

Investigation and Study of Young Teachers' Teaching Ability Development Current Situation in Medical Vocational Colleges in China

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Abstract—This research adopts the survey research method to investigate the current situation of the development of teaching ability of young teachers in medical vocational colleges. At present, there are many problems in the development and cultivation of teaching ability of young teachers in medical vocational colleges, For example, knowledge and skills are not balanced, pedagogy and psychology knowledge and skills are neglected, teaching ability development is not comprehensive, and key abilities need to be strengthened. The system of cultivating young teachers' teaching ability has been basically established, but the implementation situation and training effect are not good, which needs to be further strengthened.

Keywords—Young Teachers; Teaching Ability; Medical Vocational Colleges

I. INTRODUCTION

Over the past decade, with the expansion of education, a large number of young teachers have entered medical vocational colleges, playing an important role in the development of local colleges and universities. However, they showed some inadaptability in education and teaching activities because they received little training related to teacher training before their employment. In order to understand the actual situation and problems of the development of teaching ability of young teachers in medical vocational colleges, this study conducted a field survey on young teachers in S college. This paper tries to discuss and analyze the teaching ability of young teachers in medical vocational colleges from four aspects: mastering and renewing knowledge and skills, classroom teaching ability, teaching research ability and modern information technology application ability^[1].

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II. METHODS AND CONTENT

A. Development Status of Teaching Ability of Young Teachers

With regard to the development of the teaching ability of young teachers in medical vocational colleges, This study mainly adopt the method of self-evaluation to evaluate their teaching ability^[3].

1) Development Status of the Ability to Master and Update Knowledge and Skills

In terms of knowledge and skills acquisition and update ability development, the questionnaire mainly includes six questions. The statistical results are as follows:

2) Scope of Knowledge of Teachers

In answer to the question "what do you think of your general knowledge",12 percent of the teachers chose "very wider",78 percent "wider",10 percent "general" and no one "narrower". Nearly 90 percent of young teachers think they have a broad or broad range of knowledge, This shows that young teachers have a wide range of knowledge. The results are shown in TABLE I.

TABLE I. SCOPE OF KNOWLEDGE OF TEACHERS

Title	Percent %
Very wider	12
wider	78
general	10
narrower	0

3) Master Pedagogical Knowledge and Skills of Teachers

In answer to the question "how well do you master your pedagogical knowledge and skills?" 20 percent of teachers chose to "have studied in the school system", 75 percent chose to "have studied in pre-service training" and 5 percent chose to "teach themselves". It can be seen from this that only one fifth

of young teachers have learned pedagogical knowledge and skills systematically in school, and the vast majority of teachers have only learned pedagogical knowledge in pre-job training. As the pre-job training time is short, which is usually only about 7 days, young teachers' mastery of pedagogical knowledge and skills is not optimistic. The results are shown in TABLE II.

TABLE II. MASTER PEDAGOGICAL KNOWLEDGE AND SKILLS OF TEACHERS

Title	Percent %
have studied in the school system	20
have studied in pre-service training	75
teach themselves	5

4) Master the Psychological Knowledge and Skills of Teachers

In answer to the question "how well do you know your psychological knowledge and skills? 21percent of the teachers have studied in the school system, 77percent have studied in the pre-job training and 2 percent have studied on their own. This is consistent with the mastery of pedagogical knowledge and skills. Therefore, the psychological knowledge and skills of young teachers are not optimistic. The results are shown in TABLE III.

TABLE III. MASTER THE PSYCHOLOGICAL KNOWLEDGE AND SKILLS OF TEACHERS

Title	Percent %
have studied in the school system	21
have studied in the pre-service training	77
teach themselves	2

5) Master Professional Knowledge and Skills of Teachers

In answer to the question "how well do you know your expertise and skills?" 78 percent teachers chose "" very good," "19 percent chose "better," "and 3 percent chose "average." It can be seen that the majority of young teachers have a good grasp of professional knowledge and skills. The results are shown in TABLE IV.

TABLE IV. MASTER PROFESSIONAL KNOWLEDGE AND SKILLS OF TEACHERS

Title	Percent %
very good	78
better	19
average	3

6) Update of Teachers' Professional Knowledge

In answer to the question "do you often learn about frontier developments in your discipline in various ways?", 60 percent teachers chose "often", 6 percent teachers chose "occasionally". It can be seen that about three-fifths of young teachers are able to learn about their frontier development through various channels.

7) Update of Teacher Education and Teaching Knowledge and Skills

In answer to the question "do you often read about education and teaching material", 11 percent teachers chose "often", 63 percent teachers chose "occasionally" and 26 percent teachers chose "rarely". It can be seen that only about one in eight young teachers can regularly read materials about education and teaching, and most young teachers rarely or occasionally read materials about education and teaching.

8) Master Pedagogical Knowledge and Skills of Teachers

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9) Master the Psychological Knowledge and Skills of Teachers

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10) Master Professional Knowledge and Skills of Teachers

In answer to the question "how well do you know your expertise and skills?" 78 percent teachers chose "" very good," "19 percent chose "better," "and 3 percent chose "average." It can be seen that the majority of young teachers have a good grasp of professional knowledge and skills.

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In answer to the question "do you often learn about frontier developments in your discipline in various ways?", 60 percent teachers chose "often", 6 percent teachers chose "occasionally". It can be seen that about three-fifths of young teachers are able to learn about their frontier development through various channels.

12) Update of Teacher Education and Teaching Knowledge and Skills

In answer to the question "do you often read about education and teaching material", 11 percent teachers chose "often", 63 percent teachers chose "occasionally" and 26 percent teachers chose "rarely". It can be seen that only about one in eight young teachers can regularly read materials about education and teaching, and most young teachers rarely or occasionally read materials about education and teaching.

B. The Development of the Classroom Teaching Ability of Young Teachers

In terms of classroom teaching ability, This study mainly investigated from four aspects: classroom teaching design

ability, classroom teaching organization ability, classroom teaching management ability and classroom teaching reflection ability^[4].

1) Development of Teachers' Classroom Teaching Design Ability

In answer to the question "how good are your classroom instructional design capabilities", 70 percent teachers chose "very good", 20 percent teachers chose "better" and 10 percent teachers chose "average". This shows that most young teachers have good classroom teaching design ability, only 10 percent of young teachers think their classroom teaching design ability is average.

2) Development of Teachers' Classroom Teaching Organizational Ability

In answer to the question "how well do you organize your classroom teaching", 60 percent teachers chose "very good", 22 percent teachers chose "better", and 18 percent teachers chose "average". It can be seen from this that more than four-fifths of young teachers think their own classroom teaching organizational ability is good, while nearly one fifth of young teachers think their own classroom teaching organizational ability is average.

3) Teachers' Teaching Management Ability

In answer to the question "how good are your classroom teaching management abilities", 61 percent teachers chose "very good", 22 percent teachers chose "better" and 17 percent teachers chose "average". Therefore, more than four-fifths of young teachers think their teaching management ability is good or very good. The results of teaching teams to members of the interview with us some discrepancy, in the teaching teams to members of the interview, when it comes to young teachers teaching ability of organization of the topic, the teaching teams members think young teachers classroom teaching ability of organization is a relatively weak link, cannot be very good to mobilize students' enthusiasm and interest in learn.

4) Teachers' Reflective Ability in Teaching

In answer to the question "how well do you reflect on your classroom teaching", 20 percent teachers chose "very good", 42 percent teachers chose "good", 37 percent teachers chose "average" and 1 percent teachers chose "poor". It can be seen from this that more than two-thirds of teachers think they have good reflective teaching ability, while nearly one-third think their reflective teaching ability is average or poor.

C. Teachers' Teaching Research ability

This study mainly reflects the teaching research ability of young teachers in medical vocational colleges by writing education and teaching research papers. In answer to the question "whether you write education, teaching research paper", 5 percent teachers chose "regular", 21 percent teachers chose "some", 41 percent teachers chose "not often" and 33 percent teachers chose "hardly ever". Thus, less than one third of young teachers often write or have some education and teaching research papers, and more than two thirds of young teachers rarely or hardly write education and teaching research papers^[5].

D. The Ability of Young Teachers to Apply Modern Information Technology

The modern information technology application ability of young teachers in local colleges and universities is mainly investigated from three aspects: the ability to collect and process data by using computer and network, the ability to apply information teaching equipment and technology, and the ability to develop and use learning resources under the network environment^[6].

1) Ability to Collect and Process Data by Computer and Network

In answer to the question "how good are you at using computers and networks for data collection and processing", 21 percent teachers chose "good", 64 percent teachers chose "good" and 15 percent teachers chose "average". It can be seen that many young teachers think they are better at collecting and processing information by using computers and networks. Today's young teachers are almost a generation growing up with the development of computers and networks in China. They are both good at using computers and networks, and they are young and have a stronger ability to accept computers and networks^[7].

2) Ability to Apply Information Teaching Equipment and Technology

In answer to the question "how well do you use your information-based teaching equipment and technology", 18 percent teachers chose "good", 61 percent teachers chose "good" and 21 percent teachers chose "average". It can be seen from this that nearly 80 percent of young teachers have a good ability to use informationized teaching equipment and technology, while about one fifth of young teachers think their ability to use informationized teaching equipment and technology is average. Through interviews with young teachers, This study found that their problems in the application ability of information-based teaching equipment and technology were mainly reflected in the low level of using electronic whiteboard, simple courseware making and low level^[8].

3) Ability to Develop and Use Learning Resources in the Network Environment

In answer to the question "how well do you develop and use resources in your network environment", 20.19% chose "good", 67.31% "good" and 12.50% chose "average". It can be seen that nearly 90% of young teachers think that their ability to develop and use learning resources under the network environment is good or good. However, in the interview with young teachers, This study found that young teachers mainly use online learning resources by downloading quality courses and video open courses in the development and use of learning resources in the network environment, and the way is relatively single^[9].

III. RESULT AND DISCUSSION

A. *Analysis of Problems Existing in the Development of Teaching Ability of Young Teachers*

1) *Knowledge and Skills Are Not Balanced, and Knowledge and Skills of Pedagogy and Psychology are Neglected*

Through investigation this study found that young teachers in medical vocational colleges have a wide range of knowledge and good professional knowledge and skills, and can update their professional knowledge and skills in a timely manner. However, the knowledge and skills of pedagogy and psychology, which are closely related to teaching ability, are still lacking and rarely updated. As is known to all, pedagogy and psychology knowledge and skills is an important content of teacher professional development, is also an important part of the teachers to raise their teaching ability, but because of the imperfect system of teachers' professional development, teachers' cognitive bias and other reasons, pedagogy and psychology knowledge and skills by the neglect of young university teachers, which will inevitably affect the improvement of their teaching ability^[10].

2) *The Development of Teaching Capacity is not Comprehensive, and The Key Capacity Needs to be Strengthened*

In the survey, this study can find that young teachers have uneven development in different aspects of their teaching ability. Specifically, the design ability of classroom teaching and the organization ability of classroom teaching develop well. But the classroom teaching management ability, the classroom teaching reflection ability and the teaching research ability are relatively weak. As the design ability of classroom teaching and the organization ability of classroom teaching are directly related to classroom teaching, both of these two abilities will be valued by young teachers. Due to the lack of teaching experience and other reasons, the classroom teaching management ability of young teachers needs to be improved, and the ability to deal with classroom emergencies needs to be strengthened. Therefore, the two teaching abilities of young teachers are in great shortage. In addition, although the teaching ability of young teachers in some aspects is well developed, there are some problems that cannot be utilized well in teaching. For example, the application ability of modern information technology, through investigation, is found that young teachers have good application ability of modern information technology, but there are still some problems in the development and utilization ability of learning resources under the network environment, such as "single use mode"^[11].

IV. CONCLUSION

The Problems of Young Teachers Themselves Also Affect The Improvement of Their Teaching Ability. Due to the lack of adequate identity for the teaching profession of college teachers and the need for practical considerations, young teachers in medical vocational colleges do not have a positive attitude towards teaching, which affects their desire to improve their teaching ability.

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