

This paper that teachers can effectively respond to environmental change and role transformation in the process of career development

Linyuan Zhang *

Handan No.1 Middle School, Hebei, China

* Corresponding Author Email: Zhanglinyuanntu@163.com

Abstract. In the background of the new era, teachers are faced with the role change from many aspects, and teachers gradually change from teaching to the classroom organizer and the design and implementer of teaching. Especially in the background of double reduction, it is required to reduce students' academic burden, which brings some challenges to the career development of teachers. This paper focuses on the role transformation in the process of teacher career development, and discusses the strategies for teachers to effectively deal with environmental changes.

Keywords: new era, role change, coping strategy.

1. Foreword

In xi new era under the guidance of the thought of socialism with Chinese characteristics, in 2021 of ordinary colleges and universities admissions work to carry out the State Council on deepening the reform of the system of the examination of the implementation opinions ", adhere to the" seek improvement in stability " work principle, continue to promote the modernization of enrollment reform, strengthen the management, the standardization of detailed recruitment work rules and regulations, to ensure the standardization of the college entrance examination admissions work, order, fairness. After the new round of basic education curriculum reform in China promotes the popularization of quality education in all aspects, primary and secondary school teachers have made outstanding contributions in promoting and promoting the progress and development of basic education and quality education. However, due to the influence of many factors, the overall professional quality and the actual teaching mode of teachers are still far from the development needs of the new era. The new round of curriculum reform puts forward various requirements for teachers' professional ability and comprehensive quality. In practice, however, a lot of people are too much attention to students 'subjective initiative, ignoring the role of the teacher in the teaching process, the centrality of the students and the teacher's organization, leading role, regardless of the actual conditions, blindly promote the students' initiative, leading to the important role of teachers are marginalized. The implementation of "double reduction" has brought new needs and challenges to the majority of teachers. How to improve their comprehensive quality and professional ability, especially on the basis of the actual development of students' teaching ability, on the basis of their own teaching level of research ability, evaluation ability on the basis of their own comprehensive quality ability, etc., is the biggest challenge facing teachers, only over the difficulties, teachers can bring for each student meet the actual needs of teaching service, make the correct guidance for the future development.

2. Role transformation in the process of teachers' career development under the new environment

(1) From the impartor of cultural knowledge to the guide of students

In the teaching process, teachers play a crucial role from beginning to end, that is, to impart knowledge. The teacher is the "authority" of all kinds of knowledge, the source of students'

knowledge and an indispensable disseminator of knowledge; students have a strong dependence on the teacher, passively following the teacher, in the process of learning. In the implementation of quality education, the need to break the traditional teaching mode of closed, let the students in a flexible and open learning environment, social, nature, self in the field of actual experience and real grasp, and derived in learning exploration, practice, thinking, will be applied to a broader knowledge learning, to promote the innovation of learning methods. This requires teachers to get rid of the role constraints of the traditional knowledge disseminator. The classroom teaching should not only impart knowledge, but should guide students to actively explore and study independently.

Moreover, in the traditional teaching mode, as an educator, the responsibility is to transfer the knowledge, explain and impart the knowledge to students. The new curriculum reform requires teachers to enhance their professional teaching ability, but also to improve their comprehensive quality level. The relationship between teachers and students is becoming more and more democratic. In the future teaching process, teachers will act as the promoters of learning to educate students.

(2) From the teaching manager to the students' psychological counseling person

The traditional teaching mode takes the classroom as the central place of teaching, and the teachers play the role of "manager" in the classroom teaching, are the leader of all the students, the discipline defender and executor of the whole class, and have the supreme absolute power and prestige. In the teaching mode, teachers do not advocate students to expand their thinking and play freely; in the educational attitude towards students, teachers are easy to regard students as bad and wrong object, and often blame and accept students, which makes the mode of education and management of students extremely arbitrary. Nowadays, the quality-oriented education in China emphasizes the cultivation of students' independent exploration and communication and cooperation ability, so that their learning methods are more diversified, learning venues more diverse and gain more practical experience, which is a severe challenge for those students who lack creativity and practical experience. This makes many students unable to adapt to the teaching of the new curriculum reform to a large extent, and may produce psychological problems that they can not deal with, so teachers must strengthen their own psychological counseling ability to help students through the difficulties.

At the same time, the education in the new era is becoming more and more humanistic, and the teachers' classroom teaching is no longer an undifferentiated educational activity carried out in accordance with the established process. An excellent teacher must fully master the classroom teaching content, and with good taste and cultural accomplishment, with enthusiasm to teaching, teaching into a creative and artistic interesting activities, let students intoxicated, so as to optimize the teaching effect.

(3) From the owner of cultural knowledge to researchers and learners

The "authority" of teachers is always based on the special duties granted by the society and the "monopoly" of knowledge. With the accelerating process of the modernization of education, Internet technologies, new media, VR technology and other emerging technologies have penetrated into various fields of education, providing students with a variety of learning ways for students, who can give full play to their subjective initiative to obtain more knowledge and theories from other channels other than teachers. Such a way of learning, to a certain extent, allows students to understand a certain field even beyond the teacher in the field, so that the teacher is no longer the main teacher of knowledge, but the "ruler" adjudicator of knowledge authority and the "embodiment" of objective truth. The new era of education also needs teachers to continuously explore and innovate the classroom teaching content and education mode. Therefore, the teachers in the future will no longer be just "knowledge transmitters", but knowledge researchers.

In the progress of contemporary education and modernization, excellent opportunities and arduous challenges coexist, and once-in-a-lifetime development and difficulties coexist. Teachers cannot rely on practical experience and habits to teach, nor can they learn or explore, but only wait for educational researchers to bring new discoveries. There are many problems in the field of education, educators must constantly conduct in-depth exploration and analysis, in order to keep up with the pace of education modernization reform, realize the transformation of educational function, and promote the

education cause to better adapt to the real needs of the society. At the same time, in terms of the progress and development of human society, today's society is a learning society. For teachers, "lifelong learning" is becoming more and more important. Therefore, teachers must constantly learn new knowledge to cope with the challenges brought by the information age. If teachers' learning stops and do not become "lifelong learners", they can not get rid of the shackles of traditional teaching mode, go to The Times, improve the teaching level and efficiency to adapt to the development of education in the new era, and meet the specific needs of inquiry learning and the progress and development of the information age.

3. The challenge of role transformation in teachers' career development in the new environment

(1) Weak awareness of improving teaching ability

In the current social progress and development of the new situation, "entrance, employment" under the pressure, schools, students, parents and even the whole society still maintains the traditional teaching view and learning, take it for granted that new curriculum reform of quality education can not adapt to the real requirements of social modernization development and construction, attach importance to the students' comprehensive quality education will affect the learning results. Therefore, although the call for the new curriculum reform is very high, many schools still selectively ignore the requirements of quality education, do not pay attention to the improvement of teachers' comprehensive quality and professional teaching ability, and adhere to the traditional "cramming" education and "exam-oriented education".

(2) Focus on teaching theory and forms

The comprehensive implementation of the new curriculum reform has become the focus of extensive attention in the educational circle. However, in the reform practice of actively responding to the call of the new curriculum reform, schools generally have a unilateral theoretical response to the pursuit of the new curriculum reform, but ignore the practical problems in the teaching operation. For example, in the teacher training and practice, most schools only adopt the theoretical knowledge learning training for the purpose of improving the quality of teachers, but ignore to carry out effective practical training for teachers' teaching methods. If a teacher has only mastered some methods and skills that can change the teaching mode, but never really applied them to practice, then if the teaching methods are suddenly applied in the actual classroom teaching, it is likely to cause some completely unnecessary misunderstanding and embarrassment. Although teachers and students have mastered theoretical knowledge, they still stay in theory and do not transform theory into practice. It leads to the lack of practice of theoretical knowledge in teaching, and they still follow the traditional teaching methods, and it is not uncommon to stick to the rigid and rigid teaching standards.

(3) The usual conflict of teachers' role change

One is the inhabit caused by the change. Many teachers have worked in the education field for more than a decade or more. The traditional teaching methods have long been deeply rooted in the hearts of these teachers. The sudden teaching reform is likely to make them have psychological resistance, and the new relationship between teachers and students is also easy to bring a sense of confusion to teachers and students. However, in the process of implementing this teaching reform, various schools and educational research institutions do not pay attention to the contradictions caused by the change of teachers' functions, but also ignore the feelings of teachers. And because of the lack of effective practical training, after a long time, teachers' teaching work pressure and psychological burden are great, and will naturally return to the original traditional teaching methods.

Second, there is a contradiction between the teacher's original teaching ability and the comprehensive quality and the requirements of the new curriculum reform. The new round of educational reform has raised new demands for teachers' teaching behavior and methods, which brings new challenges to teachers. For example, the implementation of quality education requires teachers to skillfully use new teaching modes and multimedia teaching methods, etc., all these

requirements require teachers to constantly improve their professional ability and comprehensive quality. However, the actual learning situation of many teachers can not well adapt to this need, which not only restricts the development of education in the new era, but also puts pressure on teachers.

4. Strategies for teachers to deal with the challenges of role transformation in career development in the new environment

(1) Correct cognition of the new role, do a good job of role psychological adjustment

In order to realize the role change of teachers, teachers should first have an accurate understanding of the connotation and positioning of new functions, that is, they should recognize their teaching function positioning and conscientiously perform their corresponding responsibilities. In order to get rid of the traditional teaching role of impartor, teachers should not only further clarify their own work and functions according to the teaching rules, but also realize the new expectations of the social public for teachers, so as to formulate new teaching content and education mode, so as to meet the needs of students, parents, schools and society for the transformation of teachers' functions.

At the same time, it is also necessary to grasp the changes in the actual needs of various groups for the transformation of teachers' functions, so as to narrow the difference between reality and expectation, so as to prevent the disharmony and conflict of the functional transformation. In the new historical context, teachers should have a clearer understanding of their responsibilities and obligations, strengthen the understanding of their own functions, reflect on the traditional functions of teachers, and in the process of the functional transformation, summarize the development content of the new era again, and fill in the connotation of the new functions of teachers. Functional transformation will not only bring teachers at a loss what to do psychologically, but also bring them spiritual obstacles and troubles. For such problems, teachers in the new era should not choose to escape, but have the courage to face them, with continuous learning and improve their ability to solve problems, and constantly adapt to new requirements and new functions.

(2) Establish new educational concepts

After having a comprehensive understanding of the new functions and adjusting their psychological state, if teachers do not build a good concept of scientific education, scientific teaching cannot be realized. If we want to carry out quality education and realize the transformation of teachers' functions, it is necessary to establish new educational concepts:

First, teachers should clearly realize that the fundamental role of education is not only to teach students theoretical knowledge, but also to let students have a comprehensive ability to learn and create. The goal of teaching should be to cultivate talents with creative thinking and ability, from the traditional education with "mastering knowledge" as the goal to the education with the goal of "cultivating students' creative thinking and ability". Second, teachers should pay attention to the cultivation of students' intellectual potential in the classroom teaching, so that they can learn to learn independently, so that students' physical and mental healthy growth. Quality education regards classroom teaching as the process of students' independent discovery of knowledge. It expects teachers to stimulate students' subjective initiative and learning enthusiasm in the way of "guidance", so that they can communicate and cooperate with each other, actively practice and explore, and finally find and understand the corresponding knowledge principles and rules by themselves. Third, teachers should evaluate students comprehensively and dynamically from the perspective of all-round development of body and mind. From the intellectual education and achievement education to the "moral, intellectual, physical, aesthetic and labor"; the teaching mode from "cramming" to "cultivate students' sound personality, promote the students' physical and mental development.

(3) Comprehensively improve their own quality and cultivation

First, to improve teachers' professional knowledge level and comprehensive quality. In order to efficiently impart the knowledge of a course to students, teachers should first integrate the courses taught, and then view the knowledge theory of a certain field from a broader perspective, and understand the knowledge of other disciplines related to the subjects they teach. In classroom teaching,

we should not only let students master the basic subject knowledge, but also broaden their horizons, stimulate their thinking, so that students can connect different knowledge, so as to improve the effect of classroom teaching. There is a sentence in the Book of Learning: "Not only know the prosperity of teaching, but also know the waste of teaching, and then can be a teacher." Therefore, as a teacher, in addition to have profound knowledge, but also should have the relevant theoretical knowledge of psychology and pedagogy, to understand the basic characteristics of students' physical and psychological development, understand their personality and character development methods, and according to the development characteristics and laws of knowledge to carry out teaching activities.

Second, the special nature of education determines that the psychological quality of teachers is very important. Teachers should have a keen insight, to be able to detect each student in the daily life and learning problems, and make a timely response to them. At the same time, teachers' acumen can also help them to keep up with the pace of the progress and development of professional knowledge and related information, and help teachers to constantly strengthen their professional teaching ability and improve their comprehensive quality.

Third, teachers' EQ should be high. That is, the teacher himself should have a very good emotional regulation ability. Teachers should not bring the negative emotions into the teaching, but to learn to adjust their own mood, to face the students with a positive and healthy attitude.

5. Epilogue

Under the background of new development, for the change of the development environment and the new function of teachers, teachers must embrace a healthy attitude, adhere to their ideal, love education career, with a positive and optimistic attitude to classroom teaching, their feelings, interest into education work, make knowledge imparting but also to do a good job of student psychological counseling, more can't let their bad mood bring negative impact on the normal healthy growth of students. At the same time, contemporary teachers should also be good at using cutting-edge scientific education methods, find the right time, adapt to the situation, and teach students in accordance with their aptitude, so as to achieve the optimal classroom teaching effect.

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