

The Impact of Heterogeneous Forms for the Same Subject on the Professional Development of English Teachers

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Abstract: As an educational research method, heterogeneous forms for the same subject cannot only help teachers accelerate the internalization of teaching concepts in a short period of time, but also highlight the social value of individual teachers and generate collective wisdom, which can effectively and quickly promote the professional development of English teachers. This paper expounds the related concepts of heterogeneous forms for the same subject and English teachers' professional development, and basically illustrates that heterogeneous forms for the same subject is one of the effective ways to promote the professional development of high school English teachers.

Keywords: Educational Research; English Teacher; Heterogeneous Forms for the Same Subject; Teacher's Professional Development.

1. Introduction

The new teaching situation requires teachers not only to have professional knowledge, skills but to have a sense of reflection, to reflect on their own teaching concepts and behaviors, and to analyze their own teaching activities, decision-making and teaching effects. Continuous self-criticism, self-adjustment, and self-construction lead to continuous professional development (Chen, 2011). There are many paths to teachers' professional development, but they can be classified into two types, one is self-directed learning and the other is cooperative learning (Xu Jie, 2015).

Heterogeneous forms for the same subject advocates that teachers use the classroom as a research medium to construct different teaching plans with different teaching strategies for the same teaching content, which means that two or more teachers prepare a topic in the same subject to conduct a comparative study in two parallel classes according to the designed teaching plan. The comparative study for the same subject is conducive to explaining the basic principles and laws of teaching, and helping teachers improve their teaching concepts, optimize teaching skills, and improve their cognitive structure (Chen, 2010).

2. The Influential Factors of Heterogeneous Forms for the Same Subject

2.1. Teachers' Teaching Concepts and Curriculum Awareness

From the current "same class heterogeneity", some teachers still adhere to the traditional teaching concept and ignore the student's learning in the teaching design, and it also ignores the subjectivity and initiative of students, focusing on the aspect of "teaching". On the one hand, these old teaching concepts are influenced by teachers' teaching during the learning period, and on the other hand, they are the concepts formed by teachers themselves in the teaching

process, which have a profound impact on teachers' teaching behavior.

2.2. Teachers' Learning and Reflective Awareness

The development of "heterogeneous forms for the same subject" requires teachers to exert more autonomy and initiative, seek change and even innovation in teaching. Under the current background of emphasizing teachers' professional development, teachers' self-reflection and learning are an important way for teachers' professional growth. However, in the current era, teachers are still satisfied with the identity of "teaching craftsmen", they do not take the initiative to seek changes in their own teaching, let alone take the initiative to reflect on their own teaching and establish a sense of lifelong learning.

2.3. The Complexity of the Teacher's Teaching Process

Teachers are faced with individuals with living and unique thoughts, and often face a series of complex situations and uncertainties in the teaching process, which makes teachers' teaching more complex. From this point of view, teaching is indeed a complex management, and these complexities are manifested in the diversity of students in teaching. Therefore, how teachers can meet the different needs of students to the greatest extent is a difficult problem. Although the teacher's instructional design is perfect, in "heterogeneous forms for the same subject" there are more unpredictable situations in real teaching activities, which is also the process of teaching generation, which can be manifested as the "heterogeneity" of the process and the "heterogeneity" of the result.

3. The Development of English Teachers Brought by Practicing Heterogeneous Forms for the Same Subject

3.1. Strengthening Cooperation and Communication, and Updating Professional Concepts

Collaboration and exchange are an important way to optimize the classroom teaching and promote the professional development of English teachers. Through heterogeneous forms for the same subject, the communication between teachers in the school can be strengthened, the cooperation between schools can be formed, and a platform for teachers in the region to learn from each other can be built, so as to achieve mutual understanding, harmonious progress, optimize teaching, and realize the renewal of teachers' professional concepts.

3.2. Providing Training and Guidance to Enrich Professional Knowledge

In the face of the practical dilemma that English teachers are afraid of changes in teaching materials, schools can provide training opportunities and effective guidance from experts and scholars for English teachers with the help of heterogeneous forms for the same subject education research activities, provide teachers with technical guidance for interpreting teaching materials, help teachers actively overcome teachers' conformism, and enable teachers to deeply interpret new teaching materials, so as to continuously enrich professional knowledge and ultimately help teachers improve their professional knowledge reserves.

3.3. Reflecting on Teaching and Enhancing Professional Ability

Before the implementation of teaching, teachers assume that their teaching tends to be perfect, but the teaching effect achieved in specific teaching is always deviated from the preset. Teachers' teaching is a process of continuous errors from the conception of educational concepts to the conception of teaching design to the final implementation of classroom teaching, which requires teachers to reflect on teaching in a timely manner, constantly adjust and correct, and improve education and teaching, so as to enhance teachers' professional ability..

3.4. Improving the Evaluation Mechanism and Professional Quality

The fundamental purpose of teaching evaluation is to promote the common growth of teachers and students, so the teaching evaluation of English courses has changed from focusing on screening and screening in the past to paying attention to the needs of students and teachers in their growth, highlighting the incentive and regulatory role of evaluation, stimulating the growth motivation of students and teachers, helping teachers and students to make progress together, and realizing teachers' self-worth.

4. The Significance of Heterogeneous Forms for the Same Subject for the Professional Development of English Teachers

4.1. Promoting Teachers to Implement the Concept of the Curriculum Reform

In the educational research activities of English class heterogeneous forms for the same subject, teachers should devote themselves to educational research with the attitude of researchers, diagnose the problems in teaching practice from the perspective of researchers, analyze the existing problems, summarize the accumulated educational experience, and establish regular educational cognition. In terms of teacher-student relationship, teachers have changed from imparters of knowledge to promoters of students' learning, and teachers have become an important force to promote students' all-round development and personalized development.

4.2. Enhancing Teachers' Research Capability

The implementation of heterogeneous forms for the same subject educational research activities, the instructors and the teachers in the education research group carried out in-depth exchanges, and the exchanges covered from teaching design to teaching philosophy, which show that heterogeneous forms for the same subject further promote the reform of classroom teaching, effectively drive the teachers in the education research group to actively study new teaching materials, and form a good teaching and research atmosphere. The education researchers evaluate and discuss the classroom teaching of the instructors to put forward valuable opinions and suggestions for the teaching of the instructors.

4.3. Improving the Professional Quality of Teachers

The development of teachers' professional quality is the process of continuous optimization and improvement of teachers' professional concepts, professional abilities, professional qualities and professional knowledge. One of the main ways for English teachers to improve their professional quality is to participate in educational research activities in heterogeneous forms for the same subject. Heterogeneous forms for the same subject educational research activities adhere to the concept of lifelong learning throughout the professional development of teachers so as to create a platform for teachers' professional quality and career development channels.

5. Conclusion

Heterogeneous forms for the same subject provides a new opportunity for the development of young English teachers, so that they can continue to internalize and integrate in comparison, and constantly construct new educational ideas and concepts (Chen Bin, 2018). Through heterogeneous forms for the same subject, the interaction between teachers and teachers, teachers and students, teachers and teaching materials, teachers and themselves, and different constructions around the same teaching content can not only encourage teachers to think independently, but also absorb collective wisdom and form a personalized

teaching style, which has teaching and research significance.

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