

Exploring the Path of Teacher Professional Development From the Perspective of Cultural Consciousness

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Abstract

Teacher’s professional development is a process of cultural self-consciousness, which embodies the dynamic process of teacher’s self-consciousness. In order to realize the effect of teacher professional development, it is necessary for teachers to change themselves, especially the process of cultural self-consciousness. The path of realizing teacher’s cultural consciousness can be explored from five aspects, namely, moral consciousness, theoretical consciousness, professional consciousness, practice consciousness and thought consciousness.

Key words: Teacher; Cultural consciousness; Professional Development; Path

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INTRODUCTION

The professional development of teachers is a process of cultural self-consciousness. It is affected by the internal

and external factors, and the author believes that the teacher’s self-transformation, especially the process of cultural self-consciousness, can not be achieved without the teacher’s professional development.

1. THE DEFINITION OF TEACHER’S PROFESSIONAL DEVELOPMENT AND CULTURAL CONSCIOUSNESS

The academic interpretation of the professional development of teachers, is Different people, different views. Overall, the teacher professional development is the process of teachers’ professional development, it is the individual teachers through the external opportunities and self introspection and self renewal and development of professionalism and autonomy emerge in the knowledge, skills, emotion and behavior, and realize the reality. It emphasizes the individual, active and positive professional growth of teachers, and reflects the dynamic process of teachers from non specialization to specialization, and then to specialization (self consciousness). As a teacher, first of all, if you are an independent person, then develop into an understanding, rich, professional and growing person. In this process, the teacher’s life subject plays a decisive role. “Man is at the center of God’s creation, man has a clear head, and the mind is like a round mirror hanging in the house, and it reflects everything around it.” (Comenius, 2006) Therefore, any progress of a teacher includes his own experience, understanding, reflection and creation.

The proposition of “cultural consciousness” was first proposed by Mr. Fei Xiaotong, a famous sociologist in China. From the point of view of teacher development, “cultural consciousness” is the internal motive force of teacher professional development”. Teacher’s “cultural consciousness” refers to the teacher’s professional identity and self-development consciousness. The author believes

that the teachers' cultural consciousness refers to teachers on the teacher culture, the truth is, sequence of events and development strategies and foreign culture such as the relationship between learning, reflection, inheritance, selection, research, innovation, promotion and exchange, dialectically and realistically to realize their own culture, from traditional to teachers the modern transformation, to enhance teachers' adaptability, survival and development capacity, innovation capacity, enhance the status and role of teachers in the community.

2. THE RELATIONSHIP BETWEEN "CULTURAL CONSCIOUSNESS" AND PROFESSIONAL DEVELOPMENT OF TEACHERS

People grow up in different cultures, and this culture makes many people unable to understand each other, and even do not want to understand each other. This world does not have the same experience totally two people, that is to say no one can really fully understand another person's feelings, sour, sweet, bitter, hot to the other person's thought, the passions of another person's thoughts, even completely understand another person's language and language contained in each meaning. A teacher is a relatively special job relative to other professions. It has a close relationship with the rise and falls of a country. It bears the important task of teaching and educating people. Teachers have to face the growth of different cultures, personality has not yet fully developed, a strong plasticity of dozens of children, it can be seen that the burden on his shoulders is so heavy! This requires teachers not only to understand their own culture, but also to try to understand each student's culture, and then to achieve educational success. Only by doing so can we take proper measures to train the talents needed by the society when students are in some situations. At the same time, teachers can realize the joy of hard work, and realize the happiness of the profession. Therefore, the teacher's professional development and cultural consciousness are inseparable.

The professional development of teachers and moral consciousness, consciousness theory, professional consciousness, practice consciousness and thinking consciousness five aspects are closely related, take these cases of corporal punishment, because of lack of teachers, some teachers have been very difficult to make some analysis of the students and the so-called "rules" is not consistent with the behavior from the perspective of the students, do not care, this is a manifestation of some teachers lack of moral consciousness. From the theory of consciousness and professional consciousness, the education of learning these laws and regulations did not reach the degree of attention of teachers, the

relevant theory and knowledge is not thorough, so when education did not reach the expected effect, they tend to make some chilling behavior. This is also caused by the lack of theoretical consciousness and professional self-consciousness, which leads to the lack of correct guidance in practice and thus leads to the lack of practical consciousness. In short, the five consciousness is missing, making some teachers in the teaching when the accident happened, there is not enough solid professional theoretical basis and practical experience to deal with the accident, it is difficult to let the teaching accident be solved completely, naturally, they are not harvested in the work of the teachers' satisfaction and achievement sense, also difficult to access the teachers' professional development.

3. EXPLORE THE PATH OF TEACHER PROFESSIONAL DEVELOPMENT FROM THE PERSPECTIVE OF CULTURAL CONSCIOUSNESS

From the path of teachers' professional development, the path of realizing teachers' cultural consciousness is mainly manifested in five aspects, namely, moral consciousness, theoretical consciousness, professional consciousness, practical consciousness and conscious thinking. This "five consciousness" is not only the intrinsic demand of teachers' professional development, but also the basis of their professional well-being. The level of teachers' professional development is closely related to these five aspects. The author believes that to promote the cultural consciousness of teachers, we can proceed from these aspects.

3.1 moral Consciousness

Education is first and foremost a moral activity. Education is a plan for teachers, students, school, family, society, nation, and world and human beings, have the sacred duty. As Goodson (2001) said: "Teaching is primarily a moral and ethical profession, and the new professionalism needs to be reiterated as a guiding principle." Therefore, the concept of education is first and foremost a moral concept. The professional characteristics of teachers are based on moral requirements first, and the professional ethics of teachers in primary and secondary schools are a clear example. Our traditional teacher's role is "preacher" color, teachers are regarded as moral model, "mode" and "cultural transmission function" on the social system level. China is an ancient cultural education, formed a set of ethical norms of teachers and society recognized occupation morals, social service consciousness: Teaching is a cause of conscience, the conscience in the work of teachers, in order to complete the duty of education responsibility.

Teachers' moral consciousness means that teachers can consciously follow all kinds of moral standards in their education and teaching, and they will not make some behaviors contrary to moral requirements. However, in the current society, it is common for teachers to punish students and contradict students. In addition to allowing the outside world to form a bad impression on teachers, it is also not conducive to the development of good relations between teachers and students, but also makes it difficult for teachers to find happiness in their careers. These are "moral consciousness", not only for the teachers should have moral requirements, but also the necessary way to improve their professional development. Because only the teachers and students to establish a harmonious relationship between teachers and students, can win the understanding and support of the students in the teaching work, can work to harvest it all went well the feeling of satisfaction and achievement can realize teacher achievement with this occupation.

3.2 Theoretical Consciousness

Theory is the basis of practice. Less theoretical practice, is equivalent to headless flies, constantly groping, it is difficult to find the right path. The theory of consciousness is defined as a teacher, must be to learn all the new teaching theories and the actual situation of these theories and their combination, formed its own unique educational theory, and this theory of consciousness is to help teachers improve their educational wisdom.

The teaching theory of knowledge education is the essence through the research and practice of predecessors, teachers should take the initiative to learn new educational theories, ideas, and constantly improve their theoretical level and scientific consciousness at the same time, strengthen the practice, then grasp the teaching rules, improve teaching efficiency. If we do not understand the science of education, and do not study and study the theory of education, we can not create our own personality, and we can not form our own unique teaching style and educational ideas, which can not make our work more creative. Teachers by improving the consciousness of theory formed a unique teaching theory, has its own unique views on education and teaching, can grasp the characteristics of students' physical and mental development of students, tailored teaching plan, let students to learn music; while watching the students in their own efforts to learn happy, learn well, teachers will find the work for yourself not just a few thousand dollars monthly salary, but some rewarding experience. Teachers gain the sense of achievement they bring to their work, and the sense of professional well-being arises. Therefore, the author believes that teachers must strengthen their own theoretical knowledge, arm themselves with advanced educational theories, guide practice with theory and perfect integration with practice.

3.3 Professional Consciousness

Teacher is an ordinary and special career. It bears the responsibility of teaching and educating people differently, needs specific professional knowledge and professional skills, needs to set up professional consciousness, and "professional consciousness" is indispensable. Professional awareness refers to the basic professional teachers have a clear cognition to engage in their own education and teaching work, and according to their practical needs, the future development of the control requirements for professional development and the formation of its working system of the target. Have a professional consciousness, teachers can according to their own inadequacies of professional knowledge and professional skills, to strengthen efforts to practice, so that their own professional level has been real improvement; the professional consciousness, teachers can take the thought to teaching and research station in the "professional" height, understanding sweep down irresistibly from a commanding height. Analysis of the problem. The most important thing for teachers to develop is to "find themselves" and to have their own educational thoughts and professional self-esteem.

Setting up professional consciousness is a method for teachers to have their own unique educational thoughts and pursuit of professional self-esteem, as well as a spiritual distillation for teachers and a source of happiness. Teachers have professional consciousness, will pursue professional spirit, will love their career, devote themselves to education and teaching work. Teachers pay their energy, pay their youth, and even some life, not only in order to seek survival, but also for the realization of self-worth. Visible, professional consciousness can enable teachers to devote their enthusiasm to education and teaching activities, overcome job burnout, and bring teachers the happiness of self-worth.

3.4 Practice Consciousness

The motive force of teacher professional development is generated in teaching practice and daily life. "The logic of practice" is a term first by the French sociologist Pierre Bourdieu (Pierre Bourdieu 1930-2002) is proposed, which consists of "habit, practice intention, time and field factors, are formed through long-term accumulation of culture and practice pattern, its main body is dominated—including thought, words and actions, full body behavior." (Shi, 2006) The practice of teachers consciously remember the importance of teachers' practice, consciously pay attention to their own practical wisdom, with a practical experience and theoretical knowledge to guide the next time, to develop and improve in practice again and again in. The teacher is a practical profession, which determines that the path of improving the teaching ability of the teachers must depend on the experience of the specific teaching situation and the experience of teaching practice. First of all, as a teacher, should be very aware of every child's interest and

ability, which is the premise of specific teaching activities carried out smoothly; at the same time should also understand and follow the basic rules of education, a solid foundation for the implementation of the daily teaching activities. Secondly, improving the quality of preparing lessons is also a way to promote teachers' practice of self-consciousness. In every time after class, write down the places to be corrected and the merits that should be retained, and strengthen the strengths and circumvent weaknesses, and combine the students' physical and mental development characteristics and learning progress, prepare for the next lesson preparation. In the long run, the quality of preparing lessons must be improved greatly, and the quality of teaching will be improved as well. Once again, in practical work, teachers should learn to find each other's sparkle and learn to appreciate each other's strengths, which allow teachers to appreciate each other and praise each other to enhance their happiness index. Finally, any theory that is divorced from practice is empty talk. Therefore, teachers should master the theoretical knowledge with teaching practice of everyday, correctly grasp between theory and practice, with scientific theory to guide practice, with sufficient practice to improve the theory.

Through practice, teachers can enrich themselves and nourish themselves; while practice is actually an experience that can not be repeated in a teacher's life, flashing the most authentic vitality of life, flowing with the most exciting life passion. With practical consciousness, teachers gain different experience and experience in practice, and feel that the teacher's profession brings happiness to other professions.

3.5 Thinking Consciousness

Teachers of the "thinking" refers to the teacher to timely reflection after teaching activities, changing their teaching ideas and ways of thinking, to develop the habit of "self reflection", is the only way to make the teaching work of rising to new heights. Teachers in today's society especially need to dare to break through tradition and break through their own ways of thinking, and think in many ways and in many ways. This is because, in traditional concepts, teachers are more likely to put themselves in the position of executors, and seldom think about their own profession systematically and actively. Once a problem arises, there is a lack of self-awareness and the ability to think independently. It is like walking on the road of a previous generation and never thinking about whether you can find a faster, safer route. In a question

form thinking time is longer, the more repetitions, the creative thinking is restrained more strong, is to go out of the way more than others, will forget how to find a no one way. But if we can change our way of thinking and change our thinking from another angle, perhaps we can emancipate ourselves from the inherent thinking set, correct ourselves and go out of the road that really belongs to ourselves.

Reflection is a reflection on the basis of practice, and it is the underlying cause of the generation of teachers' professional development. "It is a reflection in practice, is in action will face the problem of re encoding a new form that they have to do and see things, and then produce new results, new modes of action" (Zhu, 2011). Specifically, it is a reflection of practice, reflection in practice, and reflection of practice". "Reflection is the core of the teacher's becoming a professional teacher; the construction of teacher education, supervision and development should be conducted in a more practical and more thorough way to make such a clear reflection." (Goodson, 2001) If teachers can persevere and insist on daily reflection, they can always keep a clear mind in their own educational practice, and constantly strive to improve themselves, surpass themselves and realize themselves. In this way, teachers can develop their own thinking consciousness, and teachers can keep pace with the times. If a teacher can do this, a steady stream of achievement will follow, and professional happiness is not far behind.

In a word, to improve the level of teacher professional development from the cultural consciousness of teachers, to realize teachers' occupation happiness promoted from within, let the teacher know themselves, reflect on their own, let the teacher know oneself occupation of the meaning of life.

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