

Original Paper

Psychological Barriers in the Process of Professional Development among College Teachers

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Abstract

This paper analyzes the physical and mental state of college teachers in the process of career development, in order to find out the psychological barriers in the process of career development of college teachers, and puts forward targeted management strategies. That can protect the mental health of Chinese college teachers in their career development.

Keywords

college teachers, career development, psychological disorder, management, strategy

1. Introduction

As a training base for high-level talents in China, colleges and universities have an inescapable responsibility for social service and development. College teachers, as the main workers in colleges and universities, undertake teaching, scientific research, competition, practice and other aspects of the work. With the development of the country and the continuous progress of science and technology, the burden on college teachers is becoming heavier and heavier. The society has higher and higher expectations for college teachers. Therefore, the pressure on college teachers is becoming more and more obvious. However, less attention has been paid to the psychology of college teachers, which leads to the frequent occurrence of various physical and mental disorders caused by various pressures on college teachers.

2. Psychological Barriers in the Professional Development of College Teachers

In the process of career development, college teachers often have psychological barriers due to various problems. Through combing, it can be divided into five forms of expression.

2.1 Physical sub-health

Through the questionnaire survey and interview, we can know: under the multiple factors and pressures of the country, society, school and students, college teachers are often overloaded in body and mind. As a result, their bodies have long been in a state of sub-health. Specific performance is: some teachers because of scientific research pressure and stay up for a long time to work, resulting in insomnia, loss of appetite; Part of the teachers due to class or more time at the desk, leading to cervical spine, lumbar spine in age does not match the occupational disease; Some teachers due to the school layout of the work more lead to nervous tension, causing a variety of cardiovascular and cerebrovascular diseases; Some teachers are trapped with the residence and the school is too far away or needs two campuses rush about causes the long-term physical strength overdraft, the immunity drops.

2.2 Psychological Disorder of Cognitive Deviation

When university teachers are under great pressure due to many reasons, such as scientific research, teaching, professional title promotion, etc., their attention will not be able to focus for a long time, and they will suffer from memory decline, slow reaction and other problems. The emergence of the above situation will make college teachers lose confidence in their own ability and eventually deviate from their self-cognition. Appear in the job and life thereby mopes, temper is not controlled, unusually sensitive, lose confidence, and feel the psychological obstacle such as future is uncertain.

2.3 Poor Interpersonal Relationships

The handling of interpersonal relationship is a problem that every social person will encounter. A good handling of interpersonal relationship will make people obtain inner pleasure and become the driving force of work. A bad handling of interpersonal relationship will become the resistance of work and even cause psychological trauma. The working interpersonal relationship of college teachers can be divided into leadership, colleagues and students. In work, if the leader is harsh and the teacher's work is not recognized, it will bring great pressure to the teacher. Due to the competitive relationship between colleagues in terms of professional title and promotion, and the teachers often follow the class system, the communication and communication among colleagues are not enough, so they tend to form an eccentric character. Due to their higher educational background, college teachers are often conceited and unwilling to share their achievements with others, which will also lead to interpersonal indifference. Up to now, the relationship between teachers and students' time is no longer just simple teaching and learning, and the two often interact with each other. If the relationship between teachers and students is bad, teachers will appear depressed, anxiety, irritability and other psychological problems.

2.4 Teacher Burnout

College teachers are recognized by the public and highly educated people often have excellent job satisfaction. However, according to the survey of university teachers, 29% of them generally like their jobs and 8% of them don't like their jobs due to long-term overload of work, great pressure of scientific research, and insufficient satisfaction with the existing policies and treatment of the university and the country. Therefore, we can think that about a third of teachers are suffering from job burnout. And the

specific expression of job burnout can be summed up as: job procrastinate, generation deals with mood, lose enthusiasm to the job.

3. The Causes of Psychological Obstacles in the Professional Development of College Teachers

There are various reasons for psychological barriers in the career development of college teachers, but they can be divided into subjective reasons from their own point of view and objective reasons from the external perspective.

3.1 The Subjective Causes of Psychological Barriers in the Career Development of College Teachers

First of all, people with different personality traits tend to have different responses to the same problems, especially when faced with setbacks and challenges. In the process of career development, college teachers are already under the pressure of social entrust, family expectation, professional title promotion and school assessment. Therefore, all kinds of psychological barriers are more likely to appear. Secondly, different self-cognition will have a significant impact on individual psychology and development. In the process of career development, college teachers will experience stress and loss, so they will have different psychological cognition of social self. If psychological cognition is correct, it can help me get through the difficult period and become more mature and strong. The mistake of psychological cognition will produce wrong guidance to one's career, bring trouble to one's work and increase one's psychological barrier. At the same time, personal growth experience of college teachers in the process of career development in the face of difficulties and challenges play a role can not be underestimated. The reflection of personal difficulties and challenges is also closely related to the family education and social education received in childhood. If you develop the right attitude and method to face difficulties and challenges in childhood, you will be able to do the job with ease and ease.

3.2 The Objective Causes of Psychological Barriers in the Career Development of College Teachers

The objective causes of psychological barriers in the professional development of college teachers bring great challenges to their professional development and personal psychology. First of all, the society's expectations of college teachers are too high. The public tend to regard university teachers as the elite class of society and believe that they are omnipotent. After talking about the professional quality of teachers, they also believe that teachers should be dedicated without expecting anything in return. However, such values have deviated from the current and the society, which will only increase the psychological pressure on college teachers. At the same time, the development of society and science and technology in the college teachers continuously put forward new challenge, has the high income belongs to the past, professional knowledge in the network of putian to reserve a huge challenge to the teacher's knowledge, in the reform of colleges and universities requires teachers to enhance personal education, increase scientific research output and requires no doubt cause great pressure to the college teachers' psychological. Finally, the unsatisfactory working environment also brings psychological troubles to college teachers. For example, welfare housing for college teachers

has almost disappeared until now. The salary is lower than that of the students with higher education; A series of problems, such as the dilemma of middle age, have often become the heart knot of college teachers.

4. Management Strategies of Psychological Barriers in the Career Development of College Teachers

4.1 Beginning with Cultivation and Selecting the Best

Most of the teachers in colleges and universities come from teachers' schools and universities of 985 and 211. According to this characteristic, the country can make psychology a compulsory course for all subjects in postgraduate study. In this way, higher education teachers have laid the foundation of psychology and the right attitude to face setbacks and the way to solve psychological problems in the stage of students. Even if they do not work as college teachers after graduation from school, the knowledge of psychology will accompany the highly educated talents in other positions to spend their whole lives and play a positive role. At the same time, colleges and universities in the selection of teachers can be evaluated through scientific assessment of the candidates, choose a better psychological quality, the ability to resist setbacks more competent work, in order to effectively improve the overall psychological quality of college teachers. In the pre-job training for college teachers, colleges and universities should also pay attention to the pre-job training, and teachers with professional knowledge and experience should be invited to train the difficulties and solutions in future career development in advance, so as to reduce the confusion in future work of college teachers.

4.2 Reforming School Management and Promoting the Treatment of Teachers

University administrators should be soberly aware that the psychological barriers arising from the career development of university teachers can only be effectively restrained by the cooperation and joint efforts of various parties. Therefore, colleges and universities should also constantly explore and reform their management systems in order to weaken the psychological barriers that may occur to college teachers due to the problems of school system. The establishment of harmonious campus is inseparable from the inner harmony of college teachers. In the aspect of work arrangement, colleges and universities should give full consideration to teachers' bearing capacity, and make college teachers release their potential in a cheerful mood and complete various tasks more excellently through humanized arrangement and guidance. In the formulation of the objectives of the work to fully engage in democratic discussion, listen to the opinions of the majority of teachers, in a reasonable range of teachers to advance the momentum, do not pressure the burden, hard under the task, the teacher's heart caused resistance and panic.

4.3 Increasing Social Support and Reducing Work Stress

The academic qualifications and abilities of college teachers are very few in all walks of life, but most people do not know that the pressure of professional title promotion, the trouble of scientific research work, the difficulties in family and a series of other problems that college teachers are facing in the

current society cause the pressure on their hearts. Therefore, the state and colleges and universities should increase publicity to make the society have a more correct understanding of this profession, so as to reduce the pressure brought to college teachers by cognitive errors. At the same time, at present, the income and salary of college teachers are not in direct proportion to their academic qualifications and abilities. In this way, it is necessary for the state and universities to improve the hardware and software conditions for university teachers, and give them better teaching, research and living conditions, so as to reduce the inner cognitive disorders and psychological barriers of university teachers and ensure their sound career development.

4.4 Strengthen self-cognition of Teachers and Improve self-regulation Ability

Colleges and universities should set up a psychological counseling center for teachers as soon as possible so that teachers can adjust their inner state and cognitive deviation in the shortest time. At the same time, in view of the present university teaching and scientific research task is heavy, the school evaluation, development pressure, the fact that colleges and universities should please the industry experts to give lectures on a regular basis or report, to share for different age stage and development stage teachers facing problems and self-adjusting method, through the dissemination and promotion of the scientific method, the most widespread make teachers have the correct self-awareness, and actively in face of difficulty with psychological adjustment, increase the effective compressive ability and the attitude adjustment method. The possible psychological problems will be minimized.

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