, encourage universities to cooperate with social forces and the government to establish kindergartens and primary and secondary schools, and solve the problem of young teachers' children entering kindergarten and enrollment. Pay attention to the physical and mental health of young teachers and care for them. Eliminate worries for young teachers in their innovative and practical work, and ensure that they focus on teaching and research. This is also very helpful for vocational colleges to retain talents.

4. Conclusion

Young teachers are the new force of the teaching staff in vocational colleges and an important component of the

construction of the teaching staff. Colleges and universities should focus on the long-term development goals of higher education in China, adhere to the combination of introduction and training, and include this work in the school's medium and long-term development plan. They should encourage young teachers to actively participate in industry university research cooperation, industry education integration, and school enterprise cooperation, and improve the education, teaching, and practical skills level of young teachers from all aspects.

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