

The Research of Middle School Teachers' Continuing Education in Sichuan Province

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Abstract

This article uses the questionnaire survey and interview survey, has carried out investigation of middle school teachers' special field development and the requirement that the teacher trains in Sichuan Province. By analyzing the results of investigation, know a gleam of the teacher cognition degree to the continuous learning, the difficulties encountered in the training of and the actual demand, in the hope of improving the training mode of education, further improve the teachers' training pertinence and effectiveness.

Key words: Sichuan province; Middle school; Teachers' continuing education; Training method; Training content

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INTRODUCTION

The requirement the form how to carry out the training diversifying comes to satisfy a secondary school teacher, improves the validity training and the teacher enthusiasm, is primal problem facing the current teacher training. Therefore, acquaintance gleam of teacher composes in reply teacher continuous learning cognition and understands that to teacher special field development, accurate practical problems in grasping a gleam of teacher education teaching improves the

pertinency and actual effect that the teacher trains further with the puzzle, ability. Time of marriage partner who surveys is an average Sichuan province high school teacher originally mainly, gives out 300 investigation questionnaires together, contains effective 287 one, two steps of demonstrate high school composes in reply ordinary high school, final province reclaim questionnaires completely including more than 10 Sichuan Province county city.

1. REQUIREMENT ANALYSIS AND ADAPTIVE STRATEGY ABOUT TRAINING METHOD

Table 1
Questionnaire About Training Method

Question	Selections	Answers
What's training do you like?	A. System instructs	A : 2.3%
	B. Special subject lecture	B: 11.6%
	C. The interactive deliberate	C: 17.8%
	D. Tracking attend a lecture	D: 21.4%
	E. The various form combines	E: 46.9%

It can be seen from the questionnaire, the teacher like the combination of a variety of forms of training form, the form of the traditional single teaching seminar and system already cannot satisfy the needs of teachers. We should innovate the training mode, in addition to the seminar, please experts such as some forms of training, also can use case analysis type, discussion-based, the scene view, theme discussion, focusing on the teachers' participation and experience. Pointed, these training form is conducive to communication between teachers, to a certain extent, can meet the needs of teachers.

Training methods are given priority to in case study, the teacher exchanges and reflection.

(a) Case study embodies the combination of theory and practice. Case is a typical small problems mostly, training by capturing these small problems in everyday life education, make teachers tried to rule out “disorder”, teachers’ curriculum ideas of reserve may enter the consciousness, into a state of visualization, using theory to guide teachers training experience for analysis, anatomy, in comparison with the new curriculum concept, found that it is not reasonable, criticism and update, actively constructing curriculum concept.

(b) Training led by teachers communication embodies his experience education experience combines to reconstruct personal experience with others. In order to avoid at over and over again, need support and lead the backbone teachers and experts. Positive construction of universities, education research and cooperative research in middle school system, provides support for the professional development of teachers.

(c) Reflection training way is by promoting teachers actively for their dominant thoughts on course concept and silenced pressed to promote teacher development. Designed to guide and encourage teachers in reflection “doubtful” thoughts “shelter” silence of the course, even the “self-evident” detected course concept and form the basis for this kind of thoughts and ideas were uprooted, and carries on the critique. “Critique and not blindly negative, but the higher degree of salvation and call.” The ultimate goal is to use the new curriculum concept to reconstruct teacher delomorphic and silenced the curriculum idea and thoughts.

In order to train more solid and effective work, to further promote teacher’s professional development, we also can choose a few grassroots teachers more welcome, more suitable for the training forms. Training such as: network interaction, that is, through the Internet, or establish a QQ group, blog, etc. to grassroots teachers communicate with the expert group discussion, it helps teachers to learn anytime and anywhere. Can also please a glimmer of teacher’s lecture on the stage, it is welcome by the masses of teachers training methods, we tend to attach great importance to experts, but there are some experts empty theory, but practice. We can ask a glimmer of teachers on training platform, although first-line teachers than experts deep foundation of theory, but what he say is after their absorption and digestion of, is to guide practice, the list of things is usually occurred in people around, easy to sympathize and attend the training of teachers, some good methods can be timely to migrate to the cords from teachers’ own teaching practice. No matter adopt what kind of training form, should take teachers as the main body, the maximum to serve teachers, beneficial to the improvement of teachers’ teaching level.

2. REQUIREMENT ANALYSIS AND ADAPTIVE STRATEGY ABOUT TRAINING CONTENT

Table 2
Questionnaire About Training Content

Question	Selections	Answers
What’s your requirement about training content?	A. Teaching material handle	A: 53.2%
	B. The religion ginseng uses	B: 0.8%
	C. The class bid studies	C: 11.3%
	D. Teaching method guides	D: 34.7%

It can be seen from the questionnaire, on the training content, most of the teachers need to deal with the experts in the teaching material and teaching methods to give the necessary guidance. This shows that our teachers in the implementation of the new curriculum teaching, is an urgent need to renew the idea, improving teaching methods, teaching behavior and teaching means, the expanded aspect of knowledge, perfect knowledge structure, to improve their professional level faster. With the deepening of new curriculum teaching, how to correctly recognize the new teaching material, better use of new materials, let the students more quickly and effectively absorb new teaching material, is the new curriculum teaching, the teacher must solve the problems in new curriculum teaching can implement smoothly. And the innovation of teaching mode is an important part of the new curriculum reform, complete the teaching mission of the basic approach is classroom teaching, the teacher, the students accept the way of teaching, let more teachers in a high above the main body position, and some old teacher also carrying a copy of ten years ago old lesson plan is to give students in class, think that as long as they don’t teach can be wrong. However, in the knowledge explosion, the era of information explosion, with only a textbook and teaching experience, cannot have satisfied students seeking and the way of acquiring knowledge. So the teacher hopes to have more innovative, more efficient teaching method improvement. Therefore, objectively reflected the teachers in the questionnaire for the urgent need of these two aspects, at the same time also shows that our teachers in these two aspects need to learn and improve. This requires training content must be rooted in the teacher education practice. One is the theme of the training should from the real teaching situation, rather than imagined, fabricate or some version of philosophy; The second is the content of the training should be the problem of teachers’ common concerns, has certain representativeness; Third, these problems are urgently needed to solve, and by studying the solution possibility.

Through the survey we found that there are a few teachers lack of education belief, professional ideal lost, also believe that professional training is a very

painful experience. To change this status, we think on the contents of training but also from remodeling on teachers “professional dedication” to change the understanding, make training a conscious action. Teacher training in content also should strengthen the education of humanities and ethics education. Training should pay attention to teachers thought emotion, therefore, to strengthen teachers’ creation and explore, reflection and criticism, such as the cultivation of the quality, highlight the new teachers’ professional view. For example before the seminar training for some noble ethics, dedication, excellent teachers, show their personality, professionalism, and growth footprint, thus arouse the learning enthusiasm of the teachers, help them to find out the cause of the target, a clear train of thought, make our teachers’ thoughts and intellect in the process of offer business constantly updated and improved. Let the teachers’ professional experience in the work of enrichment and happiness, get the sublimation of life value and personality. So we not only on the training content should focus on teachers’ basic skills training, the existing knowledge and conclusion of inheritance, also attaches great importance to teachers’ inner emotion, motivation, attitudes, values guidance and education of wisdom, excavate potential ability.

3. ANALYSIS AND ADAPTIVE STRATEGY ABOUT TRAINING SCHEDULE

Table 3
Questionnaire About Training Schedule

Question	Selections	Answers
What’s times do you like about training?	A. Tnce a term	A : 53.9%
	B. once a year	B: 17.4%
	C. frequently	C: 28.7%
Which time will be start about training?	A. Depending on the teaching situation	A : 48.2%
	B. term begins	B: 36.3%
	C. midterm	C: 3%
	D. holiday	D :12.5%

Most of teachers on the setting of training time, hope the semester training or depending on the teaching situation. Training at the beginning of the semester, teachers’ teaching task is just beginning or haven’t started, but also for training to give advice or help in this semester work; Semester, teachers’ teaching task, not only disrupted the teachers’ teaching order, teachers cannot set his mind at to learning; In the summer and winter vacation training is not to take up the teaching time, but it away from the teacher’s time to rest. From the study on the number of times we have seen, the choice of the teacher is once every semester of the first place, the second is often, we can

see from the questionnaire teachers’ desire for learning, but as a result of the teaching task, time arrangement of inconvenience, and many other factors, teachers can’t be often collective training. So at the beginning of each semester, the collective training time, is a professional led, and professional quality of ascension. We can accord to the actual situation at ordinary times, flexible schedule, create more convenient and quick to improve learning opportunities for teachers, in order to meet the teachers’ learning desire. Training can also directly on the Internet, for example, teacher visual teaching actual situation has a choice to run, thus greatly improving the efficiency of training.

4. ANALYSIS THAT EFFECT OF TRAINING

Table 4
Questionnaire About Effect of Training

Question	Selections	Answers
How to improve the teacher’s professional quality?	A. The basic skills competition	A: 9.2%
	B. Teachers listen to each other	B: 31.3%
	C. Listen more excellent class	C:35.7%
	D. Subject knowledge competition	D :2.3%
	E. Write academic papers	E: 5.8%
	F. Experimental study subject	F: 15.7%
Which method of evaluation do you like after training?	A. Report summary	A: 4.6%
	B. Self assessment	B: 58.5%
	C. The school evaluation	C: 13.2%
	D. Others	D: 23.7%

With various forms of training mode and rich in content, the teacher training success is crucial, but the result of training is the most important thing. Training for most of the teachers is great gains, they summarize in time, try to improve, make the training really became the motivation of the teacher’s professional level. However training for some teachers and no obvious results.

Result the reasons affecting teacher training effect:

Inadequate preparation. Some teachers to participate, don’t do any preparation before the person is not out of the heart, or leave, then excellent lecture is invalid. Since we know that students need to prepare when learning new lesson, so before we attend the training should also understand the content of the training, first with his problems in the education teaching and confusion to learn, can consult experts and also can communicate with colleagues, so that it will get twice the result with half the effort effect.

After the training. Some schools send out teacher learning, seldom communicate with colleagues, after returning from the achievements of some training can’t form a resource sharing, don’t get the promotion, more not

to point with surface radiation and leading role, make the training difficult see big results. To this, after training, the school shall report to make teachers learning outcomes, to show their learning harvest, let more teacher widely benefit, mutual promotion and common development and improvement.

Teachers training aims to give knowledge to update and expand, to improve the education teaching practice, teaching wisdom to enlightenment. Through the teachers' training situation questionnaire survey research, to better develop and implement training plan for us to provide the important basis for practical. We will continue to improve and innovate training model, and also let more teachers to participate in the training work, give full play to the collective wisdom and strength, the teacher training work more solid, more effective.

5. THE THINKING AND SUGGESTION ABOUT MIDDLE SCHOOL TEACHERS' CONTINUING EDUCATION

To really improve the level of middle school teachers' teaching and research level, improve the teaching quality of middle school and realize the aim of the new curriculum reform put forward, training teachers should pay more attention to quality, pay attention to the actual.

(a) Guarantee the learning time. Through the form of concentrated training to ensure the time to study, suggested that concentrated training time arrangement in summer holidays, let teachers really have time to study.

(b) Build a contingent of high-caliber training team. Both hiring of school training experience subject experts, and hiring of subject of well-known experts and a line outside the middle school language teacher or research staff; Both of the training team title, education structure, and pay attention to the ethics training team strengthen research and education teaching research ability and knowledge as well as guiding ability. Guarantee the learning time. Through the form of concentrated training to ensure the time to study, suggested that concentrated training time arrangement in summer holidays, let teachers really have time to study.

(c) Select training content. Training content must be closely in combination with the practical demand for education, close to the participation of the practical need of teachers, centering on the problem, to point to in practice, in case as the carrier, the combination of theory and practice. Careful design training courses, starting from the practical needs of development of Chinese education, according to the theory of teachers' professionalization, draw lessons from the advanced experience of education developed city, sticking to teaching, study and research, with a combination of outstanding pertinence, practicality and forward-looking; Training content from the

"knowledge center" to "the ability center": notice the typicality, avoid randomness, pay attention to mobility, avoid isolation, realize the transition from knowledge to ability. Through the discussion of these questions, the students will be inspired, realized that the focus of the research question, difficulty and key, make the students to extrapolate, one instance.

(d) Rich forms of training. Transition training concept, the participation teachers from the "trainee" to "participants" subjectivity. Highlight the participative and interactive, living experience from practice, pay attention to the participation teachers create the real situation, let students experience and experience the process of problem solving. Resources as an important training students, inspire their active learning and exploring consciousness, promote their professional development. Adhere to the people-centered, on-demand teaching, pragmatic, starting from the problem, in case as the carrier, combining theory study and practice of reflective learning. Efficient classroom discussion combined with high quality in middle school to inspect investigation; The study combined with network training; Promoting team learning, cognitive apprenticeship type, experiential learning, and participatory learning, cooperative learning, teaching for unity.

(e) To strengthen the system construction. To establish and improve effective training mechanism, the funds safeguard mechanism, from system to ensure the quality and efficiency of training. One is to strengthen the training system construction. Educate authorities concerned to need to be tied in wedlock reform of the personnel system, build the teacher selections, bank up with integration teacher management system, be in charge of, use, design President the teacher and training valuation system of assessment, perfect teacher special field development's the tenure of office checking system, bringing the condition that teacher special field develops into President checks a target. Incentive policy, improve the system of continuing education credits is registered, will be the result of the teachers' participation in training and assessment, promotion and so on, arouse the enthusiasm of teachers' participation in learning; According to the needs of the development of education undertakings, combined with the actual development teacher training work well in the near future planning, provide effective support to teachers' professional development. The second is to establish a solid teacher training budget devoted to safeguard mechanism. Teacher training funds insist on government investment is given priority to, through various channels to raise teachers' training education funds, the necessary teacher training funds into the government's fiscal education budgets, and year by year in proportion to the steady growth in the education funds.

(f) Strict training. To participate in training and performance appraisal and good recommendation, title

link promotion, for those who are not serious to attend training, perfunctory, copying homework to complete the task of training students and not serious, corrects students' papers not serious "training experts" can be appropriate for performance penalty, cancel the good recommendation and title promotion, to strengthen the everyone to participate in the training of sense of responsibility. At the same time for lack of leadership organization reported to the competent administrative department of education and the school.

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