

Original Paper

Challenges and Countermeasures of Teachers' Professional Development from the Perspective of Globalization

Xue-wei Zhou¹, Yi-rong Liu¹, Xin-peng Xu^{2*}, Yan-xi Wan¹

¹ Department of English, Chongqing Nanfang Translators College (CNTC) of SISU, Chongqing, People's Republic of China

² Department of International Business school, Sichuan International Studies University, Chongqing, China

* Xin-peng Xu, Department of International Business school, Sichuan International Studies University, Chongqing, China

Received: September 26, 2019 Accepted: October 17, 2019 Online Published: November 29, 2019
doi:10.22158/jbtp.v7n4p167 URL: <http://dx.doi.org/10.22158/jbtp.v7n4p167>

Abstract

Under the influence of globalization, the intensification of international competition is in the final analysis the competition of education and talents. Teachers are the main body of teaching activities. Teachers' professionalization is an important symbol to measure a country's educational level. At present, the professional development of teachers in China is facing enormous challenges. In terms of concept, system and the allocation and utilization of educational resources, there are great problems. In order to meet the needs of teachers' professional development in the perspective of globalization, the new era should promote the upgrading of teachers' professional level from the aspects of renewal of ideas, improvement of system guarantee system, diversified development and integration and distribution of resources.

Keywords

globalization, teachers' professional development, challenges, countermeasures

1. Introduction

Globalization has penetrated into many fields of society, especially in the field of education. "Whether you are willing or not, almost all higher education institutions are inevitably involved in the process of globalization—either as active participantss or passive recipients". Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work in Colleges and Universities that "the status and role of education should not be neglected in realizing the great rejuvenation of the Chinese nation". Teachers are the main body in the process of education, and they are dominant. The degree of teachers' specialization has an important impact on the level of education development. Under the background of globalization, all countries in the world are committed to improving teacher professionalization in order to promote the development of their own education. However, teacher professionalization in our country started relatively late, and the development of teacher professionalization in the new era is facing new opportunities, of course, new challenges.

1.1 Definition and Characteristics of Teachers' Professional Development from a Global Perspective

Teacher professionalization refers to the growing process in which a teacher, through continuous learning and training, gradually acquires knowledge and skills as a teacher's profession, and can constantly improve his own professional ability and quality in practice, thus becoming a qualified professional educator. Zhu Muju, deputy director of the Department of Basic Education of the Ministry of Education, believes that teachers' professional development is an endless process. In the process, it is an important strategy for promoting reform and realizing teachers' professional development to find and solve problems in teaching practice through action research. Broadly speaking, both of them have the same meaning. They are both the process of strengthening teachers' professional level. The purpose is to make education more prosperous and the teachers' group more professional. With the deepening of globalization, the new science and technology and the transformation of communication methods have exerted a tremendous impact on the traditional teaching methods and means of education, and the exchange and cooperation of education among countries has become more frequent. Under this background, teachers' professional development presents three characteristics: popularization of education, knowledge sharing and market competition.

1.1.1 Popularization of Education-Promotion of Teachers' Professional Development

The promotion of teachers' professional development and the globalization of education complement each other. On the one hand, the popularization of teachers' specialization is conducive to the improvement of teachers' professional ability and quality, which is the basis and prerequisite for training advanced talents, and is conducive to improving the degree of education globalization. On the other hand, the level of globalization of education also affects the degree of teachers' professional development. The higher the level of globalization, the faster the development of specialization, the more it can promote the growth of teachers.

1.1.2 Knowledge Sharing: International Educational Activities

Under the background of globalization, educational activities among countries are more frequent and in-depth, sharing and exchanging knowledge through modern media, exchange of talents and exchange projects abroad. Convenient and rapid teaching exchange activities enable teachers to access different teaching methods and means, learn from each other in interaction, promote their own teaching quality, and provide a strong knowledge base for teachers' professional development.

1.1.3 Market Competitiveness: Catalyst for Teachers' Professional Development

The deepening of globalization has intensified the competitiveness of society, and education has shown the characteristics of marketization. Educated persons can choose suitable educational institutions and teachers according to their preferences and preferences, which fully embodies the concept of freedom and equality. In this way, the difficulties faced by our education and teachers have become an important driving force to promote teachers' professional development. Educational institutions must pay attention to management, teaching system, teachers' ability and other aspects in order to improve the efficiency of education. Therefore, we should vigorously pursue high-quality teachers and promote teachers' professional development.

2. Necessity of Teacher Professionalization

2.1 Needs for Economic and Social Development

The intensification of international competition and the change of social needs show that only through sustained specialization can teachers maintain their professional status, and that conservative and outdated concepts can be discarded in the process of development, and a brand-new knowledge system in line with the development of the times should be established. The Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020) points out that China should “focus on cultivating high-quality professionals and top-notch innovative talents with persistent beliefs, good moral character, rich knowledge and excellent abilities”... To meet the requirements of the opening up of national economy and society, we should train a large number of internationalized talents with international vision, knowledge of international rules, and ability to participate in international affairs and international competition. In addition, the Action Plan for the Revitalization of Education in the 21st Century also shows the country’s determination to develop education, promote the globalization of education and vigorously develop the professionalization of teachers. Only by thoroughly implementing the national policy can we ensure that our knowledge and talents “go out” and deepen exchanges and integration with other countries.

2.2 Needs for Innovation in Social Development

At present, China’s social development is in an era of coexistence of opportunities and challenges. Under the influence of economic globalization and national policies, exchanges in education between China and other countries around the world have become more frequent, and exchanges, exchange projects, and overseas study activities have increased day by day. Cultural environment has a subtle influence on one’s development. For excellent culture, we can absorb its advantages and promote their own development. However, some bad cultures, such as partial virtual network culture, fast food culture and so on, will have a negative impact on the physical and mental development of the new generation of youth. Therefore, in the social process under the background of globalization, we must follow the socialist value system and guide the formation of new youth’s correct values. “The first and thorough modernization of society is the modernization of values. The latter is not only the precondition and internal motive force of the former, but also the highest symbol of the former”. In today’s society, a professional and high-quality group of teachers is the cornerstone of the formation of the quality of the high population, the guarantee of the prosperity of education, is conducive to the cultivation of a generation of young people with correct values of patriotism and patriotism, and avoids the emergence of actions that undermine national security, which has great social significance. At the same time, the professional development of teachers in the context of globalization is also an important part of the realization of the Chinese dream. Promoting teachers’ professional development is conducive to shaping a harmonious and upward social atmosphere, thus promoting the great development of Chinese society.

2.3 Teachers’ Personal Career Growth Needs

Teachers are different from other professions and have strong professionalism because they face different individuals. They have their own characteristics and differences in their growth. In order to train every student to become a talent, teachers must understand the growth law of students, master the correct teaching methods, and only through systematic and scientific training. Teachers can better impart experience and teach students. Nowadays, with the rapid development of society, only teaching knowledge can not adapt to the ever-changing information society. Teachers’ specialization requires teachers to turn knowledge into wisdom, theory into practice, so that educatees can receive more

comprehensive and scientific teaching. At the same time, “being a teacher” shows that teachers should have noble professional ethics. Teachers’ words and deeds will exert a subtle influence on students’ growth. Therefore, the degree of a teacher’s professionalization will not only change students’ knowledge structure, but also have an impact on students’ physical and mental health.

3. The Current Situation and Problems of Teachers’ Professional Development in China under the Impact of Globalization

3.1 Teachers’ Inadequate Understanding of Professional Development

China has long followed the teacher-centered “teacher-centered theory”, that is, teachers are the helmsman, students are the boat, and all educational activities are based on teachers. Teachers’ teaching method is to use only limited knowledge in textbooks, and both teachers and students gradually lose their creative and practical abilities. Therefore, some teachers still do not correctly recognize the importance of professional development. Some teachers mistakenly believe that teachers’ professional development is to participate in overseas study activities and some training courses run by schools. Teachers in our country lack the necessary creative ability, neglect the practicality and development of teachers themselves, and the trend of internationalization of education is testing the group of teachers in our country. Faced with the new changes brought about by internationalization, the unfamiliar advanced foreign teaching concepts and the lack of rich practical experience, teachers can not actively participate in teaching activities, resulting in their inability to give full play to their professional teaching level. At the same time, in the context of globalization, there is not too much in-depth exploration of its deep meaning, which also leads to the lack of awareness of international professional development of teachers. Teachers’ professional development is not only to increase knowledge reserves, but also to broaden their horizons and keep pace with the development of the times, which requires teachers to have higher professional literacy and horizon level.

3.2 Schools Do not Attach Great Importance to Teachers’ Professional Development

Firstly, although some schools have offered courses for teachers’ professional development, the curriculum is relatively single and the content of the courses is unreasonable. They only teach some advanced ideas and do not carry out corresponding independent practice and cognitive activities, which leads to teachers not really understand the importance of global professional development. Some schools also lack a scientific and impartial performance evaluation system in teaching management and evaluation mechanism. For example, they only regard students’ performance as the criterion to measure teachers’ professional level, neglect the training results of teachers in students’ practical ability and communication level, lack effectiveness and credibility, and lead to professional development. The results of the exhibition are far from the requirements of globalization of education. At the same time, under the pressure of globalization, there is a market-oriented trend in school-running. Some schools are deeply tempted by the market, which violates the original intention of running schools, loses conscience and social responsibility, and leads to the loss of the concept of positive development.

3.3 Lost in “Painting Porks with Cucurbits”

From the trend of more and more teacher exchange training programs, educational exchange forums and multilateral cooperation mechanisms in China, the current globalization measures of higher education in China are to constantly transfer the systems and systems of Western education, in order to keep pace with the professional development of British and American countries. However, in the absence of specific analysis and blindly learning from the teaching experience of Western countries, the “honey” of western education may become the “arsenic” of our education, or even lead to the loss

of professional development in our country. The excellent spirit inherited by the Chinese nation for thousands of years should not be neglected. The core of culture should belong to the Chinese nation and belong to the Chinese native land. If China wants to enhance its cultural soft power, it must adhere to the localization and specialization of education, which is the basis for training a new generation of young people with correct values and sense of national responsibility. Therefore, teachers' professional development needs to respect localization and particularity.

3.4 Unreasonable Utilization of Resources for Teachers' Professional Development

Globalization has led to the rapid development of the field of information dissemination. Under this background, countries vigorously organize various educational exchanges to promote the development of their teachers. However, in the process of teaching, there are still many unreasonable situations. For example, the structure of school curriculum is single, the content is not diversified and inclusive, and foreign students can not adapt to school life well. At the same time, the influence of traditional teaching methods and teachers' and schools' incomplete understanding of professional development have resulted in some teachers still adopting rigid teaching methods of single textbook teaching. They are still accustomed to the traditional teaching methods of "chalk blackboard" and "three-foot platform", and have no own understanding and theory of teaching content. Understanding that we have not made full use of the diversified professional development resources brought about by globalization, are unwilling to try new teaching methods and professional quality courses, and lack of innovative spirit hinders the process of teachers' professional development in China.

4. Strategies for Teachers' Professional Development under the Impact of Globalization

4.1 Teachers Should Foster Their Own Awareness of Professional Development

To promote the globalization of China's education and the professional development of teachers is indispensable, because teachers are the main body in the process of education, and the improvement of teachers' professional quality is conducive to the growth of students' knowledge and skills, thus promoting the growth of China's education. The purpose of globalization of education is to enable students to establish a global concept, increase international vision, keep up with the trend of the times, enhance respect for and recognition of national cultures, and cultivate the ability of communication and cooperation. This requires teachers to have strong beliefs and professional skills, and to give correct guidance in teaching activities. To promote the all-round development of students. Teachers should foster professional awareness, correct the original one-sided ideas, make great efforts to contact the educational concepts and teaching methods of learning globalization, actively participate in various professional development courses organized by schools, and persist in transforming theoretical knowledge into practical ability, constantly improve the professional structure and enhance professional level.

4.2 Establishing an Efficient Teaching System

To actively integrate into the global educational development system, China must provide an effective platform for professional development of Vocational teachers. Firstly, through the model of "classroom presentation + extracurricular practice", we should formulate professional development courses, set up scientific and reasonable training standards, develop a series of teaching resources, such as video, question bank, homework bank, etc. At the same time, we should pay attention to the cultivation of teachers' practical ability, organize a series of activities that are similar to each other in teaching, and encourage teachers to participate in them. Regular assessment of teachers' theoretical and practical achievements in development, and targeted training for the next step to avoid the shortcomings of a

single evaluation model, to ensure that professional development is reasonable and effective. Secondly, the establishment of the Government-School complex, through the classification design of three stages of pre-service training, in-service teacher training and sustainable teacher training, establishes the in-service training system and sustainable development support system for Vocational teachers, and forms the professional development channel for the teacher group. Actively promote the government and schools, vocational education enterprises, establish coordination mechanisms, deepen the links between government and schools, improve the teacher development system in various regions, and ensure the harmony and stability of the professional development of teachers.

4.3 Diversified Ways to Realize Teachers' Professional Development

General Secretary Xi Jinping pointed out that "China has a unique history, culture and national conditions, which determines that China must take its own road of higher education development". The discourse power of Chinese education comes from the locality of Chinese education. Emphasizing the locality does not mean putting Western ideas out of the door. On the contrary, China is aware of the decisive difference between Chinese and Western educational methods, and is the abandonment and reconstruction of the opposite culture. For example, China's education has its own characteristics, which are rooted in history, culture, geography and other factors. It is the tradition of the Chinese nation for thousands of years, and it has a unique charm. The West pays more attention to personal development, and advocates pragmatism and utilitarianism. Under the background of globalization, teachers' professional development in China needs to pay attention to diversification. While earnestly absorbing the advanced teaching development concepts in the world, we should follow the law of educational development more. While continuing to learn the knowledge of educational theory in Western countries, we must firmly adhere to the core theory of Marxism as the guiding ideology and adhere to certain localization requirements. Only under the leadership of the Party, can we establish the content of professional development of teachers with Chinese characteristics, realize diversified development, and only realize diversified development path, can China's education go to the world. Comprehensive analysis shows that while learning foreign advanced knowledge concepts, we must be inclusive and take full account of the national conditions so as to realize the diversified development of teachers' profession.

4.4 Promoting the Supply-Side Structure Reform of Teaching Resources

Globalization and informationization are two main driving forces to promote teachers' professional development. At present, China has launched MOOC curriculum plan, because of the development of high-tech products such as mobile phones and computers, teachers and students can access more shared teaching resources. In 2013, the Ministry of Education also implemented the "National Project for Improving the Information Technology Application Ability of Primary and Secondary School Teachers". In addition, colleges and universities across the country have launched such activities in order to promote the improvement of information technology ability of teachers. The purpose of these projects and activities is to help the development of micro-classroom flip courses in basic disciplines. Flipping course is characterized by fragmentation learning. On this platform, teachers and students can learn and share resources, so as to improve knowledge and skills. At the same time, flip learning also pays attention to personalized learning environment, separating teaching from learning, focusing on interactive learning, focusing more on learning content and resources. They are separated and combined with each other to promote the development of professional competence.

5. Summary

The globalization of education is the trend of education development. It can be seen from the above analysis that the professional development of teachers bears an indispensable responsibility in this trend. At the same time, the professional development of teachers also requires the joint efforts of all parties. At present, there are still a series of problems in the professional development of teachers, all of which have certain obstacles to professional development. In the future development, teachers must establish a correct view of development and play a leading role in education to ensure the efficiency and rationality of teaching. And for schools, they should establish a sound training and evaluation system which can ensure that teachers have access to the real and effective feedbacks in the process of professional learning, and enhance their competitiveness in teaching activities. In addition, diversified professional development and the rational use of teaching resources are also essential. In this way, under the background of globalization, the professional development of Chinese teachers can go further and further. In the future research process for teacher professional development, we should focus more on how to better integrate the professional development of teachers with the era of globalization, so as to promote each other and achieve the best goals together.

Reference

- Cai, Z. M. (2015). The current situation, problems and countermeasures of the globalization of higher education in China. *Evaluation and Management*, 2015(01).
- Dong, P. Z. (2018). Promoting the quality of vocational education teachers from the perspective of globalization. In *Jilin Daily* (2018-4-27 (10)).
- Dong, P. Z., & Long, D. (2018). Promoting the Qualification of Vocational Education Teachers from the Perspective of Globalization. In *Jilin Daily* (2018-04-27(010)).
- Feng, W. (2017). Teacher professional development in the perspective of globalization: Challenges and strategies. *Continuing Education Research*, 2017(7).
- Guan, L. J. (2018). Review and reflection on teachers' professional development in the context of internationalization of basic education. *Curriculum Education Research*, 2018(51).
- He, Y. (2009). The dilemma and way out of higher education—An investigation with the Japanese specialized school system as the core. *Japanese Issues Research*, 2009(1), 30-34.
- Jiang, T. H. (2018). The Elements and Practice of Teacher Professional Development in the Age of Globalization. *Journal of National Education Administration College*, 2018(10).
- John, A. D. (2012). China's futurisms: Research Universities as Leaders or Followers? *Social Research: An international Quarterly*, 79(3), 639-668.
- Liu, H., & Li, Y. F. (2018). The Modernization Reform of Higher Education from the Perspective of Globalization. *Higher Education of Chinese Higher Education*, 2018(07). https://doi.org/10.1007/978-981-13-0641-9_5
- Liu, X. J., & Han, J. (2003). Interpretation of the Connotation of Teacher Professional Development. *Educational Science Research Journal Press*, 2003(04).
- Peter, S. (1998). Massification, Internationalization and Globalization. In *The Globalization of Higher Education* (pp. 108-129). Buckingham, UK: OpenUniversity Press.
- Philip, G. A. (2003). Knowledge and education as an international commodity: The elimination of national common interests (Translated by Xiao Disheng). *Jiangsu Higher Education*, 2003(4), 119-121.
- Wan, J. R. (2002). *Ethical discourse of modernity*. Harbin: Heilongjiang People's Publishing House.

- Wu, B. J. (2017). Realizing teacher professional development in globalized network learning community. *Digital Teaching in Primary and Secondary Schools*, 2017(01), 71.
- Xiong, J. H., & Zhao, L. (2007). Teacher professional development and capacity-building in a global perspective. *Open Education Research*, 2007(13).
- Xu, W. X. (2016). Teacher Professional Development from a Global Perspective: Current Situation, Challenges and Coping Strategies. *Teacher Education Research*, 2016(03).
- Yang, B. (2019). Reflections on teachers' professional development. In *Guizhou Ethnic Newspaper*.
- Yang, H. Y. (2008). Specialization of moral education teachers in colleges and universities analysis from the perspective of cultural globalization. *Monthly Journal of Ideological and Political Work Research Theory*, 2008(11).

Funded Research Project: Chongqing Education Science Planning Project-Research on the demand of talents in Chongqing free trade zone and the supply side reform of talent training in Colleges and Universities (2018-GX-317); Analysis on the key points and construction path of "Ideological and political education of curriculum" in Colleges and universities from the perspective of bottom line thinking (JY1965262).