

Dilemma of Teachers' Professional Development and Protective Countermeasures

Zhongying Xue

Eastern Liaoning University, Dandong, 118003, China

Keywords: Teachers' professional development. Development dilemma. Countermeasures

Abstract. As new curriculum reform continuously deepens in China, teachers' professional development draws more and more attention. With respect to promotion of teachers' professional development, the most critical situation is that some teachers do not attach enough importance to their professional development although schools have taken many methods. As a result, teachers' professional development still faces with much difficulty. In detail, some teachers also work hard for their professional development but do not obtain obvious achievements. Driving teachers' professional development can not only help with improvement in overall quality of Chinese teachers but also benefit comprehensive enhancement of educational quality.

Introduction

As social economy improves continuously and the society develops in the era, requirements for teachers' profession are increasingly high. Being required by the new era, teachers must not only accept professional training but also have high occupational qualities. Nowadays, international society pays more and more attention to teachers' professional development. At the same time, this is one of the requirements of our new curriculum reform. To improve educational quality effectively, it is essential to drive teachers' professional development energetically. Only in this way can we build brand campus better and drive progress of a whole school's and even the whole society. When teachers' professional development is driven, we must keep up with pace of the era closely and enhance educational reform and innovation. For difficulty in teachers' professional development, we must face the difficulty and take corresponding countermeasures to overcome it and promote teachers' professional development.

Introduction to teachers' professional development

Teachers' professional development is a dynamic concept. As professional development of the individuals, i.e., teachers, it refers to the process in which teachers develop in their profession. Teachers will enrich their knowledge and improve their skills continuously. Such a process is teachers' professional development. With teachers' professional development, professionalization of teaching profession can be driven better only when teachers' professional development is promoted. By teachers' professional development, a teacher develops from a non-professional person into an expert and scholar-type teacher in order to promote improvement in educational quality effectively. In the new era, demands of the society for education decide teachers' professional development is featured by reality and urgency. Teachers can realize the development goal that their teaching level is improved and teaching experience is enriched only by teachers' professional development. Teachers' professional development need ensure that teachers' practical ability can be integrated with educational theory mutually. Practical teaching is guided by learning educational theory and educational theory is refined and improved in practice. Only this circulation can drive teachers' professional development better.

Dilemma of teachers' professional development

With continuous development of social economy, the society proposes higher and higher requirements for teachers' professional quality. At the same time, we can only enhance teachers' professional development based on current school-running facilities in order to drive improvement in comprehensive quality of school education and satisfy demands of social economy for talent constantly. Currently, the dilemma that teachers' professional development faces with is mainly reflected by the following aspects.

Goals of teachers' professional development are not clear

An honorable teacher must have two kinds of knowledge, i.e., professional knowledge of subjects and educational specialized knowledge, in educational teaching and hold educational skills. Only such a teacher can be called a good teacher. However, many teachers do not know how to treat the relationship between the two in the process of teachers' professional development, let alone they can combine the two kinds of knowledge with each other to make improvement. For professional knowledge of subjects, a number of teachers falsely deem that they can have enough subject knowledge to teach students as long as they obtain the education background specified by subjects. Similarly, lots of teachers hold that educational knowledge and skills are accumulated by teaching experience. In fact, teaching experience is one of the sources of educational knowledge and skills. At present, some teachers only have vague goals of professional development and fail to measure positions and roles of professional knowledge of subjects and educational knowledge clearly.

Teachers' professional development does not obtain related effect

In recent years, teachers at many schools pay much attention to their own development. Thus, when they finish teaching tasks, they also accept in-service education actively. When educational knowledge is broadened continuously, they also improve their professional knowledge largely. It is easy to obtain knowledge, but how to apply the knowledge to teaching is a troublesome problem. After teachers at many schools have obtained a great deal of professional knowledge of subjects and educational knowledge, they do not apply such knowledge to teaching. Thus, teaching quality and effect do not obtain much breakthrough.

Innovation ability of teachers' professional development is not enough

In teachers' professional development, learning and imitating famous teachers' teaching are one of the main methods. 'For new teachers who just graduate from schools and are ignorant of worldly affairs, it is an effective approach for them to set up development examples and improve themselves in practice'. [1] A great many of teachers improve their educational knowledge by presenting teaching plans, giving comments as well as viewing and emulating teaching in their professional development. However, many teachers only pay attention to learning and imitating others rather than implement innovation and learn famous teachers' features and styles according to their own practical situations. Thus, such teachers do not succeed in learning famous teachers' features and styles but take after imitate examples only. Thus, they do not have their own characteristics. This kind of learning usually cannot improve level of teachers' professional development effectively, so there is no possibility that it will improve teachers' teaching effect fundamentally. What can improve teaching effect and quality is essence in famous teachers' teaching. Indeed, superficial learning cannot improve teaching effect but reduce efficiency of classroom teaching. Thus, it is necessary to work hard to improve innovation further in the aspect of innovation about teachers' professional development.

Schools do not behave appropriately when they guide teachers' self-development

When schools promote teachers' professional development, they usually organize and develop various activities which seem to be helpful for teachers' professional development, such as reading salon, theme speech and participation in teaching demonstration given by other famous schools. Although such activities are abundant and colorful, they do not exert proper effect. Some teachers do not take part in activities actively or know what they will learn but lack enthusiasm and initiative when they participate in activities. A number of teachers hope that some experts can give them related guidance and hope to improve themselves by activities to a larger extent. Nevertheless, expert

resources are extremely limited, which are disproportionate to the number of teachers needing experts' guidance. Under this circumstance, schools should pay more attention to guiding teachers to participate in activities actively compared with the number of activities, make preparation for activities and do summarization after activities well, and cultivate teachers' independent development ability. In addition, schools should attach importance to quality of all activities to make activities can obtain practical effect.

Protective countermeasures for teachers' professional development

Teachers' professional development draws much attention on modern society, so it is a key point of both school construction and teaching work. Teachers' professional development not only means schools should provide environment for development but also emphasizes teachers' active learning is very important. Thus, to push teachers' professional development better, teachers and schools should work hard simultaneously.

Individuals

It is essential to cognize teachers' professional development correctly as well as improve of teachers' subject knowledge and educational knowledge and skills actively. For learning of both students and teachers, improvement in knowledge must be carried out actively. 'Any others or external strength cannot thoroughly feel emotions and experience of teachers staying under the situation, so teachers' attitudes towards their professional development is crucial.' [5] As teachers, their knowledge structure has had mature system. Thus, there is some difficulty when they have study at a higher level, which requires that teachers must realize importance of teachers' professional development correctly and inwardly as well as improve consciousness of their professional development ideologically. If teachers' professional development is finished only by relying on the situation that schools issue learning orders forcibly, it will be no doubt that the phenomenon that teachers' professional development is obstructed will appear. When teachers carry out professional development, they should recognize themselves correctly, establish favorable mentality and judge their existing knowledge level accurately. Teachers can determine appropriate development goals for themselves in the process of development and drive their professional development practically only when they cognize their advantages and disadvantages correctly. Besides, teachers should pay attention to rethinking about their learning achievements in professional development in order to improve themselves better.

It is essential to comprehend teachers' professional development profoundly and deal with the relationship between subject knowledge and educational knowledge well. In order to understand their professional development, teachers should not only improve knowledge of the subject that they teacher but also must enhance their educational knowledge continuously. For teachers' professional development, improvement in subject knowledge is fundamental and improvement in educational knowledge acts as support. When there is knowledge that is hard to understand in teaching, some teaching skills are needed to a larger extent to help with students' comprehension in order to reach teaching objectives. Teaching skills derive from educational knowledge. At the same time, innovation of teachers' professional development can be improved and improvement in classroom efficiency and teaching level can be promoted better only when educational knowledge is enriched. After activities related to teachers' professional development have been finished, learning strategies in such activities can be introduced to life in order to understand and rethink about new knowledge in life and accelerate speed of knowledge internalization, Meanwhile, teachers should use new knowledge and new teaching methods that they have learned consciously, broaden classroom knowledge and enrich classroom teaching methods to drive the teaching profession develop really and guide teachers to cover a road of professional development feasibly.

Schools

Establishing environment that is appropriate for teachers' comprehensively independent work

According to objective demands of schools, many teachers undertake daily affairs of schools. Especially when they have undertaken a job with the same content for a long time, they do not have enough time to improve their professional quality or are able to exert their ability fully. Thus, when schools promote teachers' professional development, they should give teachers enough time and space to improve themselves. Schools may use the method that the field of work is changed and posts are exchanged among different levels to arrange daily work in a diversified way when they distribute daily work. On the one hand, Implementation of flexible schedule can reduce teachers' workload effectively; on the other hand, it can improve and broaden teachers' professional development ability efficiently, enhance teachers' sense of task performance and sense occupational happiness and strengthen internal impetus of teachers' professional development.

Innovating teachers' mutual assistance mechanism

Teachers' professional development usually takes the mode that teachers make progress by mutual assistance and cooperation in foreign countries at present. Practice has proved that this cooperative method can promote teachers' professional development effectively. In Chinese education, a 'master-apprentice' cooperative mode can be constructed among teachers in combination with practical situations at present. Via 'tutorial system', schools can guide young teachers to acknowledge seniors teachers as their masters and learn splendid educational concepts and experience when they 'learn an artistic skill' in order to drive young teachers to plan, rethink about and improve themselves actively in the process of their professional development.

Carrying out systematism for teachers' professional development

Education is an important social activity that social development depends on, so some institutional norms are needed to restrain teacher such a role with social nature. Similarly, in the process in which schools drive teachers' professional development, they should not only guide teachers to pay attention to their professional development ideologically but also give related institutional norms and apply appropriate pressure to teachers by system in order to promote their professional development. It is essential to make corresponding management system in the process in which schools drive teachers' professional development. First of all, make use system for teachers. To drive teachers' professional development from the perspective of system, schools can have the help of system about teachers' qualification certificate to promote their professional development. Secondly, formulate training system for teachers. In detail, schools students implement systematism for promotion of teachers' professional development and confirm that there is institutional guarantee for direction and target of teachers' cultivation. At last, schools should construct and perfect other kinds of system related to teachers' professional development, for instance, building and perfecting simulation and evaluation system of teachers' professional development.

Schools should change teacher management philosophy and improve initiative of teachers' educational teaching. Currently, most of schools utilize relatively 'rigid' management when they manage teachers, which conflicts with the humanistic care thought that seeks for 'people-oriented' principle. Thus, it is essential to change teacher management philosophy when teachers' professional development draws much attention nowadays. Schools can arouse teachers to improve and develop their enthusiasm effectively only when they give more developmental independence to teachers. Realization of independence of teacher management is also an objective demand of enhancement of teachers' educating work. As we all know, teachers' work faces with a group of students with new thoughts and new opinions. Thus, schools should construct autonomous management mode for teachers consciously in order to improve effect of teachers' educating work. The reason for this is that 'rigid' management mode will bring spiritual burden to teachers. Under this condition, teachers usually wait for schools to arrange work and tasks for them but cannot focus on developing educating work independently at all. This requires that schools should be good at improving teacher management mode, weaken their administrative control and promote effective implementation of teachers' professional development. Schools might as well change 'rigid' management mode into 'responsible and autonomous' management mode in teacher management, guide teachers to integrate their own professional development goals with schools' educating objectives and drive teachers to

realize a 'professional dream' of growth and development when they work hard to achieve joint developmental goals.

Conclusion

Under an international view, teachers' professional development should return to the subject teachers, insist on teacher-based professional development view, attach importance to teachers' dominant role and pay attention to dynamic generation of teachers' individual knowledge in practice. In requirements of our new curriculum reform, it is essential to pay more attention to the symbiotic relationship between improvement in teachers' theoretical knowledge and expansion of practical knowledge and improve teachers' professional and comprehensive quality entirely by teachers' continuous hard work and effective guidance of schools in the process of teacher management and construction of teaching staff. In the process in which schools drive teachers' professional growth, they should promote teachers' professional development, build more brand campuses and push comprehensive improvement in the whole educational quality. This not only acts as our responsibility but also serves as a mission of each educator.

References

- [1] Wang Zhiguang. Dilemma and Breakthrough of Teachers' Professional Development. *Theory and Practice of Education*, 2013(11):33-35.
- [2] Nan Jiwen. Confusion and Demands of New Teachers [J]. *Teacher Education Research*, 2013(02):62-66.
- [3] Ma Yongfeng, Jiao Daoli and Zhang Xinxian. On Promotion of Professional Development of Teachers in Minority Areas with New Media [J]. *Journal of Urumqi Adult Education Institute*, 2013(01).
- [4] Gu Yunfang. Professional Development of Teachers in Daily Educational Practice [J]. *Journal of Ningbo University (Educational Science Edition)*, 2008(05).
- [5] Xu Nan. On Several Development Modes of American Teachers' Professional Development [J]. *Modern Primary and Secondary Education*, 2013(04):87-89.