

Thinking and Practice of Senior High School English Teachers' Professional Development from the Perspective of Research Project

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Abstract

In order to promote the sustainable development of students, teachers also need to keep pace with the times and constantly improve their professional level, and research project is an effective way to promote the professional development of senior high school English teachers. This paper discusses the significance of research project to the professional development of senior high school English teachers, and then analyzes the problems existing in the research, such as the lack of awareness of the problem and the unreality of the research question, the ambiguity of the research object, the non-standard management of the research and the poor planning of the research process, the lack of theoretical application ability, the insufficient persuasion of the research results and the inadequate promotion. Finally, some suggestions are put forward to improve the existing problems, so that give teachers who are eager to do research some ideas and inspiration, and promote the long-term development of teachers specialization.

Keywords

Research Project; Teachers' Professional Development; Senior High School English Teachers.

1. Introduction

The English Curriculum Standards for Senior High Schools (2017 Edition, 2020 Revision) (Ministry of Education, 2020) points out that the professional level of teachers is the key to the effective implementation of English curriculum. Education and scientific research is an important way for teachers' professional growth, a booster for improving teaching effect and promoting personal development, and research project is an important content of education and scientific research, and an important form to demonstrate the development of teachers' scientific research ability. Through research project, the professional quality of teachers will be enhanced, and their educational ideas will be constantly updated to keep pace with the times. The author looked through literature review, and learned that many teachers have demands for professional development and realize the importance of research project to personal growth. However, due to teaching pressure, lack of guidance, lack of resources and other reasons, there is a psychological fear and rejection of research project, which hinders the professional development of high school English teachers. Chen Xiaotang and Sun Xiaohui et al. (2010) also pointed out that most English teachers have the desire to continuously improve themselves, but there are problems in the professional development of teachers, such as single knowledge structure, insufficient collaborative reflection, weak awareness of scientific research, lack of theoretical guidance in classroom teaching, high teaching pressure, and no time for further study and scientific research. This paper makes an in-depth analysis of the problems existing in the current research, hoping to help senior high school English teachers break down various barriers, and give them some ideas and guidance by providing relevant suggestions for improvement.

2. Teachers' Professional Development and Research Project

Teachers' professional development cannot be separated from research project, which promotes teachers' professional development. Guo Zhiming (2020) pointed out that famous teachers grow with research project. In the municipal key schools, key top-level schools, many high school English teachers will seize the opportunity of research, and strive to develop their professional ability. Feng Jianping (2019) believes that teachers want to evolve education and teaching problems into project, they need to put forward theoretical and scientific solutions with their development professional ability. The process of solving the problem is the process of research, which is also the process of teachers solving the puzzles of education and teaching and proposing the improvement of teaching methods. In this process, teachers continue to learn, constantly update their cognition and vision, and constantly improve their teaching specialization. Ren Qingrui (2019) also supports that research project is the best carrier and the most effective way for the professional development of primary and secondary school teachers, so that primary and secondary school teachers can establish their independent position in professional development, and gradually transform them from a single teacher and knowledge transmitter into a designer, developer, innovator, organizer and leader of research project, thus promoting the professional development of teachers themselves.

3. The Significance of Research Project for Teacher Professional Development

Senior high school English teachers can carry out the research project and conduct in-depth theoretical thinking on education and teaching problems, so as to promote the development of education theories and improve their professional level.

3.1. Focusing on Senior High School English Teachers' Consciousness of Problems

Research project focuses teachers' doubts on one point, takes the research topic as the center of the research project, and discusses the nature of educational problems through decentralized thinking. Research project is solution-oriented, guiding teachers to pay attention to educational phenomena and problems in classroom teaching, thinking about the causes of problems and corresponding solutions, and constantly improving the problem awareness of high school English teachers.

3.2. Renewing Senior High School English Teachers' Educational Beliefs and Improving Their Teaching Behavior

Before choosing a project, high school English teachers will look up the latest hot point and the latest literature, obtain new educational ideas from it, and consider the feasibility of its implementation in the classroom. Teachers should abandon the original thinking model and carry out research with a more rigorous attitude. Only in this way can they improve their ability in specific project.

3.3. Endowing Senior High School English Teachers More Meaningful Roles

When conducting research project, teachers transform from senders of subject knowledge into innovators of subject knowledge, and further develop from former educators into researchers. Sun Xumei (2011) once pointed out that research project plays three roles in promoting teachers' development, namely, enhancing teachers' awareness of finding, analyzing and solving problems, improving teachers' ability of insight, evaluation and innovation in education, and realizing the transformation of teachers' role from educator to reflector, researcher and winner.

4. Problems of Research Project for Senior High School English Teachers

Whether it is from the perspective of teachers' professional development, school development, or regional education quality improvement, the research project plays an important role. It can solve difficult problems for teachers from different angles, and improve the development level of education and scientific research at all levels. However, there are still many problems in the process of practical research.

4.1. The Lack of Awareness of the Problem and the Unreality of the Research Question

Research project is a research based on problems. The primary task of the project is to solve the problems and perplexities of teachers in education and teaching. Teachers should be good at finding problems and finding research points in education and teaching. Only when problems are found can topics be generated. Teachers work in the front line of teaching for a long time, the classroom is their main position, and many problems come from the teaching site. However, many teachers pay too much attention to knowledge transfer, student achievement, etc., only teach dead books or dead teaching, lack of in-depth thinking, no problem awareness, which can not accurately extract the problems encountered in their teaching, resulting in their project application will blindly imitate others or produce unrealistic ideas. Besides, many research issues often pursue lofty, divorced from the actual teaching, thus can not be combined with teaching practice, so these projects are of no value.

4.2. The Ambiguity of the Research Object

Teachers should be the subject of research, but it is difficult to distinguish the subject of research. Some front-line teachers always think that research project is beyond their reach and is the matter of experts, and they are not willing to actively invest in it, leading to a disconnect between teaching and scientific research.

4.3. The Non-Standard Management of the Research and the Poor Planning of the Research Process

The project leader is both a researcher and a manager, and the project research generally lasts for 3 to 5 years. The project leader will write the proposal report, sort out the research ideas, and formulate the research plan to facilitate the follow-up research as planned. However, the research project has always existed in the declaration is very serious, the proposal is very lively, the research is very neglected phenomenon. Many teachers believe that the project has been completed after the proposal report is established. Therefore, the lack of planning in the research process, unclear division of labor among members of the research group, lack of phased research tasks and objectives, inability to effectively carry out investigation and interview, and inability to collect and organize materials in a timely manner leading to fragmented research results and low quality. Such research is shallow, and can not promote the professional growth of teachers (Liu Meilin, 2020).

4.4. The Lack of Theoretical Application Ability

Research project should be supported by both practice and theory. Theoretical study and literature review is a difficult point in teachers' research, but it is also the most basic and necessary work, which directly reflects teachers' scientific research ability. In ordinary teaching, high school English teachers, due to their heavy teaching tasks, neglect theory learning and do not form the habit of reading consciously. In order to find theoretical support for the project, they searched for papers everywhere. This kind of last-minute behavior often leads to their understanding of the theory is not deep, which will make them produce erroneous remarks.

4.5. The Insufficient Persuasion of the Research Results and the Inadequate Promotion

The research results should be closely related to the research problem, and the presentation of the results should reflect the characteristics of the project and relate the research content. Regardless of the level of the project, the results should be presented with value and be able to solve practical problems. However, many senior high English teachers' research objectives are not clear, the research process is not solid, the procedural materials are insufficient, and they cannot focus on the key words of the topic, which leads to the lack of convincing results. In addition, some teachers do not understand the significance of the promotion of research results. It is not enough for a research result only to help itself, it should be extended to the whole school and the whole region, so that more people can benefit from the research results and promote the seeds of education to take root and sprout.

5. Suggestions for Research Project

In order to solve the problems existing in the research project, the author has the following suggestions.

5.1. Find Teaching Problems and Select Good Project

High school English teachers do research project, first of all, they need to select the topic, to find out what to study and why to study it. However, it is worth noting that not all problems can be transformed into projects, and the selection of topics should be innovative and forward-looking, while taking into account open-ended nature, scalability and extensibility. Generally speaking, it can be selected from the following aspects: firstly, classroom observation. English classroom is the main position for teachers' teaching and students' learning. English teachers in first-line high schools can make use of this powerful condition to observe in class and constantly reflect on and examine their teaching behavior, such as: Why do some students always fail to remember English words? How can students learn the long and difficult sentences in discourse analysis? Teachers should be good at finding and raising problems and try to take measures to solve them (Tang Yuting, 2022). Only the problems found in the classroom and the problems with practical educational significance can be studied to form their own projects. Secondly, research close to the project guidelines. Project declaration has its guide, the applicant should carefully read the national and provincial education science planning project guide, choose the project close to the project guide. Generally, the project guide given is a hot topic of current research, or a problem that needs to be solved. Applicants can study the guide and draw up topics that meet their needs and are closely related to the guide. Thirdly, reflect innovative research. Research project should face practical problems, refine and upgrade existing research, come up with new views, new practices and propositions, and reflect innovation. Under normal circumstances, the innovation of research project is embodied in theory innovation, perspective innovation, method innovation and content innovation. After high school English teachers have determined the research question, they can conduct literature search to check whether the research question has been done by others or whether there are still shortcomings in some aspects, and they can make up for them.

5.2. Strengthen Autonomous Reading, Improve Scientific Research Ability

Theory is the basis of research project. Senior high school English teachers should strengthen the reading of professional books and reserve relevant theoretical knowledge to prepare for research project. The English Curriculum Standards for Senior High Schools (2017 Edition, 2020 Revision) (Ministry of Education, 2020) has pointed out that teachers should constantly update subject professional knowledge, improve their own language and cultural literacy, read more, participate in academic exchanges as much as possible, improve personal digital and

information ability, and strive to update their subject professional knowledge. Through reading and learning, teachers can stand on the shoulders of giants, broaden their horizons, see higher and farther, and it is easier for them to connect with reality in education and teaching, find problems, explore problems and solve problems, and improve scientific research ability.

5.3. Clarify the Responsibilities of Team Members and Record the Research Process

Research project has a certain process. In order to understand the practical problems in education and teaching, researchers need to constantly investigate, practice, reflect, summarize, improve, and then practice, reflect, and improve again. Therefore, researchers should combine the actual education and teaching, study real problems, and do real research. Once the project is established, it is necessary to make an overall plan, clear the division of labor, carefully arrange the research process and design the research parts. In the research process, it is essential to carefully implement the research plan, step by step, and at the same time, it is indispensable to do a good job in the collection of process materials and research results.

Generally, the research project is generally divided into three stages, including the application stage, the research stage and the conclusion stage. In the application stage, the host should convene a meeting of the team members to discuss and determine the project name, research content, research methods, expected results, etc., organize the study of relevant theories, conduct literature search and literature review, and write the application form, etc. The research stage is the key stage of the project research, and the specific operations of each step should be planned in detail. The conclusion stage is the summary stage of the project, which mainly collects process materials, such as papers, lesson cases, questionnaires and report certificates, etc., and writes research reports.

5.4. Integrate Research Results and Focus on Research Issues

If the researchers really implement the experimental process, then the research results will be natural. But the results need to be integrated by researchers. Generally speaking, the research results should present the research characteristics of the project, point to the problem to be solved, and achieve the expected research goals. In addition, the research results can also be in the form of theoretical construction, curriculum development, teaching ideas refining and so on. Process materials such as application form, proposal report, interim report, survey report, interview report, student works and video materials are also an important part of the project results, and need to be classified and archived, so that the results presented at the end of the project will be real and convincing.

5.5. Promote Research Experience to Realize "Win-Win" Result

Yu Jing(2022)said that at each stage of the research, the research members always summarize their experience in the process of practice and reflection, which is very helpful, on the one hand, it can promote them into research-oriented teachers, on the other hand, it is able to enhance their research ability. At the same time, members of the research group can also comprehensively promote and popularize the experience of their own schools or teaching and research groups to form regional sharing in the context of regional integration of teaching and research, and jointly contribute to the steady development of professional development of high school English teachers.

6. Conclusion

The professional development of teachers is a process of gradual, persistent and continuous learning. In the research, high school English teachers will experience the process from unfamiliar to familiar, from the novice to the experts of scientific research. Teachers who have

just entered the research project do not need too much anxiety and worries. If they encounter difficulties, they need to be good at learning and thinking, finding problems, consulting literature, making hypotheses, exploring and reflecting constantly, and finally refining the whole process to form their own research project. Every senior high school English teacher should bravely take the first step to continuously improve their professional level and enhance their academic confidence by doing research, so that the whole teacher career will be happier and have a sense of belonging.

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