

Study of Educational Writing based on Educational Research Conservation

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Abstract—Educational writing and educational research are interdependent and mutually reinforcing. Real education and research can not only provide direction and text content for educational writing, but also provide a full, cozy and high-quality expression for educational writing. Adhering to "writing" in "research" and "writing" to promote "writing", we can continue to explore the true meaning of educational writing, find the value of educational writing, and finally obtain the "double harvest" of educational research and educational writing.

Keywords—Education Creation; Education Writing; Teaching Method; Educational Research Conservation

I. INTRODUCTION

At present, there are often some derogatory voices about educational writing. Some people think that there are a lot of so-called "educational writings" that are playing word games. It is a kind of "closed-door" behavior. It is written just for the sake of writing. For articles, there is no practical and promotional value. Whenever this happens, I will stand up and try to defend the dignity of educational writing. I believe that educational writing should be based on foundation, direction, and practical. The premise is that we must be able to base ourselves on real education and research, and educate and research and lead educational writing. Some people think that I am singing a high-profile. In fact, this is a new understanding after I have gone through many years of educational writing (also called "the road of educational research writing").

II. CHARACTERISTICS OF EDUCATIONAL WRITING

The first is the universality of the object. From the perspective of the participants, educational writing has the characteristics of compatibility and universality. Regardless of age, subject and position, no one can limit you, you do not need to conduct public relations and coordination, as long as you want to conduct research and reflection. Pick up the pen in your hand, you have this right, no one can deprive. But not all activities related to the professional development of teachers have such characteristics. Because of the scarcity of resources, many activities have distinct exclusivity. That is to say, once someone participates in such activities, others lose the rights and opportunities to continue to participate. For example, academic activities may have restrictions on places or other conditions; for example, classes are not only limited in number, but also subject to age, discipline and other conditions. Even without these restrictions, it is impossible for everyone to

attend a course or academic event. But educational writing is non-exclusive. Every employee in the school has the right to write, and can work together to carry out reflection and writing activities. Teacher Guan Jiangang has vividly described the difference between class and writing in professional growth: in class, when you think of people, you have to participate in competitions [1]. We have to go to the classroom every day. However, you have to get a path from the "classroom teaching". The road is too narrow. If you don't pay attention, you will squeeze down, and there is little chance of success in climbing up and going on the road. There is no limit to the quota and the official color of educational writing.

The third is the graduality of the way. In terms of the way of influence, the influence of educational writing on the professional development of teachers is not sudden, but the spring rain that seems to enter the night is silent. We can't count on the writing of one or two articles. The professional level has changed dramatically. Because the influence and change of educational writing on teachers has to be accumulated over a long period of time. As one teacher said, only after a long period of hard work can subtle changes occur. But once it changes, it must be profound. Pursuing the development trajectories of successful teachers, we found that at the beginning of educational writing, it is often caught what is written, and the article is fragmented and unfocused. This stage tends to focus on teaching materials and teaching methods, and study teaching design. The focus of writing materials is focused on the survival and development of oneself. With the passage of time and the deepening of reflective research, we will focus on some issues of our own interest, and even carry out writing in combination with subject research, which has entered the stage of thematic thinking and writing. Through this kind of research and writing, the author's ideas will produce subtle changes. Gradually, many authors' writing themes will change, often turning from focusing on themselves to paying attention to students, paying attention to what the subject teaching is, and focusing on what kind of education and teaching can promote the physical and mental development of students. This shows that its educational concept and educational philosophy have undergone a qualitative leap. In short, the way education writing affects the professional development of teachers is gradual and not easy to detect, but long-term persistence must exist.

III. THE ROLE OF EDUCATIONAL RESEARCH AND CONSERVATION

My school is a school with a strong academic research atmosphere. The whole school attaches great importance to education and research, including education and scientific writing. Whenever I saw a colleague and another article in the newspapers, I was in a hurry to step into the job. Seeing what others wrote, and what they wrote, from the work of the class teacher to the teaching of "the morality and society", etc., I wrote everything. But it seems that nothing has been written. At that time, my "first map" was "published." Looking back now, the reason why I was so stunned during that time was so frivolous on the road to educational writing, the main reason was that I did not find a direction. During that time, I didn't come up with a decent text. Later one of my scientific research project was approved, I began to study it in a decent manner. At the beginning of the research, because I was involved in reading teaching, I have observed many classroom teaching videos of famous teachers. The excerpts were recorded and the feelings were attached. Because of the research and the feeling, I started to write a thesis. After carefully studying the teaching methods, I made my own mind up. Because of research and thinking, I finally found the direction of writing.

Many people think that educational writing is a very painful thing. Indeed, in the process of educational writing, the selection of points, the construction of the framework, the elaboration of sentences, etc. often make people feel "difficult". However, I think that to some extent, if you have a real research process as a foundation and accumulation, then writing a pen can be a pleasant thing. I once published an essay "Let the students happily read" in "People's Education." [2] This essay records the real experience of organizing "drifting" in my class. At that time, the "floating reading" in my organization was mainly divided into the following steps: Matching the source of the book: drawing a concentric circle around the discipline circle; Teacher recommendation: Demonstration leads to stimulate reading interest; Pattern operation: Multidimensional Ways to urge intrinsic development; Group communication: dynamic dialogue to share the meaning of reading; Incorporate morning dawn: create a curriculum to strengthen the accumulation of awareness; Clever surprise: inject vitality to promote healthy development; Reading Forum: high-end interactive enjoy reading growing up. I recorded the activity process and write an article. To my delight, the article was published successfully. In the process of educational writing, we often worry about how to construct relevant teaching strategies. In fact, this can be solved through research. I remember that when I started the study of "textual refactoring", I tried to construct some refactoring strategies based on the level of my own experience, but the discovery process was very difficult. In the end, I found that I had to write only on the basis of my own research. Therefore, I have consciously presupposed the reconstruction strategy for each text lesson, and then test the preset situation through teaching practice. So insisted on a multi-semester, I have accumulated a rich case of "textual meaning reconstruction". Through combing, reflecting and constructing these materials, I gradually formed an understanding of the reconstruction of

textual meanings and initially constructed related teaching strategies.

Education research should be based on real research; only in this way, teachers' writing can be regarded as something, and it is conclusive, otherwise it may become an empty deduction of preaching and experience. Such an essay or an essay will inevitably be criticized by the world. I always thought that quality education writing has at least two characteristics: one is the teacher's real education and teaching practice, and the other is that the experience conveyed must be verified by teacher practice. I study the wisdom reading of children and naturally pay attention to children's extracurricular reading. Although the children's extracurricular reading seems to be vigorous, the management of internal quality is not optimistic. In order to better guide and evaluate children's extracurricular reading, I began to read the single operation study. I first made a reading list of the book "Daughter's Story" and found that the implementation was very effective. Under the guidance of the reading list, the students read both the taste and the depth. Then, I made a reading list of books such as "Up and Down Five Thousand Years", "Ancient Greek Myths and Legends" and "Hulan River Biography". [3] In order to allow students' reading to be promoted at a deeper level, I organize a review of the reading list, and lead one of them to discuss each day and gradually lead the thinking. In order to encourage students who are serious about completing, I have organized a reading list (every ten times), and everyone exchanges and recommends, and the class issues a good news. Later, I organized the research process and my experience into a paper.

IV. INCREASING THE AWARENESS OF EDUCATIONAL WRITING

Why the teacher's educational writing will cause concern, mainly because the teacher's professional title review and the famous teacher's selection have the requirements for the teacher's thesis. Therefore, many teachers have missed the title review because they lack corresponding papers. As a result, there is a statement that the teacher title review has been rejected by one vote because of the lack of papers. In recent years, there has often been a discussion in the media about the need for a faculty title review. However, the result of the discussion is that the teacher's job title review still needs to submit a paper. It can be seen that the paper is still necessary in the teacher's title review. Educational writing can promote the professional growth of teachers. This sentence may not be attractive to many teachers. However, the title review must have a thesis, which makes teachers have to face the practical problem of educational writing.

From the current teacher education writing, there are two extremes, namely, "rejection of writing" and "utilitarian writing". Some teachers were rejected by the vote in the title review, which is actually the result of "refusal to write". Generally speaking, the intermediate title requires very low literacy requirements for teachers. Many teachers are stuck in the paper when they are senior. Generally speaking, it is at least 5 years from the evaluation of the intermediate level to the qualification to participate in the advanced level. Then, in five years, it is not difficult to write a few articles that meet the requirements of the title review. However, many teachers

usually do not put education writing on their minds. They think that their vocation is to teach and educate people, and they usually have busy work. There is no need or time to write a thesis. In this way, when I was about to judge the title, I thought that I still lacked a few articles. As a result, these teachers began to hang on their own feet. Because they did not write at all, the level of writing was naturally not high, and it was difficult to write decent articles in a short time. In this way, their complaints came out, and it was considered difficult to have a paper claim. Teachers with educational writing awareness are usually preparing for this. After a few years, they not only did a good job in teaching and educating people, but also did not lack the articles needed for the evaluation. When they had the opportunity to participate in the title, they would be judged by the rules. If we regard educational writing as the normal state of daily work and a professional lifestyle, and stay away from the shackles of quick success. In this way, in addition to promoting our professional growth, educational writing will also send us “by-products” –the papers needed for the title evaluation [4].

V. IDENTIFY THE DIRECTION OF EDUCATIONAL WRITING

"I don't want to write, but I really don't know what to write?" This is the confusion that many teachers face. However, this issue may not be really a problem. In the eyes of some teachers, there is a constant stream of writing topics. Teacher's educational writing is not a theoretical innovation, nor a disease-free, but a record of their own education and teaching life, improve education and teaching practices, and describe their own educational life course. It can be said that the teacher's educational writing is writing his own educational life and career. Therefore, the work scene of education and teaching is the “rich mine” of our education writing, and there is a lot of content for us to explore. For example, how to focus on middle school, how to improve the “gold content” of assignments, how to make the classroom orderly and interesting, how to improve the effectiveness of class sessions, etc., the problems that these teachers need to face in their daily work are teachers' research. Content is also the theme of teacher education writing. This kind of educational writing is written by the teachers' daily work content. It is a field that they are familiar with. To be honest, there is no sense of estrangement in writing, and it will not be made into a “cooked rice meal.”

The teacher's educational writing is actually a “small problem”, often inadvertently, as long as you use your heart, you can write a large article with a very high gold content. The arrangement of the students' desks is something that every class teacher is doing, but few people think that such trivial things can be learned. For example, in the 2013 Zhejiang Excellent Education Teaching Papers Evaluation, “Rationally arranging seats and reducing the “back row” phenomenon” won the first prize, and was published as the only one in the full text of “Zhejiang Education News” .[5] This article is concerned with the small things such as the arrangement of seats. Such small problems have actually produced great results, which have been recognized by experts and promoted throughout the province. It can be seen that as long as you use your heart, in our daily education and teaching work, we can find a lot of

things worth writing. This shows that educational writing does not have to be too greedy. Of course, we can also combine some of the hot topics of education, write a reflection of our own thinking; combine the books we read, write a written experience; combine the lectures of experts and scholars, write a description of their own listening; combined with study abroad Investigate, write and write what you feel, and combine with the classroom teaching to write a post-class reflection.

VI. IMPROVE THE LEVEL OF EDUCATIONAL WRITING

The education articles finally formed by teachers are not simply to keep track of the water accounts, but to refine their own educational and teaching experience and think about some educational and teaching phenomena, which should reach a certain level. Of course, teachers usually record some thoughts and thoughts, which is to provide first-hand information and materials for their educational writing. Improving your writing level is a real problem that every teacher must be right in educational writing. “China Education News” has published a letter from readers, reflecting that many teachers have lost their enthusiasm for writing because they have always contributed to the education of newspapers and periodicals.[6] The China Education News therefore carried out a discussion on how to help teachers get out of writing anxiety and published discussion articles in several times. At that time, the author wrote the article “Being out of writing to see teachers' writing anxiety” was also published. In fact, we can't talk about the writing of teachers about writing, otherwise we can't solve the substantive problems. Many Chinese teachers have a high level of writing essays, but they are unable to participate in the title review because they do not have corresponding papers. It stands to reason that Chinese teachers have certain writing skills, but some Chinese teachers never look at their own professional publications, do not know the direction of their own disciplines, and do not know the hot issues of their own disciplines. This is naturally difficult to write. Thoughtful content of teaching and research articles. Therefore, to improve the writing level of teachers, kung fu is still outside the poem, and must be based on a large amount of reading. Teachers should read some educational works, comprehensive educational publications and specialized academic publications in a targeted manner according to their actual situation. In this way, their own vision will be greatly expanded, the meaning of writing will be improved, and the level of professional expression will be improved. Of course, reading only provides the possibility to improve the writing level. The real improvement of the teacher's writing level is to write more on the basis of reading. Therefore, teachers usually need to practice more pens, education journals, educational narratives, educational reflections, educational cases, etc. Teachers can improve their written language expression ability in the practice of writing, the ability of the article to plan the layout, and the ability to consolidate the size of the title. As long as teachers can do literacy, it is not difficult to write a few decent articles. Now, the network provides convenience for teachers' writing while also contributing to the inertia of teachers. Many teachers have formed the habit of taking it online. Even the summary of the plan has been directly taken down from the Internet, which has made them less likely to practice pen. This

point requires our teachers to be alert, but the speed is not up to speed.

VII. CONCLUSION

Writing is one of the most personal ways of growth. Writing focuses on the education life of the students, reflecting on the excitement, regrets, and highlights in education and teaching, discovering successful experiences and giving them the value of education, and more importantly, discovering the regrets and deficiencies and finding out the reasons for this and putting the corrective measures into practice. It is this kind of personal reflection and dialogue based on the experience of education and teaching can touch the heart. Education writing is an effective way for teachers' professional development. More and more teachers have established professional belief and improved professional ability through education writing. But education writing is not an easy thing, many teachers still do not understand the true meaning of education writing and wander outside the door of education writing. If education writing is composed of problem excitation, driving and problem analysis and solution, then, from the perspective of problem logic, it is no doubt that teachers' education writing can enable them to go on the smooth road of education writing as soon as possible.

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