Discussion on Reading Strategies for Primary and Secondary School Teachers' Professional Development

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Abstract: Comprehensively promoting the cultivation of primary and secondary school students' core literacy of basic education requires that school administrators attach great importance to the professional development of primary and secondary school teachers. At present, the professional development of primary and secondary school teachers in the increasingly rigid examination-oriented education system has been severely restricted. The performance of the primary and secondary school teachers is deteriorated due to lack of enthusiasm in their work, increasing sense of slack, and decreasing creativity in education. Primary and secondary school teachers are encouraged to conduct extensive professional readings under the guidance of experts so as to enhance teachers' knowledge base, expand teachers' vision, strengthen teachers' ideal and faith, and enhance teachers' education wisdom. The professional reading of primary and secondary school teachers should follow the principles of “not doing business, reading books; not detouring, going straight to the master; not seeking solutions for my use” and carry out professional reading according to the strategy of “loving reading, being good at reading and reading good books” and strive to accomplish cultivating virtues for social commitment and accumulating strengthening for a future rise in education and teaching.

Keywords: Primary and secondary school; the professional development of primary and secondary school teachers; Teacher; The professional reading.

In 2014, general secretary Xi Jinping proposed: "To be a good teacher with the satisfaction of the Party and the people, we must have ideals and beliefs, moral sentiments, solid knowledge, and a loving heart." As a teacher who transmits the way, impacts learning and dispels doubts, the teacher should have the wisdom of leading, ordering, arousing and educating people. Where does the teacher's wisdom come from? Suhomlinski once said, "in order for a student to acquire a light of knowledge, a teacher should inhale the whole ocean of light."
"The source of teachers' wisdom is not only the rational reflection of educational practice, but also the deep thinking on the basis of professional reading. Chuang-tzu said, "the accumulation of water is not thick, then the big boat is also weak." That's to say, if teachers want to have solid knowledge, excellent teaching ability, scientific education methods, they can achieve these only by a large number of professional reading. However, today's teachers in primary and secondary schools are busy with exams all day because of being kidnapped by examination-oriented education, which it leads to the lack of professional reading awareness and ability. In addition, teaching basically resolves around teaching materials, textbooks and supplementary books, lack of wisdom, foresight, clear and open-minded, which cannot truly become the guide of the students' development. Therefore, teachers in primary and secondary schools should take the road of professional reading, like bees collecting honey, collecting the essence of human thought from the knowledge of books, through the process of absorption, processing, refining, construction and so on, new cognition and opinion are produced, and the innovative education wisdom is continuously exported to the students.

1. Analysis on the Dilemma of Teachers' Professional Development in Primary and Middle Schools

On the basis of fully understanding the essence of education, the professional development of primary and secondary school teachers should continuously promote their spiritual pursuit, grasp the educational rules, enhance their professional ethics, expand their knowledge of subjects, strengthen their professional skills and improve their educational level, as the education expert named Yu Yi said, "be a teacher all your life, and learn to be a teacher all your life." At present, the professional development of primary and secondary school teachers under the increasingly rigid examination oriented education system has been severely restricted, which is manifested in the decline of work enthusiasm, the rising sense of professional slack, the decrease of educational creativity and the serious lack of motive force for development.

In recent years, in order to solve the predicament of primary and secondary school teachers' professional development, the national and local financial departments have allocated special funds to carry out "national, provincial and municipal" teacher training, and the school administrators also formulate incentive measures to promote teachers' participation in school-based training and research. There is no doubt that teacher training at all levels has effectively promoted the professional development of primary and secondary school teachers. A number of primary and secondary school teachers, under the guidance of experts, have gradually made their way towards professional development through daily teaching and research work, and have become a famous educational expert in the region. However, we should also be aware of the shortcomings in the training of teachers at all levels, such as the lack of specialization of training content, short training time, lack of individualized training strategies, and so on. According to some training experts after the training of follow-up feedback, we found: some primary and secondary school teachers take part in training not to improve their literacy, but to obtain a credit which is important for them to get a professional evaluation. A small number of teachers have even become training specialists. Over the past few years, they have not only participated in training at the national level, but also in provincial and municipal training. They have taken part in training at the provincial and
municipal levels. Especially in some national primary and secondary school principals' training, after training, the principals' educational management thought still follows the exam-oriented education, according to the students' test results to determine the teacher's performance, reward or promotion. The reason why teachers' professional development in primary and secondary schools is so difficult is mainly due to the lack of professional reading and reflection under the guidance of experts, but all kinds of teacher training at all levels is not able to achieve such a goal effectively. Recalling teacher Li Zhenxi's path of professional development: from Li Zhenxi's office to his study, Suhomlinski's works are everywhere, Li Zhenxi read Sukhomlinski's works for decades as one day, and practiced Sukhomlinski's thought unswervingly, which he was praised as a good teacher of Suhomlinski style in China. Back to Mr. Zhao Qianxiang's "green language" class: "My Chinese teaching reform road, starting from reading, sublimation in reading. Recall the past, I led the disciples to read Yu Qiuyu, Yu Guangzhong, Wang Xiaobo and Zhou Guoping, setting off the first chapter of Chinese teaching reform; looking at this time, I also linked out-of-class reading with the in-class teaching, ushering in the 'Youth Reading Course', so that the Chinese language classroom is endless, and the vitality of the students is unlimited." The enlightenment we get is that professional reading is the only way for primary and secondary school teachers to move towards professional development. Without professional reading, there can be no real development of teachers, and without professional reading, there can be no real high level teachers.

2. Reflection on Professional Reading Confusion of Primary and Secondary School Teachers

General secretary Xi Jinping said, "A person is fortunate to meet a good teacher, a school to have a good teacher is the glory of the school, a nation is constantly emerging a number of good teachers is the hope of the nation." Basic education in China is in the reform practice of promoting the cultivation of primary and secondary school students' core accomplishment in an all-round way. Teachers in primary and secondary schools should have a high sense of mission and a strict sense of responsibility, so that professional reading can really become an important way for teachers to train themselves to the path of professional development. The ancients said, "there is poetry and calligraphy in your belly." The teachers who enjoy reading have their words at hand, load their pages with references and their lessons are full of wit and humour when they are giving lessons. However, it is a pity that most primary and secondary school teachers can hardly get enough time to read professionally under the heavy teaching tasks, complicated examination and evaluation and the pressure of entrance examination. A survey of 3411 teachers from 48 primary, secondary and kindergarten schools in Shanghai by the Shanghai Teachers' Research Institute in 2014 showed that: "82% of teachers read less than 1 hours a day; 79.4% of the teachers bought less than 10 books a year. Among the three ways of reading, browsing, extensive reading and intensive reading, 39.2% of the teachers were viewed mainly by browsing, followed by 32% in extensive reading, and finally the intensive reading accounted for 28.8%. Therefore, it has become an indisputable fact that the professional reading time of primary and secondary school teachers is short, the quantity of reading is less, and the reading effect is poor. On the other hand, with the development of network information technology, Mobile blog, WeChat,
QQ and other communication methods are widely used, however, most primary and secondary school teachers are trapped in a busier and empty trap, which they spend a lot of time shopping, watching episodes, playing games, sending out WeChat, posting photographs and so on in the spare time of heavy teaching. Through these ways, they escape or vent the pressure of the teaching work, completely abandon the willingness and attempt of reading professional books, the original creative teaching work is simplified into short, flat and quick procedural work, such as understanding of teaching materials, practice of knowledge points, high score routine and so on, which turn themselves into knowledge porters, problem trainers. So there is a lack of deep thought on the purpose and significance of education, and the final loss of correct educational ideas and ideas.

3. A Probe Into the Professional Reading Strategies of Primary and Secondary School Teachers

Feuerbach once said: "Man is the product of his own food." Also, Zhu Yongxin indicated: "A man's history of spiritual development is his history of reading." In the professional development of primary and secondary school teachers, we should attach great importance to professional reading. We should treat reading as a way of life with the mentality of "knowing one thing, being ashamed of one thing, seeking knowledge if one is thirsty". At all times and in all countries, every successful educator is a person who builds knowledge system and ability system through a lot of professional reading. The development course of Wang Muchun, the national excellent teacher, is a clear proof. Miss Wang was once lost in the whirlpool of examination-oriented education and lived meticulously, after reading Suggestions Which Give to Teachers[1] written by an educator whose name is Sukhomlinsky, he regained his ideals and passion for education. Since then, it has opened the door of educational reading. The successful case of a 23-year-old teacher named Su Jing who won the first prize of the new teacher teaching competition in Qingdao and has been teaching less than 8 months and studies from Professor Zhu Yongxin as a graduate student without taking the exam is also the strength proof. She loves reading, and reading for a long time is her unremitting pursuit. It is not known how many articles and poems she has memorized behind her blockbuster.[2] So, how do primary and secondary school teachers carry out professional reading activities after busy teaching work? The reading principle of "three noes" advocated by the philosopher Zhou Guoping may be worth learning from: do no decent work and be well-read; avoid detours and go straight to the master; read without thorough understanding and work for myself.

(1) Be fond of reading—the prerequisite for the professional development of primary and secondary school teachers

Education is a career which is easy for people to let the soul cocoon and dust. If the teacher wants to gain the original vision and thought, he needs to consolidate the foundation of his knowledge through a lot of reading. Zhou Guoping, a philosopher, put forward that primary and secondary school teachers should love reading with the attitude of love, so that we can get wisdom in education, keep our minds alive and develop awe-inspiring righteousness. Some primary and secondary school teachers think that primary and secondary education is "paediatrics" and can do well without advanced knowledge. In fact, they don't know how short-sighted they are, how narrow their knowledge is, how vulgar their teaching
is, and how old their methods are. Writing here, we cannot help but think of the teachers of Chunhui Middle School in the White Horse Lake during the Republic of China: Zhu Ziqing, Zhu Guangqian, Kuang Husheng, Fang Guangtao, Feng Zikai, Xia Mianzun etc. Look at the bright names of these celebrities, they are not only the primary and secondary school teachers, but also masters who shock the world. Therefore, we should know that there is no end to the professional development of primary and secondary school teachers, such as Dou Guimei, affiliated to Tsinghua University, Li Xigui, No. 11 Middle School in Beijing, Cheng Hongbing, Jianping Middle School in Shanghai, and Li Zhenxi, Wuhou Experimental Middle School in Chengdu, on the road of professional training, in addition to diligence and ambition, we also need to form their own unique ideas, judgment and independent spirit through a lot of reading and thinking. In 2013, general secretary Xi Jinping said in a joint interview with the BRICs media: "I have a lot of hobbies, the biggest hobby is reading, reading has become a way of life." The love and obsession of reading impenetrated the life track of the general secretary, from the cave in the Liang Jia River to the classroom of the Tsinghua University, from the grass-roots work to the governance of the country, he always regarded reading and learning as a life attitude, a job responsibility, a spiritual pursuit. A philosopher said: "One action is better than a dozen programs."I sincerely hope that the majority of primary and secondary school teachers will take the general secretary as an example, read more books with strong executive power, read good books, and make reading become a conscious action and behavior habit, and bear the responsibility of their own talent, strength, feelings and mission and committed to the prosperity of basic education and social progress of civilization.

(2) Be good at reading—the key to the Professional Development of Primary and Middle School Teachers

The sea of books is boundless and learning is boundless. After all, the life of a teacher is limited. Although the pursuit of learning is endless, it is still necessary to learn well in the course of hard study. Liu Xiang, a scholar of the Western Han Dynasty, once said: "Books are like medicine, the best cure for avoiding people's absurdness if you read them well." Confucius said: "Learning without Thinking is useless." In consequence, primary and secondary school teachers need to be thoughtful, knowledgeable, persistent and sincerely carry out when reading.

Being good at thinking is the combination of study and thought. On the one hand, teachers should know how to choose, pay attention to, dare to question and innovate. When reading, they can neither rely on hearsay nor follow the herd nor be pedantic; they can neither be shallow and vulgar nor lose contact with reality. The teachers' quality that is never tired of studying, study assiduously, dare to doubt and is good at innovation will influence the students imperceptibly, which it can let children benefit the whole life; on the other hand, teachers can't read without understanding, superficial, swallow, but to grasp the essence of the problem, grasp the essence of thought, so as to continuously enhance academic and theoretical foundation, promote professional development.

To be knowledgeable is to read widely. The way to learn lies in being knowledgeable. As a guide to the development of students, teachers should widely learn all aspects of knowledge that are conducive to the development of students. Study philosophical classics, especially the mastery of Marxist theory, can not only exercise thinking, grasp the laws, but also help to
strengthen the ideological quality and strengthen the ideal and belief; read the history of classic, see the success, know the rise and fall so as to gain new knowledge by reviewing old; appreciate the famous literary works which helps edify sentiment and increase talent, so as to "Wisdom in hold, elegance in mold". Revise the ethical classics, know shame, know right and wrong, know honor and disgrace and distinguish good from evil so as to cultivate the great spirit and shape the noble personality. Only by understanding the classics of education, grasping the essence of education, making clear the law of educating people and understanding the methods of educating people can they improve their educational ability. The ancients said that the people who govern the world first govern themselves, and those who govern themselves first treat their hearts. Only when teachers read extensively can they carry a good fortune.

Carrying out sincerely is to learn in order to practice. Reading books and cultivate virtue are the inherent requirement and the only way for teachers to be competent in teaching work. Even if a teacher is "rich in learning and full of ability", she just talks on paper, sit and prattle about the general principle that, which it is not good for education and for the development of students. Adhere to the combination of theory with practice, make full use of the theory learned, insight into the law of education, and promote educational practice through personally practicing. In this way, the value of reading can be demonstrated. Teachers should embed reading, thinking, doing, writing in practice. Read, think, write, follow up. Read to think, think to do, read flexibly, read thoroughly, make the characteristic, write out the style, discover the insufficiency, read back, cycle back and forth, transform from the theory learner to the theory innovator.

Persistence is perseverance, insisting on the combination of the current and the long term. In the age of Internet, knowledge and information are increasing explosively, the shelf life of information is shorter and shorter, and the depreciation rate is higher and higher. The era of people expecting one-time charging to realize their goal in life has passed. People must be like a high-efficiency battery, and only by uninterrupted charging can they continuously release energy, and reading books is an important source of "electricity." Reading is a long and arduous course. Teachers should be good at using all kinds of spare time and read more books about new theories, new knowledge and new skills related to educational practice, from shallow to deep, step by step, little strokes fell great oaks. In this way, they can constantly "refresh" their knowledge base, so that they are always in the forefront of educational reform. Wang Guowei put forward in Poetic Remarks on the Human World: "Those who want to make great achievements, to be great pundits must experience three states, green trees were withered up by zephyr last night, ascending the tower, I found many ways out; Languishing for you and becoming emaciated, I would never repent; for a thousand times, I failed to locate you in the crowd, suddenly, you turned your head and stood where sparse and somber lights were shed. At present, primary and secondary school teachers should fully understand the "three realms" thought that Master Wang Guowei pursues, and not only respond positively to the difficulties faced by the practice of basic education, but also actively respond to the difficulties faced by the practice of basic education through persistent study. They should also take the initiative to respond to the basic education reform with an active life.
Read good books—the guarantee of Teachers' Professional Development in primary and secondary schools

In the era of information explosion, how should primary and secondary school teachers read? The general principle is to go beyond academic and professional restrictions and read classic books freely and across borders. Classic books are all excellent books that record the experience of human civilization after time test. The more they read the classics, the more they can have extensive knowledge, broad mind, lofty faith and strong will. The knowledge structure of primary and secondary school teachers is generally composed of three parts: profound professional knowledge, open humanistic vision and profound educational theory. According to the knowledge structure composition and reading principle requirements of the teachers in primary and secondary schools mentioned above, on the basis of drawing full reference from the existing educational experts' research conclusions, I think that the main books that primary and secondary school teachers urgently need to read are: Suggestions Which Give to Teachers written by Sukhomlinsky, Emel written by Rousseau, Democracy and Education by written by Dewey, Tao Xingzhi Educational Anthology written by Tao Xingzhi, The Happiness of Learning-towards Dialogue written by Zuo Tengxue, Cultivate the Wild and Noble Child written by Ke Ling, Rebuilding the spiritual universe of Teachers written by Li Zhengtao, Read the Children - the Student Psychology Handbook written by Orbital, Selected Readings of the Original Works of Western Philosophy written by Desmokrit, Selected Reading edited by Xe Lang, The Reading World of Children written by Li Wenling and Shu Hua, Aphorisms for Wisdom written by Schopenhauer, The Analecte• The Doctrine of the Mean• The Great Learning edited by Si Lv and Wen Ruoyu, New Concept of Development written by Francois Peru, The Meaning and Value of Life written by Rudorf Eucken. Of course, classic reading is not something that can be done overnight. It requires perseverance and long-term accumulation of time. Every time a teacher reads a classic book, the brain seems to have reinstalled a system of thought, insight, mental vision, and a substantial improvement in the state of mind. At this time, if you look at the perspective of the educational phenomenon, the method, the conclusion will be different. The professional development of teachers can be realized.

Acknowledgement

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