

# The Difficulties and Approaches of Newly Appointed Teachers' Professional Development in Primary and Secondary Schools

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**Abstract:** The mission of school education in the new era is to cultivate high-quality talents for social development. The construction of the teacher team in the new era should take this as the basis to accelerate the growth of a new generation of young teachers, so that teachers at different stages of development can become good teachers in the new era. This paper analyzes the predicaments that new teachers may face at the beginning of their professional development from four aspects: role transformation and interpersonal adaptation, professionalism, teaching practice and specialty development, and puts forward countermeasures and suggestions from the perspectives of new teachers and schools.

**Keywords:** primary and secondary schools; new teachers; professional development; difficulties and approaches

## 1. Introduction

To achieve the educational goals of the new era, training a team of high-quality teachers is a major issue for achieving the educational goals of the new era. Then the training and development of new young teachers has become the most important task, and it is also the basis for the optimization and long-term development of the teaching team. A new teacher is a newly hired teacher, generally refers to a teacher who has just graduated from a higher education institution and embarked on an education job for one to three years. New teachers are active in thinking and passionate, but due to lack of practical experience, they will inevitably encounter some difficulties and obstacles in the early stage of work. Only by finding out problems and trying to solve them can new teachers get long-term development and become the backbone of building a high-quality teaching team.

## 2. The dilemma of new teachers' professional development

### 2.1 Role change and interpersonal relationship adaptation

#### 2.1.1 Teacher role transformation

It is difficult for new young teachers to adapt to the sudden change from the role of students to that of teachers in a short time. In the new era, young teachers have the characteristics of high quality, high educational background, innovative consciousness and a spirit of experimentation, and they often set higher standards for work and study. However, in real work, the reality is often not as expected, and difficulties and blows will inevitably be encountered. New teachers should not only adapt to the change of teacher's role, but also adapt to the change of social role, and clarify the society's expectations of the teacher's role. The role change is a continuous process of running-in. In this process, many challenges will be encountered at the same time. The good career planning before entering the job can easily be replaced by pressure. Therefore, new teachers are prone to job burnout and anxiety, and feel that they are not suitable for educational work.

#### 2.1.2 Interpersonal relation adaptation

First of all, new teachers are faced with the problem of dealing with the relationship with students. New teachers are young and lack experience, it is difficult to establish teacher prestige among students. They don't know how to communicate with students, and they often feel helpless about student problems. The second is to handle the relationship with colleagues. New teachers have just arrived in

an unfamiliar working environment, they do not have a deep understanding of colleagues, and lack communication; the interpersonal relationship between teachers is relatively stable, and they will not pay too much attention to the new teachers, resulting in a sense of helplessness among new teachers. The third is to deal with the relationship with the parents of the students. Due to lack of experience, new teachers may be questioned by parents of students. Therefore, in order to gain recognition from students' parents, new teachers continue to please their parents, which leads to distraction of teaching energy and a sharp increase in work pressure. The last is to deal with the relationship with the superior leaders. Generally, new teachers are not familiar with the school's rules and regulations and the leadership when they first enter the teaching posts, and have little contact. In addition, they are eager to behave at the beginning of their careers and dare not report any problems to their superiors. Finally, the backlog of problems cannot be resolved.

### ***2.2 Professional dilemma***

Professionalism reflects the teacher's work attitude and pursuit of teaching itself. First of all, the new teachers can not fully understand and grasp their work content. Their sense of professional identity is not strong, and they do not regard the teacher's sense of responsibility as an internal self-consciousness. Secondly, new teachers tend to pay more attention to the learning of teaching content and methods in the early stage, but not pay much attention to teacher virtues. Compared with the teaching of knowledge, teachers' spiritual appearance and behavior can affect students more. Good teacher virtues are of great importance to the professional development of new teachers and directly affect teachers' teaching effectiveness. Finally, our country currently allows and encourages non-normal students to apply for teachers, but the teacher qualification examination does not guarantee the professionalism of teachers. The teacher qualification examination emphasizes theory and neglects ability. Theoretical knowledge cannot represent educational accomplishment and educational ability. Even interview can also be practiced in short-term practice. There are few aspects that can be inspected. Inadequate professionalism has caused new teachers to face many difficulties after entering the job.

### ***2.3 Dilemma of teaching skills***

The first challenge for new teachers is teaching. Facing the students with different backgrounds and different learning bases, the new teacher teaching materials are not deep, and they can not grasp the difficulty of teaching well. The students are in the period of rapid physical and mental development, and they are active in thinking and action. The new teachers' classroom management ability is not strong and the classroom discipline is difficult to maintain. In addition, new teachers' teaching methods are not flexible, lack of education wit, and can not properly deal with the emergencies in the classroom. Classroom is the main place for teachers to carry out their work, and there is still a long working period for new young teachers. During this period, how to implement effective teaching and what teaching methods to take has become the first challenge for new teachers.

### ***2.4 The development of new teachers' specialties***

A high-quality and excellent teacher team should be balanced development, but the development of teacher specialties is also indispensable. We should pay attention to and develop the teachers' special features, and make the teachers' ability develop to diversified. However, the current school teacher evaluation mechanism is single, basically focusing on teaching performance and ignoring individual talents, which leads to many teachers who can not be developed and applied and buried. Today is the era of knowledge economy, education is facing various competitions and challenges, and teachers who are devoted to teaching can no longer meet the needs of the development of the times. The purpose of cultivating students is to improve their quality in an all-round way, so what determines the overall development level of students is determined by the "short board"; but for post-service teachers, the decision on the value and height of life is not the short board, but "long board". The value of "long board" is found and developed, and the self superiority is broken through, and the promotion of other aspects of excellent development is affected.

### **3. The new teachers professional development approach**

#### ***3.1 Realize the transformation of teacher's role and adapt to a variety of interpersonal relationships***

First of all, new teachers should realize that role conflicts are reasonable; fully understand themselves, formulate work standards and plans that match their own abilities; actively understand the school's history, culture and school-running philosophy, pay attention to school development, and actively participate in cultural and sports activities, and actively integrate into the new collective. Schools can add psychological counseling in pre-job training, so that new teachers can identify themselves and establish reasonable role expectations. Schools should regularly understand the psychological dynamics of new teachers and invite outstanding teachers to share their experiences; create a relaxed and democratic teaching environment to help new teachers conduct effective teaching attempts and give them teaching autonomy.

For new teachers, it is necessary to enhance interpersonal cognition, adapt to a variety of social roles; adjust their psychological state, enhance professional self-confidence, and actively participate in the training activities organized by the school. Schools should establish a reasonable new teacher training model, broaden the training content, create a harmonious and natural teacher culture, and create a good growth environment for new teachers; open up home-school communication channels to help new teachers solve the communication problems between students' parents; pay attention to the combination of curriculum and Practice, and cultivate the trust relationship between students and teachers; the leadership should actively communicate with new teachers timely to understand the problems in the teacher's work process, strengthen the trust and care of new teachers, and create a campus environment with a sense of belonging.

#### ***3.2 Strengthen the professionalism***

The new teachers should fully understand and perform the contents of teachers' work, have a sense of identity with their profession, including identity with themselves, and their professional values, and further strengthen the professionalism of teachers in the process of continuous teaching practice. The new teacher should pay attention to analyzing the personality characteristics of students in the teaching process, especially primary and middle school students are in a special stage of physical and psychological development. The new teacher has insufficient management experience, and the teacher virtue will better help them to deal with the problems in teaching correctly. In addition, schools should strengthen the induction training for new teachers and provide practical and easy-to-use teaching suggestions. For non-normal graduate teachers, they should provide accurate training, meet common needs, and continuously summarize problems and experience in teaching practice. The new teachers should be given full autonomy in teaching, and the teachers should be evaluated in a diversified way, and their strengths should be affirmed and the shortcomings should be put forward. The new teachers should be inspected in stages to realize the step-by-step growth.

#### ***3.3 Improve teaching skills***

There is a common mode of professional development of new teachers in primary and secondary schools in China: mentoring, also known as pairing. The excellent old teachers lead the new teachers, through lesson preparation reference and classroom observation, the rich teaching experience and education concept will be taught to the new teachers. In addition, schools can regularly organize teaching appraisals, evaluate each other, exchange teaching methods and difficulties, and learn from the teaching experience of different excellent teachers. Open classes are also a form of activity for new teachers to quickly and effectively strengthen their teaching skills. Organizing open classes can enable new teachers to continuously try and reflect, solve puzzles, sum up experience, and quickly promote the growth of new teachers. In addition, the most important thing for new teachers is to improve their professional level, to learn, to reflect diligently and to face their own shortcomings directly. No matter how much external guidance and knowledge instillation remain on the surface, only when you truly understand and apply it, can you promote the growth of teaching skills and professional development.

#### ***3.4 New teachers' specialties development approach***

##### ***3.4.1 Academic Innovation***

The new teacher has experienced professional higher education, has solid professional theoretical

foundation, broad vision, comprehensive ability to develop new fields, and the methods to master innovative knowledge. They have learned and mastered a certain theoretical research foundation during school. Sometimes teaching experts may not be able to write good articles, so new young teachers who participate in scientific research can keenly discover problems in school education and teaching. Combining academic theory with school education and teaching practice to form research results and apply them to practice, providing theoretical basis for the development of the school and guiding the improvement of education and teaching.

### **3.4.2 Participation in school management**

The school management requires the participation of many aspects and departments. As front-line workers, teachers have the most personal experience of students, teaching and management, so it is essential to encourage and support teachers to participate in school management. The complexity of school management requires the wisdom of teachers. And the new teachers' different professional backgrounds and solid theoretical foundations can make up for the lack of theoretical information of managers. For new teachers with management ability, it is necessary to encourage them to participate in school management, and to inject fresh ideas into school management. Allowing new teachers to participate in school management is an affirmation of their knowledge, skills, trust and work enthusiasm, which in turn will generate work enthusiasm and a sense of responsibility. They will surely return with higher work efforts and results and become a direct driving force for their professional development.

### **3.4.3 Specialty technology**

In addition to teaching technology, there are some auxiliary technologies that have an important impact on teaching effects, such as: network information technology, multimedia information technology, etc. Schools can make use of the technical expertise of new teachers to form a teaching team and train a group of backbone teachers who are willing to adopt informatized teaching methods, improve teaching methods and models, and influence more teachers. In addition, there are extracurricular technical skills, such as calligraphy, dance, art, music, etc., which can use teachers' expertise to form relevant teams to enrich teaching content and curriculum settings, which is conducive to the development of distinctive school-based courses.

## **4. Conclusion**

The professional development of new teachers is the beginning of the professional development of teachers, the foundation of the construction of high-quality teachers in the new era, and the key to the rise and fall of future education. By analyzing the predicaments of the initial professional development of new teachers and training methods, a group of teachers of the new era with noble morality, deep learning, outstanding ability, unity and cooperation, diligent learning and thinking are created, so as to lay a solid foundation for the realization of the educational goals in the new era.

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