

## PROFESSIONAL DEVELOPMENT STRATEGIES FOR JUNIOR HIGH SCHOOL CHINESE TEACHERS IN ANHUI PROVINCE

Jie Ding<sup>1\*</sup>, Suttipong.Boonphadung<sup>2</sup>

<sup>1,2</sup>*Faculty of Educational Administration, Suan Sunandha Rajabhat University, Bangkok, Thailand,  
E-Mail: s64584951029@ssru.ac.th<sup>1\*</sup>, suttipong.bo.@ssru.ac.th<sup>2</sup>*

### ABSTRACT

A century-old plan is based on education; a big education plan is based on teachers. High-quality education relies on excellent teachers. Only by establishing a high-level, highly professional team of teachers can we create high-quality education and cultivate a large number of outstanding talents. Therefore, conducting research on teachers' professional development is of great practical significance for improving the overall quality of our country's teachers. The professional development of junior middle school Chinese teachers is based on teachers' innate conditions and is gradually developed through various acquired channels such as upbringing, education and practice. It has a significant impact on teachers' education and teaching activities. It is the basis for teachers to engage in professional activities that are in line with the development of the times. Requires ability conditions, with characteristics such as professionalism, leadership and development. Teacher character, teacher knowledge, teacher beliefs and teacher abilities are recognized to a high degree and can be regarded as components of teacher professional development. It is believed that teachers' professional development can be better improved by establishing effective mechanisms to enhance teachers' professional value, building a teacher education system with teachers' professional development as the core, and cultivating teachers' self-reflection ability in practice.

**Keywords:** Junior high school Chinese teacher; teacher professional development; implementation path

### INTRODUCTION

Teacher professional development is the result of the interaction between individual teachers' internal factors and external environmental factors in their individual teaching activities. Teachers' professional development (Zhang Zhonghua, Zhu Meiling, 2015) mainly emphasizes the process of teachers transforming from non-professionals to professionals, mainly involving teachers' intrinsic qualities such as professional knowledge, professional abilities, professional awareness and professional ethics, etc., focusing on To improve teachers' intrinsic professional qualities and enable teachers' professional qualities to meet professional standards.

After the 1990s, the research direction mainly focused on the professional development stage of teachers. (Liu Chaozhong, 2017) Zhong Zurong used teacher quality and work performance as the standard, and divided the professional development of teachers into four different periods: preparation, adaptation, development and creation for novice teachers, qualified teachers, backbone teachers and expert teachers. Based on national conditions and the actual situation of primary and secondary school teachers in my country, Liu Chaozhong clearly proposed a six-stage theory of teacher professional development, which are "professional preparation period, professional adaptation period, professional entry period, professional maturity period, professional consolidation and professional plateau" period, professional exit period and professional innovation period".

Research shows that teachers' professional development (Liu Chaozhong, 2017) can generally be divided into six stages. Analysis of teachers' professional development paths can provide useful reference for Chinese teachers who are in a difficult period of professional development, so that they can learn from it. Get useful nutrients to help them get through the difficult period of professional development.

In 1986, the American Carnegie Forum on Education and Economics Working Group and the Suhomlin Institute published two reports: "Equipping a Nation with Teachers for the 21st Century" and "Tomorrow's Teachers". They also proposed teacher professional development as an educational The direction of the reform is to strive to improve the professional level of teaching work. At this time, the focus of the teaching profession began to focus more on teachers' roles, tasks and practical issues. Teachers were regarded as professional workers who provided educational and teaching services. The goal of professional development was to develop teachers' educational and teaching knowledge and skills and improve educational and teaching levels. Specifically, teachers are required to acquire education and teaching skills through lifelong professional training throughout their professional lives, implement professional autonomy, embody professional ethics, and gradually improve their teaching quality.

Perry (P.) believes that teachers' professional development (Ye Lan, 2001) is the personal growth of teachers in their professional lives, including the enhancement of confidence, the improvement of skills, and the continuous updating, expansion and deepening of knowledge of the teaching subjects. and a heightened awareness of why you do what you do in class. It can be seen here that teachers' professional development, whether it is teaching itself or involves issues of teaching beliefs, is mainly the process of teachers' own growth and progress in teaching. It does not pay attention to students as the teaching subject, and the issue of teachers' professional growth from the school level. Not mentioned either.

Scholar Lin Chongde and others systematically studied the quality structure of teachers from the perspective of cognitive psychology. Ye Lan and others (Ye Lan, 2001) took pedagogy and ethics as new perspectives and put forward the view that "teacher professional development is the professional growth of teachers or the process of continuous updating, evolution and enrichment of teachers' inner professional structure", which provides A theoretical framework has been constructed for the professional development of teachers in China.

Researchers have two views on the definition of the concept of teacher professional development. The first explanation is similar to "teacher professionalization". It focuses more on the improvement of the external professionalism of teachers as a group, and mainly studies issues such as the historical development, social status, organization, codes, and qualifications of the profession. The second point of viewpoints to the individual and intrinsic professional development of teachers, such as "teacher in-service education", which mainly studies issues such as individual teachers' professional knowledge, professional skills and professional affection. Here, this study adopts the expression of teachers'

professional development and defines the research within the meaning of teachers' individual and intrinsic professional improvement.

## OBJECTIVE

1. To study the level of factors influencing Teacher Professional Development for junior high school Language Teachers in Anhui Province.

(Factors consist of institutional factors, individual teacher factors, and school management factors)

2. To study the level of Teacher Professional Development for junior high school Language Teachers in Anhui Province

3. To examine the influencing factors on Teacher Professional Development for junior high school Language Teachers in Anhui Province.

4. To provide the guidelines for developing Teacher Professional Development for junior high school Language Teachers in Anhui Province.

## METHODOLOGY

This article uses a combination of quantitative research and qualitative research, and on the basis of teacher professional development theory and the valuable experience of famous Chinese teachers, puts forward some strategies to promote the professional development of junior middle school Chinese teachers in Anhui Province, hoping to provide guidance for the decision-making of local education authorities. Provide opinions and provide certain reference for the development of front-line Chinese teachers.

### **Sub-Section 1** Research object

The research subjects of this study are junior high school teaching managers and junior high school Chinese teachers in Anhui Province. There are a total of 2,780 junior high schools in Anhui Province, distributed in 16 prefecture-level cities in Anhui Province, including 45 municipal districts, 50 counties, and 9 county-level cities.

### **Sub-Section 2** Samples used in the study.

The researchers used the sample scale of Krejcie and Morgan (1970, pp. 607-610) and adopted a simple random sampling method to determine the sample size of 2,780 junior high schools in Anhui Province. Eight respondents were assigned to junior high schools in 104 locations, including 3 school administrators (312 respondents) and 5 junior high school Chinese teachers (520 respondents), for a total of 832 respondents.

## RESULTS

This study starts from the actual professional development of junior high school Chinese teachers in Anhui Province, finds problems, analyzes the causes, provides development paths, and provides an escalator for the professional development of junior high school Chinese teachers, thereby realizing the value of teachers' lives. However, compared with teachers in other subjects, they are limited by their own experience and the frequency of exposure to advanced concepts. In addition, they are busy with work and have less and less time to study and think. Therefore, if they are not taken seriously, the junior middle school Chinese teacher professional Development will be slow or even stagnant.

### CONCLUSION AND FUTURE WORK

This study is of great significance for providing a decision-making basis for government departments to introduce relevant teacher policies. It is also of certain significance for promoting the improvement of the quality of Chinese education and teaching in junior high schools in Anhui Province and promoting the all-round development of junior high school students in Anhui Province. At the same time, this study is also an exploration of the professional development path of junior high school Chinese teachers, which is of great significance for improving the quality of teachers and promoting the construction of teachers in Anhui Province.

### ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for invaluable help throughout this research.

### REFERENCES

- Zhang Zhonghua, Zhu Meiling (2015), Thoughts on several issues regarding teachers' professional development in educational scientific research.
- Liu Chaozhong (2017), - Teacher team construction and professional development, Higher Education Press, P47-50.
- Liu Chaozhong (2017), - Teacher team construction and professional development, Higher Education Press, P47-50.
- Ye Lan (2001), - New exploration of teachers' roles and teacher development, Education Science Press, P223.
- (Ye Lan, 2001) ("New Exploration on Teachers' Role and Teacher Development", Education Science Press, P226.