Research on the Development Path of College Young Teachers' Teaching Ability from the Perspective of Teaching Team Building

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Abstract. The teaching ability of young teachers is the key factor of the implicit and sustainable development of colleges and universities, and the teaching team is the main organizational form of the development of the teaching ability of young teachers. The cognitive, behavior and technical path for young teachers’ teaching ability development will be provided through teaching team construction. Among them, the cognitive path contains teaching team culture and emotion, the behavior path includes teaching team interaction and leadership, and the technical path embodies teaching team structure and mechanism. The research not only provides a theoretical framework for the college teaching team to promote young teachers' teaching ability, but also attains an enlightenment for colleges and universities to renew the talents echelon.

1. Introduction

With the new era of higher education in China, young teachers, as a new force, have stepped onto the stage and promoted their teaching ability. On the one hand, for more active young teachers, the characteristics of shaping self-worth are becoming more and more obvious[1]. On the other hand, as teaching is the primary task of young teachers in colleges and universities, the development of young teachers' teaching ability infuses fresh blood into college teachers and makes teaching work innovative[2]. Therefore, it’s an effective strategy to promot young teachers’ teaching ability for talent echelon convergence and teaching innovation.

Scholars have recognized the necessity and urgency of the development of young teachers' teaching ability, and accordingly carried out rich research on it. However, the following shortcomings remain in existing research:

First of all, the team-level research on young teachers is relatively scarce. The existing research mainly discusses the development of teaching ability of young teachers in colleges and universities at the following four levels: One is based on the progress of society, the relationship between social values[3], educational system[4], teaching reform[5] and the characteristics of the times[6] and the development of young teachers' teaching ability is discussed at the macro level; The second is based on the perspective of the field of education, in the middle level to explore the teaching system of colleges and universities[7], teacher evaluation system[8], college culture and school characteristics[9] on the development of young teachers' teaching ability; The third is to explore the role of teachers'
career development\textsuperscript{[10-11]}, personality traits\textsuperscript{[12]} and growth background\textsuperscript{[13]} on the formation and development of young teachers' teaching ability from the perspective of psychology. However, the existing research lacks enough attention to the team level (i.e., teaching team, such as teaching and research office, course group, teaching team, etc.) of the teaching team. And the teaching team has a direct impact on the development of young teachers' teaching ability and the. Therefore, it is more direct, continuous and strong to explore the influence of teaching team on the development of young teachers' teaching ability.

Furthermore, the content and goal of the development of teaching ability of young teachers in colleges and universities are not comprehensive enough. The existing research can be divided into three categories: Firstly, the influence of ideological construction\textsuperscript{[14]}, teachers' moral construction\textsuperscript{[15]}, professional ethics\textsuperscript{[16]}, educational idea\textsuperscript{[17]} and teaching thought\textsuperscript{[18]} on the teaching ability of young teachers; Secondly, the role of teaching methods\textsuperscript{[19]}, scientific research experience\textsuperscript{[20]}, teaching means and innovation of teaching content; And thirdly, the role of teaching system, academic standard, curriculum construction and teaching evaluation system. Although the results of each kind of research have pertinence to the development of teaching ability of young teachers in colleges and universities, they ignore the influence of the interaction of cognition, behavior and technology on the all-round development of young teachers' teaching ability, which leads to the young teachers not to be targeted and "biased ". Therefore, this incomplete and unspecified training method cannot effectively realize the development of young teachers' teaching ability. Under the background of synchronizing the new era of higher education in our country, it is necessary to construct the teaching ability of young teachers from cognition, behavior and technology paths at the same time, so as to stimulate the matching between the career development and the teaching ability of young teachers. With the growth and development of young teachers, the teaching team can promote the development of young teachers' teaching ability from aspects of cognition, behavior and technology concurrently.

This paper is devoted to answer the question of "how micro-environment can promote the development of teaching ability of young teachers in colleges and universities", which will focus on the path mechanism of teaching team construction on the development of teaching ability of young teachers in colleges and universities, so that we can contribute to the realization of the goal of "double first-class" of higher education in China.

2. The Three Paths Model for the Development of Young Teachers' Teaching Ability from the Perspective of Teaching Team

2.1. Teaching Team Culture and Emotion is the Cognitive Path to Promote the Teaching Ability of Young Teachers in Colleges and Universities

Teaching team culture is mainly manifested in teachers' growth culture, teaching innovation culture, teachers' moral spirit, characteristic development culture and team building culture. In recent years, the teaching team has gradually become one of the main organizational models of teaching work. The teaching team culture is the inner motive force to realize the development of young teachers' teaching ability. First of all, under the background of increasingly impetuous educational atmosphere in China, the teaching team should pay more attention to the growth of teachers and the cultivation of teachers' ethics. Paying attention to young teachers' growth is to reserve talents for the sustainable development of the higher education, and it will also determines the quality of team
division and cooperation. Young teachers are more likely to realize teaching method innovation in supportive atmosphere, and continuously shape the core competitiveness and academic voice of teaching team in college education. Secondly, as an important part of the teaching team, young teachers in colleges and universities take the heavy responsibility of cultivating talents. Therefore, it’s an important subject to shape the spirit of teachers' ethics in colleges and universities. In a word, the teaching team should attach great importance to the shaping of team culture, the growth of young teachers, and the construction of teaching team through the rendering of culture, and create a high-level teaching staff with firm ideals and beliefs, courage to innovate, academic preciseness, moral integrity and ability, so as to build a spiritual pillar for the development of young teachers' teaching ability.

The emotion of teaching team mainly includes the tone of teaching emotion, the emotional penetration of leader and members, the emotional sharing, and the emotional quotient of teaching team. Teaching team emotion is the integration of teachers' individual emotion at team level based on organizational identity and the consistent emotional characteristics of the team. Therefore, the emotion of teaching team embodies the average level of teachers' individual emotion, and at the same time represents the overall emotional orientation of teaching team. First of all, the common experience of teachers in team work is socialized into the teaching emotional tone that affects the team to complete the teaching task, but only when the team teachers share emotions, this emotional tone can be generated. This is the essential literacy that young teachers obtain through emotional sharing. Secondly, the emotional penetration of leader and members has important value on team building. Team leadership can help to identify the negative emotions and obstacles caused by the team in the process of construction, and arouse the attention of leaders to team emotions. The EQ of teaching team is the ability of teachers to manage and deal with emotions. Teachers' emotions will not only affect their physical and mental health, but also affect the realization of team goals, and play an indispensable role in the frustration of young teachers. Therefore, the emotion of teaching team is of great significance in theory and practice. It proves the importance of team resultant force, and provides a theoretical basis for the construction of teaching team and the emotional power, which will contribute to the development of young teachers' teaching ability.

2.2. Teaching Team Leadership and Interaction is the Behavior Path to Promote the Teaching Ability of Young Teachers in Colleges and Universities

Teaching team leadership is mainly reflected in the integration of team resources, team guidance and management, expert knowledge and skills, cultural and ideological shaping, optimization of development platform, creation of training opportunities and so on. As the teaching team leader in colleges and universities, the role of teaching expert and team manager condensed in team leader is the bridge between team building and young teachers' teaching ability. First of all, the process of team building depends to a large extent on the relationship between team leaders and young teachers and the rational allocation of team resources in the growth of young teachers. When the relationship is harmonious, a reasonable iterative model of team talent echelon will be derived. This requires team leaders to have expert knowledge and management skills, so as to integrate the resources available to the team, plan and build a platform conducive to the accumulation of experience and knowledge by young teachers, create opportunities for young teachers to learn and communicate, and promote the development of young teachers' teaching ability in order to achieve the teaching objectives of the team. Secondly, team leaders should link the personal interests of young teachers with team development, and infiltrate the responsibility of leading team
development and management into culture and thought shaping process, which will affect the thinking mode of young teachers and establishes the balance of personal development and team building. Therefore, teaching team leaders play a central role in the whole team as they bridge the team building and the development of young teachers' teaching ability.

Teaching team interaction mainly includes teaching form interaction, team communication, team radiation, team knowledge update and knowledge and experience sharing. First of all, it will improve the teaching ability through frequent exchange and sharing of knowledge and experience between teachers, especially when young teachers constantly inject new knowledge to the team, improve the radiation role of the team, provide resource base and experience guidance for teaching team to achieve various forms of interaction. Secondly, through continuous learning, communication, and learning from each other, team teachers condensed knowledge and experience through team communication into the interactive behavior. In addition, active team communication is beneficial to establish the basis of mutual trust among teachers and play a constructive role in conflict while maintaining the heterogeneity of team members. Therefore, it is an effective way to strengthen the interaction among teachers, and between teachers and other objects to construct teaching team and the enhance young teachers' teaching ability, which can give full play to team wisdom and team strength.

2.3. Teaching Team Structure and Mechanism is the Technical Path to Promote the Teaching Ability of Young Teachers in Colleges and Universities

Teaching team structure mainly includes teaching team task role, team structure heterogeneity, knowledge and professional skills, and teaching team structure quality. First of all, every teacher undertakes certain teaching tasks, knowledge complement or cooperate with each other because of knowledge and skills differences. However, compared with homogeneous teams, members with higher degree of heterogeneity in social categories often lack open communication, and it is difficult to establish interpersonal relationships with mutual understanding and trust, so that knowledge and experience cannot be fully shared. Similarly, teaching team members with high heterogeneity of cognitive categories often cannot produce convergent thinking patterns and teaching ideas. Different cognition is more likely to stimulate contradictions between teachers and which will affect the team interaction quality and be detrimental to the development of young teachers' teaching ability. Therefore, maintaining a reasonable level of team heterogeneity structure can improve team quality and give full play to each teacher's knowledge and skills. Secondly, the task division and role allocation of the teaching team affect not only the communication and cooperation within the team, but also the exertion of each teacher's teaching ability and the adaptability of the team task. Therefore, only if the teacher's knowledge level and professional skills have been identified, and task roles have been reasonably allocated, it can give full play to internal advantages, promote the team to complete established teaching tasks and ensure the quality of teaching team structure. Therefore, even each subject in the team perform their duties respectively in a system, the teaching team structure gradually evolves into an interdependent and mutually promoting ecosystem. Under the influence of teaching team structure, the construction of teaching team in colleges and universities and the development of teaching ability of young teachers become a unity.

The teaching team mechanism is mainly manifested in the division and cooperation mechanism, the growth mechanism and the mentor system of young teachers, the development mechanism and the management system of teaching team. From the present point of view, the teaching team in
colleges and universities has become the main teaching work form in various colleges and universities. Although the teaching team and young teachers have absolute advantages in quantity, they bring about the "false prosperity" of teaching work. In order to play a synergistic effect, the team mechanism should closely follow the development strategy of the teaching team, effectively integrate the internal members and the external resources of the team, strengthen the communication between the team members through the division and cooperation mechanism, and optimize the growth mechanism of young teachers and the system of young teachers' mentors. The interaction of various mechanisms constitutes a complete system of teaching team mechanism, which can realize the sustainable development of team and the cultivate young teachers under the joint efforts of each other.

2.4. The Integration of Three Paths: The Development Path of Young Teachers' Teaching Ability from the Perspective of Teaching Team Building

From the perspective of teaching team building, the development of teaching ability of young teachers in colleges and universities needs different strategies in different paths: the strategy of cognitive path includes teaching team culture and teaching team emotion, namely promote the reconstruction of young teachers' value concept and adhere to teaching standard; the strategy of behavior path includes leaders and members interaction in the teaching team, which will build a bridge between team building and young teachers by constructing the core position of teaching team leader, and has reflected the logical path that university teaching team provides resource platform for young teachers' teaching ability development; and lastly the technical path, which contains the teaching team mechanism and the teaching team structure, through which the team uses certain technical skills and behavior norms to ensure the effective operation of the team, and at the same time, it will stimulate the subjective initiative and the effective motivation of teachers to participate in teaching activities through the flexible use of organizational forms, staffing methods, assessment and incentive system, and timely evaluation and behavior guidance for young teachers. In addition, it is necessary to adjust the preset teaching plan and team division and cooperation to make the teaching team construction orderly and reasonably, and provide institutional guarantee for the steady development of young teachers' teaching ability.

3. Conclusion

This paper finds that the development of young teachers' teaching ability, from the perspective of teaching team building in colleges and universities, is based on the process of teachers constantly breaking and seeking balance under the conditions of cognitive, behavior and technical path. Teaching team culture and emotion, teaching team leadership and interaction, teaching team structure and mechanism are the concrete embodiment of the influence of college teaching team on the development of young teachers' teaching ability. The imbalance produced by their interaction realizes the development of young teachers' teaching ability.

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