

A Study on the Dilemma and Countermeasures of Teachers' Development after the Upgrading and Transformation of Secondary Schools

—Taking the Original Zaozhuang Normal School as an Example

Wenli Zheng

Zaozhuang University

E-Mail:18763289566@163.com

Abstract—After the original Zaozhuang Normal School was merged into Zaozhuang University, the teacher's role changed. How to adapt to the transformed school education and teaching has become a serious practical problem for every former secondary normal teacher. Through the questionnaire and interview investigation on the current situation of teachers' development in transitional schools, it is found that the former teachers of the secondary normal school are not prepared for the change of their roles and have a weak consciousness of self-development. It is difficult to change the way of education and teaching. Teachers are afraid of difficulties in scientific research. Teachers' professional development platform is lacking. Combining with the theory of teachers' development, this paper puts forward some pertinent suggestions from two aspects: school and teacher. Through the research of enriching the relevant research contents of teachers' development after the upgrading and transformation of secondary normal schools, it is also of great significance for other regions to explore the reform of secondary normal education.

Keywords—secondary normal schools; upgrading and transformation; teacher development

I. RESEARCH BACKGROUND

In the past quite a long period of history, China's normal education system has a three-level normal education system in which secondary normal schools, higher normal colleges and higher normal universities coexist. Under the reform of the teacher education system of social and economic development, local educational needs and the transition from three-level teachers to two-level teachers and one-level teachers, secondary normal education has gradually completed its historical mission. First-class or second-class normal schools will gradually replace third-class normal schools and train more outstanding talents who meet the needs of the society and can play an important role in the development of education.[1]

The reorganization, upgrading, transformation or merger of schools will cause a series of problems, which will have a certain impact on both teachers and schools. The identity of university teachers will exert invisible pressure on teachers undergoing transformation, but it can also help them. They are facing more pressure from all levels of society, but also can enjoy a broader stage for all-round self-improvement and

finally realize their personal ideals. And how will teachers who have undergone the transformation of school upgrading adapt to this reform? How to improve oneself in the transformation of the school to adapt to the development of the school? This is a severe test for every teacher.

Under the background, the paper takes the teachers of the original Zaozhuang Normal School merged into Zaozhuang University in July 2012 as the research object, and uses the methods of questionnaire investigation and interview to carry out research on these teachers. This paper probes into the perplexities and problems faced by the teachers' development in the transition period of the school's upgrading, and accordingly puts forward some targeted suggestions for this part of teachers' development.

II. INVESTIGATION OF TEACHERS' DEVELOPMENT STATUS AFTER UPGRADING AND TRANSFORMATION OF THE ORIGINAL ZAOZHUANG NORMAL SCHOOL

The original Zaozhuang Normal School teachers had many problems and perplexities in terms of ideas and personal development. According to the teachers' relevant suggestions and referring to various research materials, the author worked out a questionnaire on teachers' development after the upgrading and transformation of the middle school and an interview outline on teachers' development after the upgrading and transformation of the middle school. Through questionnaires and interviews, the author studied teachers' ideas, their professional development plans and teaching and scientific research activities, and analyzed the problems and causes of teachers' development after the upgrading and transformation of the original Zaozhuang Normal School. The specific problems in the research are as follows:

A. Self-development consciousness is weak

Through interviews and questionnaires, it is clear that teachers have a certain understanding of their own professional development after school upgrading and transformation, but they are lack of profundity and enthusiasm. Only 36.4 % of teachers seriously thought and plan for their future professional development. 54.6 % of teachers only once thought about this problem, but they are not clear about the direction of their future professional development, or even confused about their future development. 9 % of teachers have

not thought about the future career development path at all, and have a muddled mind in their work. These situations show that most teachers still thought about their professional development, but how to plan and how to improve their professional development have not been put into practice. Therefore, they lack awareness of professional development. On the other hand, when it comes to factors affecting self-development, 68.1 % of teachers thought that their work is heavy and they have no spare time and energy to take into account their own development. 59 % of teachers believed that their self-development has stagnated due to their own conditions and abilities. 57.6 % of teachers said they lacked opportunities and space for development. After the upgrading and transformation of the school, the enrollment level, scale and personnel training program have been adjusted, with more courses offered and more teaching tasks, plus the problems of teacher diversion, which will cause a teacher to undertake two or three different teaching tasks. Teachers are too busy preparing lessons and correcting homework to take into account the problems of self-development. Some teachers even thought that the psychological development stage has entered a period of "stagnation".

B. Education and teaching methods change difficult

Due to the improvement of school level, the increase of teaching knowledge, the broadening of knowledge in various disciplines and the corresponding increase of teaching pressure, teachers' teaching methods, professional qualities, professional abilities and professional knowledge should be improved and perfected accordingly. At the beginning of the school upgrade and transformation, school leaders repeatedly asked full-time teachers to change the original teaching phenomenon of "full house irrigation" and "one speech hall" and change the previous teaching methods of "cramming". After studying, exploring and improving, 16 teachers thought that the teaching mode had been improved to a certain extent, and 49 teachers thought that the teaching mode still needs to be improved and improved. After the upgrading and transformation of the school, teachers of various teaching disciplines have carried out independent reform of the teaching mode from the aspects of teaching discipline characteristics, students' cognitive ability and development level, students' learning methods and habits, etc. Due to the lack of expert guidance, the absence of corresponding teaching theories, the quality of students and the lack of corresponding teaching resources and the current teaching model reform are not mature enough and need further improvement.

C. Teachers fear difficulties in scientific research

The upgrading and transformation of the school has had a great impact on the mentality of the former teachers of middle schools, bringing them challenges and opportunities, but also having a negative impact on their mental state. According to the survey, teachers in secondary schools generally had a bad mentality before and after the school upgrade and transformation. Before the school upgrade and transformation, they mainly showed anxiety, tension, confusion and helplessness caused by the unknown future. Only a small number of teachers were also full of expectation for the future. [2]At the same time, most teachers also had negative mental states such as worrying about the powerlessness of reform,

getting too much and getting too much. After two years of adaptation, teachers have had some knowledge of their job responsibilities. Some teachers have made clear their future career development direction and their mood has gradually stabilized. When describing their psychological state after two years of school upgrading and transformation, most teachers used such words as "adaptation", "basic adaptation" and "gradual adjustment", and many teachers are still in a state of anxiety, tension and stress. Through questionnaires and interviews, it was found that 39.4 % of teachers thought work was stressful while 59.1 % thought work was more stressful. Among them, teachers' pressure mainly comes from professional title evaluation, self-development and scientific research. Teachers of different ages and different professional titles experience different levels of stress and sources. The number of teachers with senior professional titles who feel work pressure is lower than the number of teachers with intermediate professional titles and junior professional titles. The pressure of teachers with senior professional titles mainly comes from worries about the future development of the school and the work style of leadership, while the pressure of teachers with middle and junior professional titles mainly comes from worries about their own development.

D. Teachers' scientific research foundation is weak

After the upgrading and transformation of schools, the role of teachers has changed. Being a "university teacher" requires not only strong teaching ability but also scientific research ability. Therefore, 92.4 % of teachers thought it is necessary to strengthen scientific research training in order to become qualified university teachers. 87.9 % of teachers felt that their professional basic knowledge and ability level were generally to be improved. However, there were only 15 teachers who often read scientific research. 66.7 % of teachers can read relevant professional bibliographies or periodicals occasionally. After the transformation, teachers in secondary schools had a weak scientific research foundation and did not pay attention to the accumulation of knowledge at ordinary times. This will not be conducive to the improvement of teachers' overall scientific research level.

As for the main problems affecting teachers' scientific research activities at present, 30.3 % of teachers thought that scientific research activities lack professional and correct guidance, and 61 % of teachers were too busy to take care of scientific research work due to heavy teaching tasks. After investigation, it was found that the main reason for influencing the progress of scientific research activities was the fear of difficulties in scientific research work and the feeling of being unable to do it. 92.4 % of the teachers were teachers. And most teachers thought that the current teaching and research activities are only in the form and have no substantial learning value. 24.2 % of teachers thought that scientific research activities have no practical effect and are more biased and formalized. For more teachers, the driving force behind their scientific research is entirely due to the requirements of professional title evaluation or the regulations of schools and lack of initiative, so even carrying out scientific research will result in lower quality and lower research level, lack of in-depth and detailed analysis, resulting in waste of various scientific research resources.

E. Lack of professional development platform for teachers

Most teachers felt that the school does not have a proper training system, the system is not complete enough, the model is relatively single, the training content is simple, and the effect is not as good as it should be. According to the results of the survey, 62.1 % of teachers thought that schools should provide corresponding policy support for teachers' professional development, and 66.7 % thought that schools should provide teachers with a platform for mutual communication, which is conducive to mutual cooperation and timely discussion. In addition, about 80 % of teachers thought that there are too few opportunities to study abroad, so they cannot understand the advanced teaching modes and concepts of other schools, which is not conducive to the improvement of teaching quality and academic level in our school. These results show that schools must provide good support conditions for teachers' professional development, including human resource support, financial support and institutional support.

III. THE COUNTERMEASURES OF TEACHERS' DEVELOPMENT AFTER THE UPGRADING AND TRANSFORMATION OF MIDDLE SCHOOL TEACHERS

Through the investigation of the current situation of teachers' development after the upgrading and transformation of the original Zaozhuang Normal School in Shandong Province, we found some puzzles and problems in teachers' development before and after the upgrading and transformation of the school. Combined with the theory of teacher development model, we thought from two levels of schools and teachers, and put forward the following improvement methods and suggestions.

A. Change ideas and enhance teachers' awareness of self-development

The upgrading and transformation of schools has brought various opportunities to teachers, but it has also brought great challenges in terms of professional knowledge structure and teaching ability. Teachers after upgrading and transformation urgently need to change their ideas and adapt to the educational and teaching requirements of undergraduate colleges.[3]According to the previous survey on teachers' ideological concepts, there are two main deficiencies in teachers' ideological understanding after the school upgrade and transformation: First, they lack the recognition of the role of university teachers, and they do not have the corresponding ideological preparation, nor do they have in-depth understanding and study of the university's educational and teaching concepts. Second, after the school's upgrading and transformation, its own professional development awareness is weak and lacks planning and goals. However, teachers can only promote their professional development more effectively if they raise their awareness of professional development and actively improve their quality. Teachers must understand the ideas of university education and teaching, and actively and deeply study and explore in order to be better qualified for the role of "university teacher". In addition, teachers need to formulate their own professional development plans according to the characteristics of their own schools, and clearly establish the development goals and plans for the next three to

five years. At the same time, teachers need to supervise themselves to fulfill the requirements of the development plan seriously and improve their subjective initiative so as to make continuous progress.

B. Reflect on education and teaching and to change the methods of education and teaching

After school upgrading and transformation, teachers had new and higher requirements on teaching ability, teaching tasks and teaching methods. Teachers must further study educational and teaching theories, strengthen professional knowledge, expand knowledge fields and improve their professional skills.[4]Teachers must abandon the traditional "cramming" teaching method and find a teaching mode more suitable for students' characteristics. In carrying out teaching work, students should be placed in the central position, arouse their enthusiasm, guide them to think and solve problems actively, and train their thinking ability. Teachers should reflect on all aspects of their education and teaching in time, communicate with colleagues, solve problems in teaching in time, optimize teaching effect, and enable students to easily acquire knowledge in a pleasant environment, so as to better achieve education and teaching objectives.[5] Many young teachers have carried out the reform of the teaching mode, although with initial results, the effect is not significant. In order to better improve the teaching model reform of various disciplines, teachers should first understand students, learn about learning habits, basic knowledge reserves, learning motivation and other factors, and follow the principle of the recent development zone to formulate learning goals suitable for students. Secondly, take the discipline as a unit, set up a teaching model reform team, give full play to their respective strengths and participate in it, carry out their respective duties, rationally divide labor, strengthen team spirit, increase mutual exchanges, jointly study common practices and improve the reform of teaching methods.

C. Calm down and actively respond to various challenges

Education reform will certainly have a certain impact on teachers' psychology and may even produce various psychological problems. However, teachers' teaching work will often contact students, so teachers' psychological and emotional state will also affect students to a certain extent.[6]Therefore, the relevant institutions need to give normal guidance to teachers' psychology so that they can keep a positive attitude at all times. We believe that teachers should calm down and not put too much pressure on themselves in the face of the upgrading and transformation of schools. They can try to thought from a different angle and regard the upgrading and transformation of schools as an opportunity to upgrade themselves, alleviate the ideological burden and look at this phenomenon optimistically. And teachers don't have to worry too much. Sometimes if they face up to difficulties, they will find that the problems are not as difficult as they thought. We should actively seek coping strategies, improve our overall quality and find measures to solve problems when facing reform challenges, strengthen communication and communication with others, rationally use social resources around us, make self-adjustment conducive to physical and mental health, and promote the establishment and formation of a good state of mind.

D. Learning continuous , improve the ability of scientific research

In today's highly informative society, the value of life-long education is becoming more and more obvious. Individuals can only be based on their job if they constantly study, enrich themselves and develop themselves.[7]As a university teacher, it is more necessary to constantly learn new teaching methods and understand new educational concepts in order to improve professional skills and teaching level. Professional teachers should also enhance their scientific research awareness and enhance their scientific research ability. On the one hand, teachers should actively participate in scientific research-related activities, increase their understanding of scientific research, and then gradually learn various cutting-edge research methods and professional knowledge. On the other hand, teachers should actively try to write and analyze their teaching work and teaching experience through writing papers. We should also take more part in the activities of applying for projects and awarding papers, as well as training activities related to the reform of teaching methods of courses, etc., so as to train scientific research ability and improve scientific research level. Actively participate in academic exchanges, academic conferences, listen to academic reports, absorb new knowledge in time, grasp the frontier of the discipline, hunt a lot of information in a short period of time, and grasp the latest development trends and hot issues of the discipline. At the same time, mutual discussion with relevant experts, scholars and more experienced colleagues can improve their teaching level and scientific research ability.

E. Improve the teacher professional development system and set up a platform for teacher professional development

From the school level, the school needs to strengthen teachers' on-the-job training, promote teachers to acquire new teaching methods and educational concepts, strengthen professional knowledge, enhance professional skills and promote teachers' professional development. Actively carry out lectures on scientific research activities and invite leading experts from the education sector to give lectures in schools, so that teachers can understand the leading teaching modes and methods, improve their interest in learning and scientific research, and urge them to actively learn and understand relevant knowledge. Establish a display platform for outstanding teachers, organize various competitions and encourage teachers to grow rapidly. In addition, schools also need to provide policy support and increase capital investment to promote scientific research activities in schools, provide a good environment for teachers conducting scientific research, promote teachers to constantly understand knowledge and information about scientific research, and create an atmosphere for advocating scientific research in schools.[8] For young teachers, teachers can be assigned to some well-

known schools to carry out study research and broaden their horizons and accumulate knowledge through study. It is also possible to introduce a young teacher mentoring system so that young teachers can quickly improve their overall quality and teaching ability and promote their professional development under the guidance of experienced mentors.

IV. CONCLUSION

Through the questionnaire and interview survey on the current situation of teachers' development in transitional schools, this study found that these teachers' professional development has the following problems: they are not ready for role change and have little awareness of self - development; It is difficult to change the way of education and teaching. Teachers are afraid of difficulties in scientific research. Teachers' professional development platform is lacking. Based on the theory of teacher development, this study considers both schools and teachers, and puts forward the following suggestions: teachers should change their ideas, set up university education ideas and enhance their awareness of self - development; continuously reflect on education and teaching and change teaching methods. Continue to study and improve their scientific research ability. Improve the system of teacher professional development and set up a platform for teacher professional development. Inherit and carry forward the fine tradition of the former secondary normal school so that teachers can adapt to the new environment on the basis of passing on the salary and fire.

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