

# Construction of Teachers' Self-development Platform from the Perspective of Higher Education Specialization

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**Abstract:** Excellent teachers are the important guarantee of high quality education. There are still many problems in the professional development of university teachers in China. Under the guidance of the theory of teacher professional development and from the perspective of the specialization of higher education, it has become one of the trends to provide a brand-new platform for the independent professional development of University teachers. This requires that the professional focus and direction of teachers must be changed from management orientation to promoting the independent development orientation of teachers, and build a platform for new teachers to develop their own teaching ability, research ability and local ability. Constructing a platform integrating teaching training, personal reflection and teaching research will effectively overcome these problems and ultimately realize the professional and independent development of college teachers.

## 1. Introduction

University teachers are the most important resources of a university. The issue of professional development of university teachers has gradually attracted people's attention and become one of the focuses of research in the field of higher education in China [1]. To promote the development of various activities and the implementation of various systems and measures of teachers' professional development in Colleges and universities, we need to rely on various platforms of teachers' professional development. Therefore, platforms are channels, positions and foundations, and also support and guarantee. In other words, if a university teacher achieves self-improvement, he must pursue the professionalization of his academic career [2]. And this development requires a corresponding system to guarantee. Teachers in higher normal colleges can find useful knowledge in their teachers' development resources platform and improve their business level [3]. Based on the perspective of professional development, this paper analyzes the main problems that hinder the continuing education of college teachers. The construction of the teaching staff of the university marketing major has a greater room for improvement in professional development and the requirements are more urgent.

## 2. The "Professional" Attribute and Standard of Academic Occupation

Academic profession is a kind of social profession division of labor. It is a special profession with the discovery, imparting, production and application of knowledge as its activity content. College teachers are the main group engaged in academic profession. The professionalization of teachers' profession emphasizes the promotion of teachers' group and external professionalism from the sociological point of view; the professional development of teachers' individual emphasizes the enhancement of teachers' individual and internal professionalism, the promotion of teachers' social and economic status and the allocation of resources and rights from the pedagogical point of view. College teachers' work content no longer stays in traditional teaching, but also includes professional development, that is, teachers continue to receive continuing education according to the needs of higher education [4]. The cultivation of teachers' professional quality refers to the ability of teaching reflection, communication and communication, education wisdom, teacher's moral cultivation and self-development ability. The professionalization of university teachers and the professional development after entering the professional field, although it is a term that emerged after the

professionalization and professional development of primary and secondary school teachers. The pre-job training mainly teaches the newly acquired teachers the theoretical knowledge of the education subject in the way of classroom teaching. The teaching training focuses on helping the teachers to learn the teaching experience of excellent teachers and improve their teaching skills [5]. The institutional platform should be composed of a teacher-level professional development platform at the school level and a platform at the departmental level.

At present, the reform and practice of promoting the professional development of teachers in domestic universities has just started. Only after entering the new century, some conscious, purposeful and organized guidance and training activities have been initiated and carried out in some universities. In the process of academic professional activities, people will integrate small groups, and through continuous and in-depth work, establish and improve corresponding standards for a certain knowledge system, and then form a specific professional. College teachers should enrich their professional connotations through continuous learning and enhance their professional qualities, thus becoming excellent professional educators. In the era of knowledge-based economy, teachers' professional development is closely linked with educational reform. Teachers' professional development is also a key issue that needs to be faced and actively solved in the current reform of higher education. Both theorists and practitioners believe that the profession of teachers has become a specialized field, and the professional development of teachers refers specifically to the professional development of individual teachers. Personnel of the same profession carry out knowledge inheritance and innovation according to certain standards. To guarantee the right of continuing education of University teachers, relevant education departments and universities should create the necessary conditions for professional development of university teachers as far as possible.

With the continuous improvement of social requirements for higher education teaching quality, the theory of teachers' professional development has been deepened. Teachers' professional development is the decisive factor in realizing educational reform. The special law of continuing education for school teachers has not yet been formed, and most of the operation and management process refers to other relevant laws. Teachers' professional development in teachers' colleges and universities requires not only academic research, teachers' knowledge and skills, and teachers' ethics, but also independent development with the help of the surrounding support system for teacher development. The growth of university teachers is not a one-step process, it needs to be gradual, continuous in-depth, and teachers themselves need to constantly explore and make progress. Scholars in universities, especially those who have developed a high academic reputation in lectures, are the prototypes of university teachers. In the process of teacher training, it is more inclined to impart theoretical knowledge or other excellent teaching experience. It is rarely used to help teachers formulate their own professional development plans according to the teacher's personal growth process or teaching practice situation, and to improve the initiative and consciousness of self-development. It aims to promote the development of teachers and improve the quality of education for graduate and undergraduate students. Higher normal colleges face a series of challenges such as the popularization of higher education, the reform of the new curriculum of basic education, and the level of teachers' own teaching, vocational skills, and weak scientific research.

### **3. The Path of College Teachers' Continuing Education from the Perspective of Professional Development**

Strengthen the construction of laws and regulations to provide strong legal protection. Educational beliefs are teachers' own value judgments and beliefs about educational undertakings, which are the reflection of teachers' thinking as human beings. Knowledge is not only a viable asset, but also a competitive advantage that other organizations can not replicate and imitate. Teachers' knowledge is mainly manifested in knowledge innovation, knowledge dissemination, knowledge reorganization and knowledge processing. In practice, it can be found that university teachers do not understand professional development very well, nor pay attention to their own rights in professional development, which reflects the lack of professional development consciousness of University teachers. At a high level, the relationship between teachers and students is different from the relationship between

teachers and students at a lower level. At a high level, teachers do not exist for students. According to a survey of university teacher training, whether it is to send schools or participate in training teachers, the most needed training forms are “high-level academic exchanges and seminars” and “enhancement of academic level training”. Improve training.” The activities that teachers need, teachers and teachers are truly reflecting the value of promoting the professional development of teachers.

Second, we must focus on designing a reasonable incentive system. College teachers are a group of highly educated groups, and the spiritual needs are particularly prominent. According to the development of the region, the allocation of funding standards will be formulated and dynamically adjusted annually according to the regional development. Finally, expand the sources of funding for colleges and universities, and guide enterprises to set up teachers' continuing education funds. Only when the teacher appears as a thoughtful person and participates in the professional development of the teacher with his own educational belief can the unity of external restraint and internal pursuit be achieved. According to the characteristics and rules of each type of teachers' professional development, we should tailor the corresponding development system for each type of teachers as far as possible. Teacher trainers should also actively guide teachers to carry out teaching reflection and provide teachers with a platform for personal reflection, such as organizing institutionalized teaching reflection activities and opening teacher blog platform on campus network. We should actively explore the talent organization model of subject leaders and innovative teams, bring middle school teachers into academic or teaching teams, and cultivate middle school teachers' sense of teamwork.

#### **4. Conclusions**

Teachers' professional development needs effective knowledge growth and renewal mechanism. The establishment of teacher development resource platform provides a brand-new platform for the growth and renewal of University teachers' knowledge. Teachers' self-development should not only meet the needs of current teaching, but also inspire them to think about how to do self-development. Personal reflection promotes teachers to integrate theoretical knowledge, other people's experience and personal experience. In view of the differences in teaching objectives, educational institutions should strengthen the establishment of systematic courses through scientific classification, and construct a curriculum structure based on core professional courses and combining practical courses. Only in a good team atmosphere can teachers really love teaching and enthusiasm for scientific research, so that they can play a greater role in cultivating the cause of socialist builders and successors. Through the construction of the three-in-one teacher professional development platform, college teachers can communicate theoretical knowledge with practical knowledge, combine experience of others with personal experience, promote knowledge learning and generation, and ultimately achieve personal professional development.

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