

The Challenge and Transformation of Teacher Professional Development from the Perspective of Core Literacy

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Abstract. At the national education conference in 2018, President Xi Jinping stressed that the construction of the teacher team was the basic work, and the development of students' core literacy is the core and important content of the current education reform. Core literacy poses challenges to the cultivation of teachers, in the face of traditional teacher training model of knowledge structure fracture, the role of subject and object fuzzy and ignore humanity and scientific problems such as chaos, in the concept of teacher professional development from the core literacy will make the transition, increase based on the core accomplishment of teacher training, in response to the change of education constantly.

Keywords: core literacy; teachers' professional development; challenge; transformation.

1. Introduction

In March 2014, the ministry of education issued the opinions on comprehensively deepening the curriculum reform and implementing the fundamental task of cultivating talents, which clearly put forward that the key fields of cultivating talents project should be implemented, and the key contents of education reform should be the formulation of core literacy system, revision of curriculum program and curriculum standard. Since then, with the cultural basis, independent development and society to participate in the three dimensions of six factors, including cultural background, scientific spirit, learning to learn, healthy life, responsibility, bear and practice of innovation, and 18 points of become the focus in the field of education, it is the response of "education should cultivate what kind of person", is the need what kind of training the students' age, at the same time also put forward some requirements for teachers' quality, professional development for teachers how to make challenge and transformation.

2. The Challenge of Teacher Professional Development from the Perspective of Core Accomplishment

2.1 The Prominence of Specialization and the Lack of Integration: the Overall Structure of Knowledge Learning is Disjointed

One of the most basic connotations of teacher professional development is that teachers are professionals, different from other professions. Nowadays, teachers are more and more recognized by the society. On the one hand, as a kind of professional group in the society, teachers have professional knowledge structure, ability structure, quality structure and professional emotion. However, on the other hand, the degree of integration of teachers is weakened, which is mainly reflected in the following aspects: pay attention to professional education and despise general knowledge education; pay attention to subject knowledge education and despise the connection and penetration between subjects. Now, under the guidance of the development of students' core qualities, the ultimate goal is to cultivate well-rounded people, and the cultivation of well-rounded people needs the construction of teacher groups. Under the advocacy of core literacy, students' comprehensive development and personality characteristics are bound to be valued, and the corresponding teacher groups should also be reformed accordingly. Teachers are required to take the road of integration and specialization to realize integrated knowledge learning, so as to achieve the correspondence between teachers and students' development.

2.1.1 Ambiguity of the Roles of "Subject" and "Object"

The proposal of core literacy emphasizes the independent development of individuals, of which the most important is to learn to learn, which requires students to be happy to learn, good at learning, diligent in reflection, have information awareness, and more emphasis on autonomy. This concept also brings a new perspective for the professional development of teachers. In this big education context, Chinese teachers are bound to attach importance to subject knowledge and despise education knowledge to draw closer to professional roles. Traditional teachers pay more attention to the degree of students' knowledge of the subject they teach, and less attention to how to train students into complete human beings. Post - service training plays an important role in teacher professional development. However, this only promotes teacher development as an external driving force. External factors play a role through internal factors, and teacher professional development has autonomy. Only teachers have internal motivation, and they hope to make continuous efforts to achieve greater perfection, can they truly specialize. In the whole professional development of teachers, teachers are still passively accepting development as the "object". Teachers' awareness of self-professional development is weak, and their responsibility awareness is not comprehensive. Teachers are passively involved in self-development and self-quality improvement. From the perspective of core literacy, teachers' autonomy should be deeply explored, and teacher development should be regarded as an active, dynamic and sustainable construction process. The contradiction between the fuzzy boundary between "subject" and "object" should be dealt with well. Only in this way can teachers realize their independent development, which is the essential connotation of teacher professional development.

2.1.2 Neglect of Humanity and Chaos of Science

Professional development of teachers includes not only professional knowledge and ability, but also professional spirit, education concept, professional wisdom, professional emotion, etc., which is the unity of humanity and science. In the process of professional development, it is inevitable for teachers to update their knowledge and improve their ability. However, in the process of development, whether it is to emphasize the transformation from "technology-oriented" to "research-oriented" teachers, or to pay attention to the critical spirit and rational thinking of teachers, it is to pay attention to the scientific nature while ignoring the humanistic nature. With the proposal of the core quality, the required quality of students is "scientific spirit" and "humanistic background", which also puts forward higher requirements for the professional development of teachers, that is, pay attention to the unity of "humanistic feelings" and "scientific spirit".

2.2 The Characteristics of Teacher Professional Development from the Perspective of Core Literacy

The proposal of core literacy provides a clear goal and firm belief for teacher professional development, and correspondingly puts forward the characteristics of teacher professional development with pertinence and generative nature.

2.2.1 Continuity and Stage Nature

Teacher professional development itself is a continuous development process, and at the same time, teacher professional development is divided into two stages: pre-job and post-job. The continuity and stage of teacher professional development are consistent with the core quality. First of all, teacher professional development is a continuous process with the cultivation of core literacy as the goal, that is, "cultural basis", "independent development" and "social participation" are not only the development goals of students, but also the goals of teacher professional development. Secondly, the professional development of teachers based on "core literacy" is characterized by stages. According to the characteristics of different ages, the level of core literacy is gradually deepened. The professional development of teachers is also divided into pre-service education, induction counseling and on-the-job training. Only through a phased process can a harmonious and healthy development be achieved.

2.2.2 History and Reality

Traditional teacher professional development points to education modernization---the knowledge ability and morality that teachers should have in the changing environment. While core literacy, extends the connotation of teacher professional development, and increased the education reality within history continues to imagine, in the system of core literacy, teachers should not only have the feelings, in the traditional sense of the home also has "Internet +" mode of information processing application ability, therefore, teachers should not only have the basic qualities of teaching, but also have teamwork, collaborative innovation, information processing and processing ability. It is a trend of the teachers' professional development is based on traditional literacy, with modern literacy as the lead, continuity, achieve mastery through a comprehensive study, Thus forming the history and reality of teacher professional development.

2.2.3 Coherence and Integration

The system of core accomplishment is vertically connected and horizontally integrated. With the ultimate goal of cultivating the all-round development of human beings, the core accomplishment has formed a system with six elements and 18 basic points in the dimensions of "cultural basis", "independent development" and "social participation" from the relationship between human beings and themselves, between human beings and society, and between human beings and society. This system is interlinked and vertically integrated. In this system, cultural foundation, independent development and social participation are taken as the three fields, and it is divided into humanistic deposits, scientific spirit, learning, healthy life, responsibility and practical innovation. This is the first integration of core literacy. And subdivided into cultural accumulation, human feelings, aesthetic temperament and interest, rational thinking, critical questions, have the courage to explore, willing to learn, and reflect on, the information consciousness, cherish life, healthy personality and self management, social responsibility, national identity, international understanding, labor consciousness, problem solving, technical application, a total of 18 basis points, to achieve the top and bottom of the structure of the second integration. Therefore, the teacher professional development based on core literacy has clear objectives and comprehensive scope, which makes the content of teacher professional development interconnect with each other and complete structure, forming a logical system of left-right interconnection and up-down integration, which also forms the characteristics of interconnection and integration of teacher professional development.

2.3 Transformation and Strategies of Teacher Professional Development from the Perspective of Core Literacy

Teaching is the teachers' teaching and students' learning of bilateral education activities. The teacher plays an important role in the teaching and students' core literacy is growing in the education teaching. The teacher is a key factor affecting the formation of students' core accomplishment in our country. The framework and development of core literacy index to really be born, leading the teacher professional development, and the related content is blended in among them core literacy.

2.3.1 Formulating Unified Standards for Teachers' Core Qualities

In the process of promoting the implementation of core literacy in China. The role of teachers' transformation cannot be ignored. Whether the core literacy can achieve results is closely related to the quality and professionalism of teachers. It is a key measure to promote teacher professional development and cultivate students' core literacy to set teacher's core literacy standards according to students' core literacy. Meanwhile, the world has also taken corresponding measures. Such as: the United States in order to promote the implementation of the core literacy in the 21st century, to promote teachers' professional development, successively promulgated the "professional development: core literacy implementation guide" in the 21st century, "the teacher professional development in the 21st century" and "the 21st century knowledge and skills of pre-service teachers, to guide the state, region, and the implementation of the core of school literacy, helping teachers to integrate core literacy in the 21st century and the implementation of the curriculum and teaching. In 2005, the European Union promulgated the universal standards for teacher competence and

qualification, and promoted the implementation of national or regional core literacy by setting unified standards for teacher professional development. Although China has issued the standards for students' core literacy, it has not issued the standards for teachers' core literacy ability. In order to implement the standards for students' core literacy, it is necessary to accelerate the development of the standards for teachers' core literacy, so as to further clarify the direction for teachers' professional development.

2.3.2 Increasing Teacher Training based on Core Literacy

For on-the-job teachers, how to cultivate students' core qualities in practical teaching is a difficult problem, as well as a puzzle for front-line teachers. Therefore, it is necessary to strengthen the teacher training of front-line teachers on core literacy, and comprehensively reform the objectives, methods, courses and modes of teacher training. First, to strengthen the core accomplishment, let teachers understand the core quality put forward the background, significance, purpose, content, to realize the core literacy from the concept of huge role. Teachers must focus on the purpose of the reform, the correct attitude, really embracing core literacy from the thought and understanding. Secondly, strengthen the interpretation of discipline core literacy and curriculum standards, further deepening teachers' understanding of discipline core literacy, and give full play to the guiding role of discipline core literacy in curriculum. In particular, the revision of the new curriculum standard of senior high school, which was first launched in 2014, takes core literacy as the core quality as the outline, and leads the relevant links of teaching and curriculum reform, so as to provide a paradigm in terms of curriculum objectives, content design, academic quality standards, etc. In addition, in order to achieve the training effect, it can be carried out in stages and levels. Meanwhile, in order to have a strong correlation between training and teacher professional development, the sustainability of training can be guaranteed. In the training, in order to ensure the effect of training, training institutions and teachers should be selected, training courses and relevant resources can be carried out .

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