The Experience and Exploration of Young University Teachers Training Abroad

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ABSTRACT

With the development of economic globalization, the requirement of "double first-class" construction has made the importance of the international development of university faculty particularly prominent, and the training of young university teachers abroad is one of the very important development paths. The article expounds the significance of foreign training of young teachers in universities and existing models, analyzes the problems faced, and proposes the next step of exploration.

Keywords: "Double first-class"; Young teachers training abroad
In the context of "double first-class" construction, it is of great significance to actively promote the internationalization of the teaching staff of universities and colleges \(^1\). The training of young university teachers abroad is an important way for the internationalization of the teaching staff.

1. The significance of training young university teachers abroad

1.1 Facilitate the personal professional development of teachers and help young teachers grow into talents

Foreign training of young teachers in universities is a form of training for young teachers in universities. The training process is a personal practice that young teachers must experience personally, and young teachers occupy a dominant position in it. The most essential part of the training of young teachers is the personal development and growth of young teachers. Therefore, one of the significances of the training of young teachers abroad is to facilitate the personal professional development of teachers and help young teachers grow into talents. Mainly reflected in the following aspects:

First, get valuable time for "secret study". Most of the young teachers in colleges and universities have just experienced the change from doctoral students to teachers. On the one hand, they lack experience in undergraduate teaching and independent scientific research when entering and leaving the workplace. On the other hand, they have to face the pressure brought by the teaching and research tasks assigned by the school. Often struggling to cope with various types of assessments in the school and unable to safely improve their professional quality and the corresponding professional abilities that teachers should have \(^2\). Studying abroad happens to separate young teachers from this helpless dilemma. The life of a teacher during a foreign study visit is generally relatively simple. You can freely arrange learning and scientific research time according to your own plan, and make full use of this precious time to make up for your own "shortcomings".

Second, learn advanced science and technology. Developed countries in education and science and technology abroad have seized key technological revolution opportunities such as the industrial revolution and the information revolution. Modern science and technology research started earlier, the research system is relatively mature, and the level of development is relatively high. In some frontier fields, experimental technology, and equipment are in an international leading position. Universities train young teachers abroad and generally send them to scientific research teams in superior disciplines of internationally renowned universities. These scientific research teams are well-funded, well-equipped, and advanced in technology. The young teachers who visit here can learn advanced science and technology and continuously strengthen their own scientific research capabilities.

Third, broaden academic international horizons. International cooperation in academia is the mainstream development direction of future scientific research. During their visits abroad, young teachers are fully influenced by the rigorous academic atmosphere and learn standard academic ethics. They have academic exchanges and collisions of ideas with world-class foreign counterparts in their professional fields and establish stable contacts, which expands international academics for themselves, the exchange circle and the improvement of international academic influence lay a solid foundation, which greatly broadens the academic international vision of young teachers \(^3\).

1.2 Improve the international level of the school's teaching staff and promote the high-quality development of discipline construction

The overseas training of young teachers in universities is an important aspect of building a first-
class faculty. It not only promotes the sustainable development of young teachers, but also significantly improves the international level of the school faculty and effectively promotes the development of disciplines. A large number of young teachers who have returned from overseas visits have gradually grown into the backbone of the school's teaching and research career, and even become leaders in innovative teams and subject areas. This is in line with the country's "Double First-Class" strategy of building a strong university with talents, has played a supporting and leading role for high-level talents, and has cultivated a group of first-class scientists and talents who are active in the forefront of international academics and meet major national strategic needs.

1.3 Promote the dissemination of excellent national culture and deliver Chinese voice to the world

Young university teachers' study abroad is not only a requirement for individual teachers to go to foreign universities or scientific research institutes to engage in scientific research and learning activities, as well as the construction of the school's faculty and disciplines, but also for cultural exchanges between China and foreign countries. Plays an important role. With the increase in the number of visiting young teachers sent by Chinese universities to foreign countries, and the increasing activity of young Chinese visiting teachers in international academic exchange activities, the excellent culture of the Chinese nation has been spread to the outside world and the world has heard more Chinese voices.

2. The existing model of foreign training of young university teachers

Since the reform and opening up, the current mode of foreign training of young teachers in my country's colleges and universities has been mainly sent by the state to study abroad. In 1996, my country established the China Scholarship Council, a non-profit corporation directly under the Ministry of Education, to be responsible for the state-sponsored study abroad program.

2.1 Main selection categories

There are four main categories of national government-sponsored study abroad that young teachers in colleges and universities can choose from: The first category is senior research scholars with a period of 3-6 months, mainly for a few who have developed relatively mature and are in actual work. Young teachers who have achieved outstanding performance will go abroad to carry out "high-precision" academic research; the second category is visiting scholars, with a duration of 3-12 months, for the vast majority of young teachers, they will go abroad to carry out visiting activities; third, the category is post-doctoral students with a period of 6-24 months for studying abroad. It is for the vast majority of young teachers to go abroad to engage in post-doctoral research; the fourth category is for post-doctorate graduate students studying abroad for a period of 36-48 months, mainly Young teachers who have not yet obtained a doctoral degree in the fields of art, sports, etc., go abroad to study for a doctorate.

2.2 Main items

The national publicly-sponsored study abroad programs that young university teachers can choose mainly include the following five: The first one is national publicly-sponsored senior research scholars, visiting scholars, and post-doctoral programs. It is the project with the largest number of university teachers selected, but it is for applicants. The academic foundation and achievements of the university have high requirements, and relatively difficult to apply; the second is the national
construction of a high-level university publicly-sponsored graduate program, which is for students and teachers, and young university teachers who have not obtained a doctorate can apply; the third is a training program for young backbone teachers to study abroad, mainly for outstanding young teachers or laboratory backbones trained by universities. The number of selections is second only to the first project. It is the most suitable national government-sponsored study abroad program for young university teachers to declare; the fourth is the special project for talent training in the western region. The project limits the provinces and cities where applicants are located. The number of candidates is close to the third project, which is particularly suitable for young university teachers within the limited provinces and cities to declare; the fifth is the special training for art talents. The project is only for art talents with a small number of candidates, suitable for young art college teachers to declare.

3. Problems faced by young university teachers in foreign training
In recent years, the overall training of young teachers in universities and colleges in my country has achieved remarkable results. However, with the rapid development of society and the continuous advancement of work, some problems have gradually been exposed, mainly:
First, colleges and universities are too pursuing a "high number" of young teachers. After the reform and opening up, my country’s higher education has entered the early stage of vigorous development. Some policies and measures formulated by domestic colleges and universities to quickly improve the internationalization of the teaching staff are no longer applicable at this stage. For example, many domestic colleges and universities have set the “one size fits all” experience of visiting foreign students as the basic conditions for young teachers in various professional fields to be promoted to senior titles. However, with the development of the school, this policy has been obviously "unscientific". Some young teachers choose to study abroad because of the "utilitarian" purpose of appraisal of professional titles [7].
Second, the state-sponsored study abroad program cannot meet the differentiated needs of universities. Affected by comprehensive factors such as subject background and geographical location, the development of domestic colleges and universities is different, and the demand for selecting young teachers to visit abroad is becoming more and more diverse. The main group is young college teachers sent by the state to study abroad. The current training model in foreign countries can no longer meet the demand.

Forth, the next step in the development of young university teachers abroad
In order to meet the needs of university career development and solve the current problems facing the training of young teachers abroad, try the following explorations:
First, adjust the management system and establish an incentive mechanism. With the improvement of the nationalization level of the university faculty and the advancement of the internationalization of the schooling process, universities should adjust the overseas visit experience requirements related to the promotion of young teachers' professional titles, and cancel the promotion of professional titles of young teachers in professional fields that are not necessary and not suitable for overseas visits. Relevant study abroad experience requirements. At the same time, an incentive mechanism is established to stimulate the internal drive of young teachers to study abroad, and change the direction from "I want to go out" by the school to "I want to go out" for teachers, so as to improve
the quality of studying abroad.

Second, strengthen inter-school cooperation and open individual channels. In the future, the main mode of training young university teachers abroad should gradually change from a national government-sponsored study abroad program to a university international cooperation program. Colleges and universities should strengthen the inter-collegiate cooperation with relevant foreign first-class universities in accordance with their own career development characteristics, and open individualized channels for training young teachers abroad in accordance with the needs of the school's young teachers' foreign training work.

References


