



The dilemma and optimization strategy of teachers' professional development under the concept of lifelong education

Shou Wenqi, Xiao Jumei

School of Teacher Education, Huzhou University, Huzhou, Zhejiang, China

Abstract

Teacher professional development refers to the process in which teachers, as professionals, constantly develop and improve their professional thoughts, professional knowledge and professional ability, that is, the process from novice teachers to expert teachers. The 21st century is the era of knowledge economy, in which teachers are disseminators of knowledge, guide students to learn relevant knowledge, improve students' employment competitiveness. Consequently, schools should attach importance to teachers' lifelong education and constantly improve and update teachers' professional development. This paper mainly expounds the related concepts and characteristics of lifelong education, the concept of teachers' lifelong education, the problems teachers face under the concept of lifelong education and the countermeasures to improve teachers' professional development.

Keywords: lifelong education; teacher education; professional development

Introduction

As educators, organizers and managers, teachers have an important impact on the quality of education. Teacher professional development is a continuous activity throughout their career. The development of lifelong education requires teachers to grow and develop independently. Combining the concept of lifelong education with the professional development of teachers conforms to this concept, which not only helps to improve the comprehensive quality of teachers, but also helps to promote the healthy and comprehensive development of students, which meets the needs of contemporary education development.

(1) The concept of lifelong education

Paul Ms. Lang Lang at the United Nations educational, scientific and cultural organization in 1965 adult education conference "on lifelong education" in the report, clearly put forward the concept of "lifelong education": people at all stages of life (infant stage, young youth, youth, middle-aged and elderly stage) in the experience of the sum total of all kinds of education called the lifelong education. It covers a person's whole life, including both formal school education and informal self-learning. It advocates that everyone can provide necessary knowledge and skills when needed, and the subject of behavior is the learner. Under the concept of lifelong education, the educational resources of the whole society are shared by all, and it is a learning society. Lifelong education is a new educational idea which ADAPTS to social development, scientific and technological progress and knowledge renewal. Lifelong education will run through people's learning throughout their life, only continuous and uninterrupted learning of new knowledge and skills, can keep up with the pace of social development, adapt to career development and knowledge progress.

(2) Connotation of teacher professional development under the concept of lifelong education

Under the concept of lifelong education, teachers are required to achieve a "better self" and thus need to continue the process of learning and development. That is to say, in the career of a teacher, a teacher should obtain the needs of personal professional development through self-promotion or special training, and constantly improve their professional quality, so as to realize professional self.

2. The Dilemma of Teacher Professional Development under the Concept of Lifelong Education

(1) Relatively backward awareness of career development

The consciousness of career development of most teachers in China needs to be improved.

First, there is a common problem among some teachers in China, that is, their vision is often limited to classroom teaching, believing that the teacher's job is to do a good job in teaching courses. In front-line teachers simply communicate their lessons content to students, and focus on improving their theory knowledge, while the students' practical skills and the cultivation of the humanities too ignore, which lead to a lot of students are theory, is most lacking in the humanistic quality, all kinds of difficulties in his career in the future.

Secondly, many teachers in China have a backward concept of continuing learning and lack the awareness of self-learning and lifelong learning in their career, believing that their higher education is sufficient to cope with

their career in the coming decades. However, the world is changing with each passing day, and the transformation and integration of knowledge have made them unable to accept the new knowledge in their own field. They passively accept the new knowledge in their own field, ignore the important source of knowledge from the social environment, and lack the enthusiasm and initiative to participate in the training and learning after entering the job.

(2) Single curriculum

The thought of lifelong education requires teachers to pay attention to the broad scope of the curriculum when teaching, and to broaden the scope of students' knowledge as the top priority, which requires teachers' professionalism to improve the level of educational theory. It also needs to be close to teaching needs, with a certain degree of flexibility and diversity. The current teacher education system in China is being explored and reformed.

In this stage, many problems need to be improved. First, many teachers only study a single subject and do not pay attention to the study of comprehensive subjects. As a front-line teacher, comprehensive subjects such as pedagogy and psychology should also be put on the agenda. The discipline structure of normal school is not harmonious and the characteristics are not prominent. Second, the practice curriculum is weak, many teachers have high theoretical level and poor practical ability, and the knowledge they impart to students is also based on theory, lacking practical experience.

(3) Strictly control the classroom authority

For a long time, adult college teachers as the teaching subject, the field of learners as the object of education, as the container of knowledge and skills, "cramming" teaching. In the teaching process, adult students gradually lose the autonomy of learning, and then lose the motivation of learning, and even lose the ability to learn. This kind of autocratic, unequal and even distorted teacher-student relationship leads to teachers in adult higher education institutions indulging in acting as the classroom authority, arrogance and academic autocracy prevailing, and the teacher-student relationship of controlling and being controlled exists for a long time. The teaching style of "the teacher is the center, the classroom is the center, the textbook is the center" seriously fetters the hands and feet of adult students, and directly leads to the stagnation of teachers' professional level and professional accomplishment. The professionalization process of adult college teachers who have the right to speak in classroom teaching is slow and their professionalization development is seriously hindered.

3. the Optimization Strategy of Teacher Professional Development under the Concept of L Lifelong Education

Teachers can promote their own professional development by making reasonable personal professional development plans, taking the initiative to improve their own professional quality, taking the initiative to establish a multi-learning community and constantly improve themselves, and actively carrying out self-teaching reflection and evaluation.

(1) Formulate personal professional development plan reasonably

Teacher professional development planning guidance role in the process of teachers' professional development, in order to make the teachers have a direction of development, need for individual teacher's professional development environment, professional requirements and for further comprehensive development level of analysis, and design meets the needs of individual development plans, guide and monitor their own professional development process, done in an orderly way. When making professional development planning, should according to oneself circumstance, thinking about their professional development to achieve the goal of, also want to implement a plan according to the personal life and work steps, and think about yourself at each stage this application what to do, how to do it, why do you do such details, make their own personal professional development planning and operable.

(2) Take the initiative to improve their professional quality

Professional teachers should have certain professional quality, which is an important weight to measure the level of professional development of teachers. Therefore, teachers should attach great importance to and improve their professional quality. Not only to repeatedly study theoretical knowledge, actively participate in training, broaden their knowledge horizon; We should also pay attention to educational activities, constantly reflect on practice and sum up experience to lay the foundation for professional development. In addition, we should set up scientific career ideal and form a correct view of self-knowledge to promote their comprehensive development.

(3) Improve yourself in the learning community

Teacher learning community occupies a certain position in the way of teacher professional development by virtue of its advantages of stability, cooperation, complementation and common progress. Teacher learning community is a platform of teacher professional development, not only can provide teachers with a stage to show their wisdom and talent, but also for the teachers' learning and exchange programs provide a base, the teacher in the learning community in addition to share information and exchange resources with common members outside, also can communicate scientific research, academic Shared a variety of activities, Therefore, teachers should

take the initiative to build learning communities with others, give full play to their main role in the community, take the initiative to cooperate and communicate with others, and strive to achieve diversified development among community members.

(4) Actively conduct self-reflection and evaluation

Self-reflection and self-evaluation are the key to a teacher's self-growth. Their function is that the teacher can conduct internal dialogue and understand his own strengths or weaknesses through reflection and evaluation, so as to make a self-evaluation for his professional development and make a plan for the next step. Therefore, teachers in the teaching and training process should not only seriously study, but also timely self-reflection and self-evaluation, so make yourself have a clear understanding of your development state.

(5) Positively improve the level of teaching and research ability

As two major tasks of higher education, the unification of teaching and scientific research is the biggest characteristic of higher education and teaching, and an important means of personnel training in higher education. Teaching and scientific research are equally important for teachers in adult colleges and universities. They complement each other, neither can be separated or opposed.

Teachers should integrate their latest progress and achievements in scientific research into the classroom in daily education and teaching, so that adult students can get cutting-edge scientific information through classroom teaching, which can not only stimulate students' interest in exploring science and technology, but also guide students to establish a correct attitude towards scientific research. On the other hand, in the daily teaching process, attention should be paid to collecting practical problems reflected by students and summarizing them to guide practice so as to make teachers' scientific research more targeted and practical significance. Only when teachers correctly recognize the connotation of their own professional development, rationally allocate the energy input of teaching and scientific research, and understand the interdependent relationship between them, can teachers' professional development be realized effectively and their professional quality be improved in a real sense.

Conclusion

To sum up, teachers must improve their teaching ability and professional knowledge through continuous learning, and have enough grasp of the subject they teach and be thoroughly familiar with it. Only in this way can they improve the quality of teaching and meet the curiosity and knowledge desire of modern students. This requires teachers to teach until they are old, which is called lifelong learning. If you want to give students a cup of water, you must have the source of knowledge. We should constantly give ourselves more opportunities to learn new knowledge, innovate teaching ideas, surpass ourselves, and regard being a qualified people's teacher as our lifelong pursuit. Be a teacher that students will never forget.

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