

The Relationship between English Open Class in Junior High School and Novice Teachers' Professional Development

Chunyan Wu

China Normal West University, Nanchong, 637000, China

Abstract

As an emerging teaching and research activity, open classes have attracted more and more attention from educators, and a series of studies have been carried out. Previous studies have pointed out that open classes have many functions such as communication, research, demonstration, assessment, and competition, and are key events in teachers' professional development. This paper connects the relationship between junior high school English open courses and teachers' professional development, and explores the role of open classes for novice teachers. From the perspective of novice teachers, the author first analyzes the research background of this paper from three aspects, Combined with the literature method, this paper analyzes and summarizes the existing research on open classes and the professional development of novice teachers. Then, a questionnaire survey was used to investigate the relationship between open classes and the professional development of English teachers. On the basis of clarifying the relationship between the two, this paper affirms the positive value of open courses in the professional development of novice teachers from the aspects of promoting the accumulation of professional knowledge, improving professional ability, enhancing professional affection, and improving the awareness of professional self-development.

Keywords

Open Class; Novice Teachers' Professional Development.

1. Research Background

In the era of the comprehensive development of the new curriculum reform, although teachers have realized independent choice, their comprehensive quality also needs to advance with The Times, teachers should improve themselves in various forms with the changing times. The new curriculum reform requires teachers to meet three challenges: first, to renew the concept of education, to reshape the new concept of students; The second is to change the teaching behavior, learn to reflect and cooperate; The third is to change the role of facilitator and researcher. Under the new curriculum background, a qualified teacher should be able to stand firm in the classroom, impart professional basic knowledge to students, and then according to the feedback of students after class, timely reflect on teaching behavior, adjust teaching methods, and reasonably use textbooks to meet the needs of students.

The Ministry of Education has officially promulgated the "Professional Standards for Middle School Teachers (Trial)", which has very detailed requirements for the professional philosophy, ethics, professional knowledge and professional ability of middle school teachers. For the majority of front-line teachers, it is necessary to take the "Professional Standards for Middle School teachers" as the basis for professional development and improve professional quality.

The first three years of a novice teacher's career are the key period to achieve professional development, with strong teaching enthusiasm and initiative. However, with the passage of teaching time, they will find that their theoretical knowledge is not enough to be fully implemented in teaching practice, and their enthusiasm for work will be frustrated. Carrying

out open class teaching provides basis for novice teachers to solve the above defects, and builds a platform to promote their professional development. It is helpful for the expert teachers to give full play to the active role of the famous teachers in leading the novice teachers and accelerate the pace of their professional development.

2. Literature Review

2.1. Relevant Research on Novice Teacher Professional Development

Fuller & Bown (1975) believe that the initial stage of novice teachers is the most important stage of constructing work situation. In the process of professional development, novice teachers summarize teaching experience, observe and reflect, and they acquire important knowledge, skills and emotional wisdom. It can be seen that the development of novice teachers to professional teachers is multi-level and multifaceted. Song Guangwen (2005), a domestic scholar, believes that the professional development stage of novice teachers refers to the stage in which all newly graduated from universities and engaged in the teaching profession. Therefore, it is necessary to study the ways of novice teachers' professional development.

2.2. Present Situation and Related Research of Open Classes

In Europe and the United States, the focus of understanding of public courses is mainly on the "lesson", emphasizing the implementation of the classroom.

The open class in our country is carried out in the peer interaction. Zhang Yanqin and Yu Xiaojing (2010) proposed in their paper that open classes are an important way for teachers to become professional, and also pointed out that the improvement of teaching practice is the core element of professional development and plays an important role in promoting professional development. Zhu Xiaomin and Qin Jie (2008) conducted an investigation and research on the relationship between open classes and teacher professional development, confirming that open classes have a positive impact on teacher professional development. Song Wei (2012) narrated the whole process of teaching open classes from preparation before class, implementation during class and summary after class, and the result showed that open classes had a significant impact on the professional development of teachers.

3. The Role of Open Classes in the Professional Development of Novice Teachers

Open classes play a different role from normal classes and are important events in teachers' professional development. The author made a relevant questionnaire survey based on "The relationship between open classes and English teachers' professional development":

① The average number of open classes held by novice teachers per semester

The survey results show that the average number of open classes for novice teachers per semester is 1-2, as shown in Table 1:

Table 1. The average number of open classes taken by novice teachers per semester

generally does not	one class	Two classes	More than two classes
2.5%	28.73%	45.93%	22.84%

② Whether open English classes are helpful to the professional development of novice teachers
The results of the questionnaire show that most novice English teachers affirm the positive effect of open classes on improving their professional development. As shown in Table 2:

Table 2. The role of open English classes in the professional development of novice teachers

Great effect	Certain role	Have no effect	Have no idea
56.12%	40.25%	1.62%	2.01%

③ The promoting effect of open class on the professional development of novice teachers

The results of the questionnaire survey show that open classes can help teachers prepare lessons carefully, improve teaching skills and optimize teaching organization. As shown in Table 3:

Table 3. Holding open classes can best promote (select three)

Teaching skill improvement	70.32%
Prepare lessons carefully	69.37%
Create an academic atmosphere	28.03%
The scientific research level of teachers has been improved	30.65%
The change of educational idea	36.78%
Optimization of teaching organization	56.92%
other	12.14%

Through the questionnaire survey, it can be found that most new English teachers affirm the positive value of open classes. With the help of this professional platform, novice English teachers can expand their professional knowledge, improve their professional ability, become more involved in teaching, and promote their own all-round development.

3.1. The Promotion of Novice Teachers’ Professional Knowledge

As for the corresponding structure of teachers’ professional knowledge, scholars have analyzed it, and the specific contents are shown in Table 4 and Table 5:

Table 4. Classification of typical teachers’ knowledge structure in China

Researcher	Teacher knowledge structure
Shen Jiliang, Xin Tao	Ontological knowledge 2. Practical knowledge 3. Conditional knowledge
Xie Weihe	1. Student related knowledge 2. Course content knowledge 3. Teaching practice knowledge
Liu Jie	1. Scientific and cultural knowledge 2. Subject expertise 3. Teaching expertise
Yu Yi	1. Basic knowledge of culture 2. Professional knowledge 3. Scientific knowledge

Table 5. Classification of typical teachers’ knowledge structure abroad

Researcher	Teacher knowledge structure
Shulman	1. subject content knowledge 2. Subject pedagogy knowledge 3. Curriculum knowledge 4. General pedagogical knowledge
Grossman	1. Subject content knowledge 2. Learner knowledge 3. Curriculum knowledge 4. Situational knowledge
Berliner	1. Subject content knowledge 2. Subject pedagogy knowledge 3. General pedagogy knowledge
Sternberg	1. Subject content knowledge 2. Pedagogical knowledge 3. Practical knowledge

The author believes that teachers’ professional knowledge should include subject content knowledge, educational psychology knowledge, teaching perception and understanding generated through teaching practice and the accumulation of teaching experience.

3.1.1. The Accumulation of Subject Content Knowledge and Scientific & Cultural Knowledge

Novice teachers need to spend a lot of time to adapt to the fast-paced work state and heavy work load, open classes inject driving force and provide a platform for them. Listening to open classes is a direct and effective way to acquire new knowledge. Novice teachers lack experience in understanding and mastering the teaching materials, and carefully listen to the open class of experienced teachers, can find their own shortcomings in a good comparison.

3.1.2. Arousing the Interest of Novice Teachers in Educational Psychology

Open class is the key channel for teachers to show their teaching style. In the course of teaching, students are the main objects faced by teachers, including experts and teachers. Teachers have a good psychological quality, in the face of accidents can be calm, to ensure the smooth development of open class. When novice teachers first enter the big stage, they cannot grasp the teaching situation, which leads to tension and worry. Therefore, novice teachers need to have certain psychological knowledge, change their mentality, and actively cope with unexpected situations in the classroom.

3.1.3. The Generation and Accumulation of Practical Knowledge

Professor Yang Tianping (2012) explained the practical knowledge of teachers as follows: "Teachers' knowledge and understanding of specific educational practices, including through independent experience, reflection and comprehension. In order to discover and understand the meaning of the educational process, to integrate one's own experience into life, and to accumulate knowledge in educational practice". In the whole teaching process, the potential of novice teachers has been stimulated, and it helps them to creatively complete the teaching task, achieve the teaching goal, and obtain the experience and understanding that is far from the normal class. At the same time, it increases the practical experience and practical knowledge of the novice teacher.

3.2. The Promotion of Novice Teachers' Professional Ability

3.2.1. The Improvement of Basic Ability

As far as English teachers are concerned, language ability is the most basic, including reading, written expression and oral expression ability. By carrying out open classes, novice teachers have stepped on the stage of "actual combat". Compared with normal classes, the development of open classes has higher requirements for novice teachers, and teachers are faced with greater challenges. This requires novice teachers to spend more energy to prepare for the teaching design, and to break the traditional teaching thinking set, to design excellent teaching plans with their own teaching style.

3.2.2. The Improvement of Classroom Teaching Ability

First of all, open classes can improve the classroom organization, timely response and teaching implementation ability of novice teachers. In the open class, the novice teacher learns to organize and coordinate the various parts of the teaching to ensure that the class goes smoothly. Open classes also develop the ability of novice teachers to deal with classroom emergencies.

Secondly, it can effectively improve the communication ability of teachers and students. As students are the protagonists of class participation, teachers should actively lead in class to ensure effective communication between teachers and students. The most important link in open class is the communication between teachers and students.

3.2.3. The Improvement of Teaching Reflection Ability

Fu Jianming (2007) proposed that teaching reflection is a key method for teachers to achieve sustainable professional development. In the process of growing up, novice teachers should

have the consciousness of research, face the unknown situation and environment, and timely reflect on educational behavior to ensure the smooth implementation of educational work.

It can be seen that one of the important ways for novice teachers to obtain professional development is to often summarize, often reflect, and constantly update their teaching thinking. Open classes allow novice teachers to develop the habit of teaching reflection, have a clearer understanding of their own teaching advantages and problems, and more clearly identify their own efforts and the direction of progress, so as to better help novice teachers grow in the reflection.

3.2.4. The Improvement of Research Ability

Teachers' research ability is integrated with their own educational goals and practices, which provide a topic basis for teachers to conduct research, and teachers' research ability is improved in the process of research. (Chen Wei, 2012). In the course preparation, novice teachers find better research topics and improve their research ability by consulting and communicating with excellent teachers. In the evaluation process, teachers can refer to the comments of famous teachers to reflect on educational problems, update educational views, and help novice teachers determine the direction of research.

3.3. The Enhancement of Novice Teachers' Professional Affection

3.3.1. Strong Professional Conviction

Novice teachers just set foot on the job, there is a little confusion and hesitation about education and teaching work, the process of exploration, it is easy to appear burnout period, will gradually lose enthusiasm for education. The development of open classes helps novice teachers to deepen their understanding of education, regain confidence and strengthen their belief in education.

3.3.2. Correct Professional Attitude

As a special teaching and research activity, open class constructs a new incentive mechanism. Through the stage of open class, novice teachers can quickly enter the field of view. After the novice teachers understand the growing process of famous teachers, they can treat English teaching with a more rigorous and pragmatic attitude.

3.4. The Improvement of Novice Teachers' Awareness of Professional Self-Development

Teachers' consciousness of professional self-development is the basis and driving force of training novice teachers. From the perspective of time, it can be divided into three aspects: "Understanding the process of career development, understanding the current situation and level of career development, and understanding the planning of future career development" (Xu Wenfeng, 2014).

3.4.1. The Strengthening of Self-learning Consciousness

The conduct of open classes creates a good atmosphere for teachers' independent learning, which is conducive to stimulating teachers' learning enthusiasm and lesson preparation. Novice teachers can clearly identify their own problems and lack of skills, so as to make continuous efforts and accumulation. Raise awareness of self-learning conscious development (Li Li, 2013).

3.4.2. The Construction of Career Planning Consciousness

Open classes are helpful to help novice teachers complete their career planning. In lesson preparation, novice teachers can determine whether there is a lack of knowledge on the basis of their own actual situation, so as to facilitate reasonable adjustment of planning, and make clear their own development direction in the teaching link. Know your abilities. Course evaluation and reflection can objectively analyze shortcomings, understand teaching and adjust career planning.

4. Conclusion

Teacher professional development is the current trend of education reform, and open classes are common at present, which is very important for the professional development of novice teachers. More and more teachers need to use the open class platform to show themselves.

First of all, the author designed a questionnaire on the relationship between open classes and English teachers' professional development, which provides data support this research. Through the analysis of questionnaire and literature, this paper objectively expounds the value of open class in the professional development of novice teachers in four aspects: professional knowledge, professional ability, professional affection and professional self- development consciousness. Most novice English teachers have already recognized the critical value of open classes, and the effective role of open classes can also be supported.

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