

Research on the Career Development Support System for Young Teachers in Private Colleges and Universities

Daixin Feng, Lin Dai, Tianzhu Zheng

School of Economics, Shenyang Institute of Science and Technology, Shenyang 110167, China

Abstract

As the backbone of the teaching team of private colleges and universities, young teachers are the basic guarantee for improving the quality of talent training in private universities. Cultivating and cultivating a team of high-quality young teachers in private colleges and universities is an important cornerstone for promoting the high-quality development of private higher education. By taking young teachers from private colleges and universities in Liaoning Province as the research object, this study found that: first, there are problems in government support; second, there are problems in social support; thirdly, there are problems in school support; Fourth, there is a problem with self-support. By analyzing the problems and causes of the career development support system for young teachers in private universities, this paper puts forward the optimization countermeasures to build a "four-in-one" career development support system for young teachers in the government, society, private colleges and universities and teachers themselves, so as to promote the career development of young teachers in private colleges and universities to achieve greater results and promote the healthy and sustainable development of private universities.

Keywords

Young Teachers; Career Development; Private Universities.

1. Introduction

1.1. A Review of Studies

1.1.1. Research on the Career Development of Young Teachers in Private Colleges and Universities

Fan Wei and Qi Zhanyong (2021) conducted in-depth interviews with 14 young teachers from 8 private undergraduate universities in X Province and found that the external ecological environment of young teachers in private colleges and universities is "unfair", the lack of "no one in sight" and the lack of "leader" in private colleges and universities, and the "goal drift" of private colleges and universities are the main factors restricting the career development of young teachers in private universities. Wang Qiaoling (2019) pointed out that individual academic qualifications, occupational pressure, social recognition, school working environment and family economic pressure have a significant impact on the career development of teachers based on the characteristics and current situation of young teachers' career development in J College. Based on the Lewin field dynamics theory, Xiong Yun and Lin Taihe (2020) took 361 young teachers from private universities in Jiangxi Province as the research object, and found that the main factors affecting the professional development of young teachers, the motivation of young teachers, the motivation of school field and the motivation of social field are the main factors affecting the professional development of young teachers, and the main motivation of young teachers is the largest, followed by school field motivation and social field motivation.

Yang Cheng and Guo Xiaozhou (2019) pointed out that the problems of low status, poor teaching, weak scientific research, and slow growth are the current difficulties faced by the construction of young teachers in China's private universities, and the main factors causing these difficulties are the legal personality of private colleges and universities, the equal legal status of teachers in private colleges and universities has not been implemented, the support for young teachers in private colleges and universities is insufficient, and the relative lack of ability of young teachers in private colleges and universities. Wang Ruirui (2021) analyzed the dilemmas in the career development of young teachers of ideological and political courses in private colleges and universities in Hainan Province: it is difficult to reimburse for the shortage of funds; It is difficult to promote professional titles; low level of remuneration package; low social identity and low discipline status; The teaching task is heavy, the level of scientific research is low, and there is a lack of teamwork and support. Yan Xiaoli and Wang Beisheng (2022) combined with the stakeholder theory to deeply analyze the many contradictions faced by the development of young teachers in private colleges and universities, including the contradiction between the financial demand and insufficient investment in the professional development of young teachers, the contradiction between the time need for professional development and the excessive work intensity of private universities, the contradiction between the demand for further study opportunities and the lack of learning opportunities, the contradiction between the need for books and online learning resources and the insufficient school resources, and the contradiction between the lack of professional ability and insufficient professional guidance.

1.2. Definition of the Concept

1.2.1. Private Colleges and Universities

The "Interim Provisions on the Establishment of Private Institutions of Higher Learning" stipulates that "private institutions of higher learning refer to educational institutions for the purpose of providing higher academic education established by all kinds of social organizations other than state organs, state-owned enterprises, and public institutions, as well as individual citizens, with their own funds." Private colleges and universities belong to social investment and education, and they are oriented to the society, and colleges and occupations are set up according to the needs of the society and the public. To sum up, this study defines private colleges and universities as private colleges and universities established by social organizations or individuals with non-financial education funds and with the qualifications to independently issue academic diplomas.

1.2.2. Young Teachers

Academics have come to different conclusions on the definition of the age of youth. According to the World Health Organization, young people should be between 14 and 44 years old; In 2017, the Central Committee of the Communist Party of China and the State Council issued the Medium and Long-term Youth Development Plan (2016-2025), which stipulates that youth refer to social groups aged 14-35; Hou Cuiping (2018), Hou Ximing (2018) and other scholars defined young university teachers as full-time teachers under the age of 45. In recent years, the recruitment conditions for young teachers in private colleges and universities require a master's degree or above, and the age of master's degree graduation is generally about 24-26 years old, and the age of doctoral graduation is generally about 27-32 years old, so the age group for young teachers is generally 24-35 years old. In summary, this study defines young teachers as full-time teachers who are 45 years old and below who specialize in teaching and research.

2. Value Analysis of the Construction of the Career Development Support System for Young Teachers in Private Colleges and Universities

2.1. The Key to Ensuring the Quality of Private Colleges and Universities is to Ensure the Quality of Running Schools

As General Secretary Xi Jinping put forward "nine persistence" and repeated emphasis on the construction of teachers in the speech of the National Education Conference, people have begun to attach great importance to the importance of the construction of teachers in the new era. As an important part of the teacher group, young teachers of private colleges and universities are also increasingly valued by people from all walks of life. The construction of the teachers of private high schools is closely related to the personal career development of young teachers, because the professionalism of young teachers is a prerequisite and foundation for improving the level of teacher team building. In recent years, there have been many changes in my country's higher education industry. Among them, the group of teachers of private universities, especially young teachers, are facing the huge challenges that have never been before. Therefore, how to strengthen the construction of young teachers in private universities has become an important and urgent task at present. With the expansion of colleges and universities, my country's private higher education has made great progress in terms of the scale of running schools and the number of students. For public universities, private universities have become excellent co-workers who provide additional teaching resources. Therefore, the existence of private universities has unique importance. The advantage of private colleges and universities is that it can meet the needs of society for diversified education and application-oriented talents. Through closely cooperating with public universities, it has promoted the popularization and popularization of higher education, becoming an important part of the national higher education system. Therefore, the status of private colleges and universities has changed from the edge of "running schools" to an important education institution in modern society and the development of the country. According to the statistics of the National Education Statistics of 2021, private colleges and universities reached 8.4574 million students, an increase of 544,400 year-on-year, accounting for 24.19% of ordinary colleges and universities across the country. At the same time, with the impact of the enlarged enrollment of colleges and universities, a large number of college students are facing a severe employment situation every year. Therefore, whether private colleges and universities can cultivate the talents needed for the society have become a very important challenge, and the main resources to undertake the task of talent training in private universities are teachers, and teachers play a vital role. At present, the teachers of private universities in my country are relatively weak, especially in terms of young teachers. The level of career development of young teachers is related to students' learning efficiency and quality, as well as the high or low ability of private universities in the future. Therefore, in order to achieve sustainable development, private universities must take the promotion of the career development of young teachers and improve the level of young teachers as the most important part of school work. The career development of young teachers has become the key to promoting the quality of education and teaching in private universities.

2.2. Young Teachers Have Become the Mainstay of Private Universities and are Facing Development Dilemma

The full-time teachers recruited by private universities are basically not in the national system. In addition, a large number of newly introduced teachers are young teachers who have just graduated from major universities. Therefore, young teachers occupy a large proportion of private college teachers. With the sharp growth of the number of students and the number of teachers, the age structure of teachers in private universities has gradually become younger.

Obviously, young teachers are the backbone of education and teaching in private universities and talent training. They are mainly responsible for the teaching and scientific research of schools, and they are in a mainstay position in private universities. Therefore, the career development of young teachers is essential for the overall development of private universities. It can be seen that strengthening the research on the professional growth support system of young teachers in private colleges and universities, further adapting to the needs of young teachers in private colleges and universities, and urging private universities to achieve professional healthy development. Secondly, young teachers of private colleges and universities are a special, relatively less stable group, which are mainly reflected in two aspects. On the one hand, because there is a certain gap between the professional values of young teachers and the existing development level, some young teachers are not clear enough for their own career planning, resulting in a low level of overall career development. On the other hand, young teachers are in a special age group. As the main force of private college teachers, they undertake a lot of teaching work, and also have greater scientific research potential and tasks. In addition, young teachers also need family responsibilities, including mortgages, car loans, supporting parents, marriage, childbirth, etc., and the overall pressure is great. However, in recent years, young teachers of private colleges and universities have reported frequently when they have encountered problems with development dilemma. Tight work, difficulty in working development, and low salary have become the label of young teachers of private colleges. These difficulties have caused young teachers to have problems such as physical and mental fatigue, anxiety, enthusiasm for work, and occupational burnout, which seriously affects the professional development of young teachers. Therefore, research on the support of young teachers in private universities has become a topic that is worthy of attention and attention.

3. Professional Development Support System for Young Teachers in Private Universities

3.1. There are Problems with the Professional Development Support System of Young Teachers in Private Universities in Liaoning Province

3.1.1. Existing Problems in Government Support

In the process of development, private universities in Liaoning Province received great support from the country and the government, and have achieved great development. However, in the process of implementing the specific implementation, the career development of young teachers in private universities in Liaoning Province still has many policy support issues that need to be solved. Article 28 of the "People's Republic of China National Office Education Promotion Law" emphasizes that "teachers in private schools and teachers in public schools have the same legal status". Computing, commending and rewarding, social activities, etc., enjoy the same rights as faculty and staff in public schools in accordance with the law. " The Liaoning Provincial People's Government has proposed five ways to support measures to improve the treatment of private teachers in the "Implementation Opinions on Encouraging Social Forces to Promote the Healthy Development of Private Education and Promote the Healthy Development of Private Education. The mechanism; the second is to support all localities to distribute the teaching allowances to teachers of private schools. This is mainly suitable for non -profit schools; the third is to encourage private schools to establish annuity insurance for faculty and staff; "Same": Private school teachers and public teachers are included in the same series, the same requirements, and treatment. At the same time, the school is required to guarantee the funding and time; the fifth is to improve the rational flow mechanism of public and private school teachers, encourage public school teachers to private schools Carry out assistance and help. Although the state and governments at all levels have set a series of policies to promote the development of teachers in private universities, they have not been widely publicized and

interpreted in terms of specific implementation of the policy. Young teachers of some private universities do not know or do not feel the convenience of policy support to them. In actual life, they did not feel the public's recognition of themselves, let alone feel that the teachers of private universities have the same law as public universities teachers. Status and rights.

3.1.2. There are Problems with Social Support

It is necessary to believe that respect and demand includes both self-esteem and respect and respect for themselves, that is, everyone wants to have a stable social status, and require personal ability and achievements to be recognized by society. For young teachers in private universities, society recognition is of great significance to their career development, but from the perspective of the current society, this atmosphere has not yet been formed. For the public, although the government has clearly proposed that private higher education is a social welfare undertakings, it possesses a pivotal position in higher education, but it is still unable to avoid social prejudice by private college teachers. For the prejudice created by private higher education, traditional concepts make it difficult for the public to treat private higher education in rational, objectively, and accurately, which is extremely unfair to private colleges and private colleges and universities.

3.1.3. Existing Problems in School Support

Teacher training is a periodic and long-term process, and its effect has a certain lag. Therefore, the benefits of education and education cannot be presented at the same time. However, some private colleges and universities pursue the maximization of profits often ignore the investment in the training of young teachers. At the same time, in order to save labor costs, they tend to arrange excess teaching tasks for young teachers to replace more teachers. This approach has led young teachers to make full use of time to study and engage in research. It can be seen that some young teachers are responsible for quite heavy teaching tasks. The teaching arrangements have occupied a lot of time and energy of young teachers, which will make it difficult for young teachers to carry out scientific research and training. It can be seen that private universities have less investment in teachers' training funds. Secondly, private colleges and universities show a contradiction in the improvement of academic qualifications. On the one hand, private universities encourage young teachers to improve their education to strengthen school teachers, but in the other side, private universities will hinder the improvement of young teachers. The reason why the school shows this attitude, because some young teachers regard private universities as springboard during employment, and after they have accumulated rich teaching experience and meet the corresponding academic qualifications, they will change jobs to public universities or are more competitive. Li's private universities. As a result, private colleges and universities have a low support rate for young teachers' academic education, and young teachers will be screened when choosing training and academic qualifications.

3.2. Liaoning Private University Young Teachers' Career Development Support System Causes the Cause of Problems with Problems

3.2.1. Cause at the Government Level

Laws and regulations not only propose the teacher's career development ideas and goals from a macro perspective, but also explain the specific professional development dimensions and implementation methods, so that it can greatly promote the professional development of teachers, and ensure the teacher's occupation Development is sustainable. In recent years, my country's private education has developed rapidly, and some of the successful private universities have formed a strong school-run strength and reputation. At the same time, General Secretary Xi repeatedly emphasized the importance of the construction of the teacher team on multiple occasions, showing that my country is willing to provide a better environment

for the development of teachers' profession. Looking at the development status of the strong country of private education, the sound legal and regulations have become almost standard allocation. However, for domestic private universities, the relevant laws and regulations of teachers' career development have not yet received due attention and implementation, and there are great obstacles. Especially in terms of professional development of teachers, the imperfections of laws and regulations directly affect the development of professional promotion, training and evaluation mechanisms of teachers of private colleges and universities. In 2021, the State issued the "Guiding Opinions on Strengthening the Construction of Teachers in the New Era", emphasizing that fully supporting the growth of young teachers and solving the worries of young teachers. In the same year, the Liaoning Provincial Department of Education and other departments issued the "Implementation Opinions of the Construction and Reform of the Construction of Universities in Liaoning Province to Strengthen the New Era" emphasizing the need to consolidate the development support service system of college teachers and strengthen the training and support of young teachers. Although the state and the government attach great importance to the training of young teachers and have issued relevant regulations and guidance, due to the special school -running system of private universities, it is difficult for young teachers of private universities to get the same support as public universities. In addition, the implementation of policy implementation lacks corresponding supervision mechanisms. Even if the state and local governments have issued a policy for the development of young teachers for private universities, they lack supervision in implementation and implementation. The policy has not been implemented well. Development lacks necessary guarantees.

3.2.2. Causes at the Social Level

Due to natural disadvantages such as short -term academic history, problems with the quality of student sources, and relatively insufficient funding for student sources, coupled with the prejudice and discrimination of public opinion and the general public about private colleges, this makes it difficult for young teachers in private colleges and universities. Edge. In China, private universities are usually called private sciences, which is different from internationally renowned private universities. Domestic private universities are often laid on the "three -none" label, that is, no national well -known teachers, no national occupations, and no national key laboratories. In addition, because private universities do not belong to the "public" system, it has caused a prejudice of the public to private colleges and universities. This prejudice is often reflected in the social activities of teachers of private universities, and its status in people's hearts is inferior to public science teachers. Although private colleges and universities are also highly educated and high -quality intellectuals, they are often considered insufficient qualifications and low status. For private universities, social identity and support are very important for their career development. However, from the actual situation, this social atmosphere has not been established and created well. As a part of private universities, young teachers in private colleges and universities are facing a situation of coexistence of honor and predicament with private universities. If you want to improve the status of young teachers in private colleges and universities in society in order to get more recognition from society and promote the professional development of young teachers, the first task is to enhance the social status and social reputation of private colleges.

3.2.3. Cause at the School Level

Some private colleges and universities do not realize that the school must be promoted by young teachers. I did not realize the importance of young teachers in the development of the school, simply regarding young teachers as "migrant workers" working in school, and self -employed by teachers "employers" [1]. Some leaders lack humanization of young teachers, and they are randomly speaking and doing things. In the management of young teachers, there is

no basic guiding ideology of "people-oriented". You should consider the psychological feelings of the majority of young teachers in every decision and every speech. During the interview, several young teachers mentioned that the school was more concerned about students' needs, and it was ignored by the needs of teachers. Secondly, the management of some private universities emphasizes the benefits. Driven by the pursuit of economic benefits, private universities often cannot give young teachers to fully support and develop space. On the contrary, these private universities may also squeeze the labor force of young teachers, leading to lack of work enthusiasm for young teachers. This backward management concept has a adverse impact on the construction of teachers in private higher education, which will reduce the overall quality of the overall construction of private colleges and universities.

4. Optimized Countermeasures for the Construction of Young Teachers in Private Colleges and Universities

4.1. Government Support for the Development of Young Teachers in Private Universities

4.1.1. Strengthen the Government's Policy Support for the Professional Development of Young Teachers in Private Universities

The career development of young teachers in private colleges and universities is inseparable from the strong support of related policies. The government is responsible for providing necessary guarantees and support for the legitimate rights and interests of young teachers in private universities. The important prerequisite for achieving the professional development of young teachers in private universities is to improve relevant laws and regulations and policies. In the field of higher education in my country, private higher education plays a vital role and has become one of the important ways to popularize higher education. Although my country has promulgated a number of laws and regulations for private universities, it has not yet formulated laws and regulations specifically for private colleges and universities. The "Private Education Promotion Law" only explains that private teachers and public teachers have equal rights in terms of social status, salary, training, jobs, job title review, scientific research declaration, commendation and rewards, etc., and the specific implementation rules are not clear. Moreover, the content of the law has a certain extensive discussion. Whoever guarantees it, there are no specific rules on how to ensure and guarantee what level to reach. Although there are such regulations, from the data of the investigation and interviews, the social status and rights obtained by most private colleges and universities do not comply with the content of the clauses. Therefore, strengthening the supervision of laws, regulations and policies related to the professional development of young teachers in private universities, and the implementation of relevant departments to gradually refine the relevant laws, regulations and policies in accordance with the actual situation of provinces and cities, and implement it. This allows young teachers of private universities to maintain their rights and interests. In terms of protecting the professional development of young teachers in private universities, in addition to improving relevant laws and regulations, it is necessary to establish a necessary supervision mechanism to promote implementation. Only in these areas are fully implemented can we truly protect the legitimate rights and interests of young teachers in private colleges and universities, promote the occupation development of young teachers, and promote the standardization of the construction of teachers in private colleges and universities.

4.1.2. Increase the Government's Funds for the Career Development of Young Teachers in Private Universities

Based on the previous analysis of the special funds for the development of private education development in Liaoning Province, not all private universities can be obtained by private

colleges and universities. The "Administrative Measures for the Management of Liaoning Provincial Private Education Development Special" issued by Liaoning Province stipulates the scope of the use of special funds, such as project construction funds, reward funds, and support for private school management teams, teachers' team construction, and scientific research work of private schools.[1] However, private universities still have a large right to independent distribution. Some private universities that have received special funds will be mainly used for discipline construction and school infrastructure. They rarely allocate special funds in teachers' construction or do not allocate special funds at all. Therefore, the government should set up special funds for the development of private education teachers to increase the funds of the career development of young teachers in private universities. For private universities, the problem of funds for young teachers' career development is unavoidable. For public universities, the state and the government will provide extensive support for the professional development of young teachers in public universities in terms of policies and funds, while private universities will be slightly insufficient. Private universities mainly rely on the tuition fees of investors and students to obtain operating funds. This single fund source leads to relatively weak strength and indirectly affects its development. The strength of the economic strength of private universities will directly affect the support of the professional development of young teachers. Economic predicament is the source of the poor support of most private universities. Even though the Private Education Promotion Law stipulates that private universities have public welfare nature, the capital crisis is one of the important reasons for most private universities to withstand frustration. Therefore, the government has the responsibility to provide necessary support and assistance to private universities in a timely manner to promote its higher level of development. The government should increase the funding support for the professional development of young teachers in private universities. According to the actual situation of local private universities, it can set up special funds for young teachers in private colleges and universities to support the career development of young teachers of private universities and enhance the ability of private universities. And guide its benign competition. In addition, in order to support the career development of young teachers of private universities, the government can also guide social organizations and individuals to invest and fund private universities. Private universities can use social investment funds to set up outstanding young teachers' bonuses to help outstanding young teachers get better material returns, thereby enhancing young teachers' sense of occupational ownership and development momentum.

4.2. Social Support to Improve the Career Development of Young Teachers in Private Universities

4.2.1. Actively Reverse Society's Prejudice to Private Universities

Because of the public's vision of the past, it is still shaped by people in the past. As a part of private universities, young teachers in private colleges and universities are facing social prejudice with private universities. The status in society has a view to getting more recognition from society and promoting the career development of young teachers. The first task is to actively reverse the prejudice of society in private universities and increase the social status and social reputation of private universities. Under the influence of the traditional culture of our country, most of the social members' views on private colleges and universities are biased, and they even equate it with enterprises. [2] They believe that it is set up by profit. Universities, but tuition fees are extremely expensive. Even the general public believes that studying civilian universities is equivalent to spending money to buy a Zhang diploma. The public's perception of private schools directly has led to a great influence of young teachers in private colleges and universities in terms of social status and respect. The theory of Maslow's demand level shows that when the basic needs of a person are met, the demand for a higher level will become the

most urgent demand for people. When the needs of young teachers are not satisfied, they will lose their sense of belonging to their school, and they are more inclined to reject the profession they are engaged in. Therefore, the government and government departments should actively grasp the orientation of public opinion, actively publicize the value of private higher education and the professional achievements of young teachers of private universities, promote the public to fully understand the level of high education and young teachers in the public, and increase the recognition of young teachers in private colleges and universities.

4.2.2. Establish and Improve Social Donation Mechanism

There are very few social donation funds that can be obtained by private colleges and universities, and they are generally donated by materials or setting up alumni scholarships. It has almost no direct donation to social funds for the development of private colleges and universities. From the perspective of foreign experience, the private college of the United States has a high proportion in donating income, which is due to the country's country with a comprehensive legal security mechanism. Although the Chinese government will also allocate special funds for private education development to solve the problem of hardware facilities in private colleges, the training of teachers of private colleges and universities still needs to be resolved by self-raising funds. In view of the current domestic donation mechanism, the government can formulate relevant incentive policies to encourage enterprises to donate. For those inheritance with huge amounts of donations, the government can be exempt from tax-free and give spiritual rewards to those who have participated in the donation business for a long time. It can also include donation capabilities into the evaluation system of private universities, which helps stimulate the enthusiasm of private universities to actively seek social donations. At the same time, it is also necessary to establish and improve the system of income taxation taxes, inheritance taxes, formulate preferential personal income tax policies to stimulate donations, and adopt a high-income progress tax system to promote the rich people to donate to the public welfare. In addition, the government should also actively create an economic environment that is conducive to the development of private colleges and universities, establish a platform for win-win social capital and private universities, encourage private universities to overcome the obstacles to the settlement of social capital. Development provides necessary funds and path support.

4.3. School Support for the Development of Young Teachers in Private Universities

4.3.1. Establish a Teacher-Oriented Management Concept

Private universities must always adhere to the management concept of teachers-centered, and the theory of demand levels Theory strongly adjusts everyone to have high-level needs for being respected and recognized. Young teachers are one of the core competitiveness of private colleges and universities, an important factor affecting the quality improvement of private colleges, and the key to determining the future destiny of private universities. In order to promote the sustainable and healthy development of private universities, you must strengthen the construction of youth teachers, especially the optimized configuration and effective use of young teachers, so as to continuously improve the overall level of teachers. Therefore, private universities should change management concepts, from "centered" to "people-centered", focusing on stimulating the enthusiasm and creativity of young teachers, and recognizing that the development of young teachers' career development is vital to the development of the school. In addition, private colleges and universities should establish a selection concept of talent selection with teaching, establish a scientific and effective incentive mechanism to promote the healthy interaction between private universities and young teachers, and enable young teachers to give full play to their subjective initiative. Private universities should also abandon excessive attention to young teachers' education and contempt for their ability to

cultivate their ability, and actively explore effective ways to improve the quality of teaching. In addition, the leaders of private colleges and universities should deeply realize that young teachers play a vital role in the development of private universities. [3]Therefore, in the process of promoting private universities, they must try their best to meet the professional development needs of young teachers. The legitimate rights and interests of young teachers.

4.3.2. Create a Good Organizational Atmosphere

Private universities can establish an exchange platform to provide young teachers with a free and equal exchange environment to promote more efficient opinions between superiors and lower levels, thereby helping them successfully complete their tasks. In order to meet the contribution, participation and success of young teachers, leaders of private colleges and universities can create a psychological atmosphere full of interaction, support, understanding, and cooperation to promote the interaction between leaders of private universities and young teachers. Secondly, it is necessary to further enhance the level of campus culture construction of private universities, create unique campus culture, and strengthen spiritual culture construction. This is a very worthy measure to explore. Moral quality, enhance the sense of responsibility and mission of young teachers in society, drive the teaching style with a good school style, and condense people's hearts with teacher ethics. Through the pursuit of goals, beliefs, school -running concepts, and values, the integration of personal values and school values ultimately establishes a strong centripetal force and cohesion. Private universities must also actively guide young teachers to establish a correct outlook on life and values, and cultivate their good professional ethics and noble personality quality to form an internal environment that is conducive to the sustainable development of private universities. Finally, private universities should continue to innovate management models and methods, improve the level of management, give full play to the role of the bridge of education unions and the association, actively promote school affairs, expand the right to know and participate in young teachers, and stimulate young teachers' work through democratic management. enthusiasm. These measures can stimulate young teachers to actively participate in the enthusiasm of school management, provide platforms for outstanding talents to show their talents, promote the improvement of the management level of private universities, and enhance the cohesion and motivation of the development of private universities.

5. Conclusion

The youth teachers are an important part of the talent resources of private colleges and universities. Outstanding organizations are inseparable from the construction of talents, as well as private universities. As an important part of my country's higher education, the team of young teachers has a significant impact on the future development of private universities. From the perspective of the group of young teachers of private universities, this article, through the methods of literature research, questionnaire survey, and interview survey, in Liaoning Province as a case, specifically study the status, appeal and influencing factors of the career development support system of young teachers in private universities. The main conclusions of the outs are: (1) Through investigation and research, it is found that there are currently the following problems in the construction support system construction support system of young private colleges and universities in Liaoning Province: First, there is the implementation and supervision of the relevant policies of private teachers' rights and interests in government support. To improve and the support for the development of private teachers to be strengthened; second, there are problems with the low degree of social recognition of young teachers in private colleges and universities in social support, and the enthusiasm of social funds to participate in the development of private universities. Third, there is a private college's training support for young teachers in terms of school support. It is necessary to enhance the

development of the scientific research and development of private colleges and universities. Welfare support needs to be improved and the humanistic care provided by private universities to young teachers needs to be optimized. Fourth, there are problems such as poor self-development awareness of young teachers in private universities and unclear career development plans in self-support. (2) By analyzing the problems and causes of the professional development support system of young teachers in private universities, it is proposed to build the optimization countermeasures of the young teacher career development support system of the government, society, private universities and teachers themselves, including enhancement to enhance the enhancement The government support of the career development of young teachers in private universities, social support for the development of young teachers in private colleges, and self-support of school support for the development of young teachers in private colleges and universities, and self-support of young teachers' career development of private universities.

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