

MANAGEMENT AND INNOVATION OF PERSONAL DEVELOPMENT OF TEACHERS IN CHINA'S EDUCATION AND TRAINING INDUSTRY

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Abstract: *After years of development, the number of education and training institutions has decreased but the market size has continued to increase. The reason is the rise of online education. The development trend of combining online and offline education needs to innovate the personal development of teachers. This paper studies the development trend of the education and training industry, draws inspiration from the development trend for the personal development of teachers, and builds a personal development model for teachers based on the iceberg model. It is intended to provide innovative suggestions for the development of teachers in the education and training industry.*

Keywords: *Education and training industry, Teacher's personal development, Management and innovation.*

1. INTRODUCTION

Development and innovation are eternal themes of education. The personal development of teachers is closely related to the development of training institutions. To improve the quality of education, we must first promote the personal development of teachers in institutions.

The former Soviet Union's famous educator Krupskaya once said: „The profession of teachers is the most important and glorious profession.” The value and honour of teachers lies in training talents and fulfilling their due responsibilities for social progress. Domestic and foreign scholars have the following views on the definition of teacher development:

Haiyan Wang (2009) believes that according to the current research on the connotation of teacher development in China, the concept of teacher development basically involves the teacher's own life experience and experience, as well as the external environment that is closely related to teacher growth. It includes not only the personal development process of teachers' growth, but also the attention to the whole teacher team. It can be said that teacher development refers to the promotion of professional qualities of teachers in the educational process, and also refers to the educational process of promoting professional qualities of teachers [1].

British scholar Evans (2002) wrote in „What is Teacher Development? The article defines teacher development as „a process in which the professionalism of teachers and the professional status of teachers are considered to be likely to be improved” [2].

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Congman Rao (2009) pointed out that teacher development is a lifelong or long-term process. In teacher development, the result is temporary and the process is long-term and continuous. At the same time, in terms of the elements and dimensions of teacher development, teacher development should be a combination of teacher personal development, professional development and social development [3].

It can be seen from this that scholars believe that teacher development is a process, a process of continuous evolution and change and innovation. The content of teacher development should be a combination of professional development, personal development and social development.

2. ANALYSIS OF THE DEVELOPMENT TREND OF CHINA'S EDUCATION AND TRAINING INDUSTRY

With the economic development, China is paying more and more attention to education, and some preferential policies have introduced education and training institutions into the market in large numbers. After years of development, competition among education and training institutions has become extremely fierce. The number of education and training institutions in China has decreased from 147,700 in 2010 to 81,100 in 2018, which has decreased by nearly 70,000 in nine years [4].

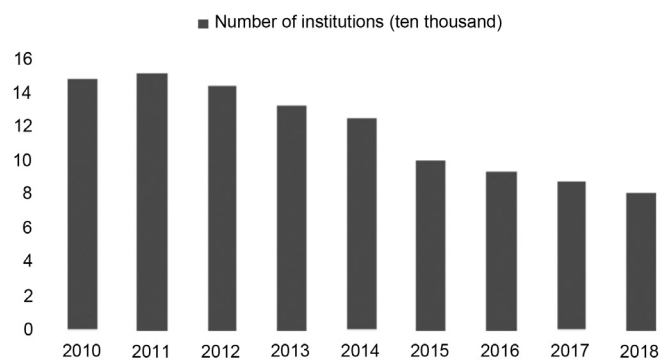


Figure 1. Number of educational and training institutions in China from 2010 to 2018

Source: Culture committee, 2019

2.1. Numbered Lists

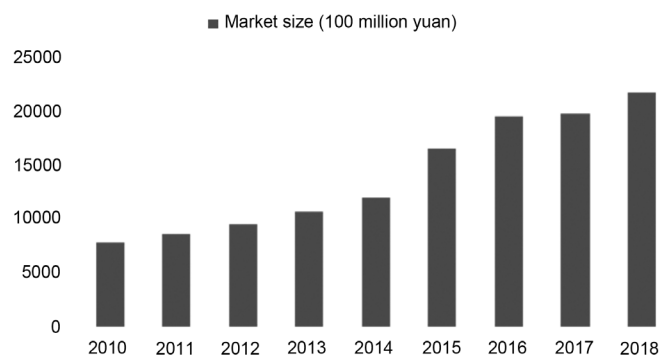


Figure 2. Market Size of China's Education and Training Industry, 2010-2018

Source: Culture committee, 2019

Although the number of education and training institutions has decreased in recent years, capital injection has not decreased, and the market size has increased. The reason is that online education has become an emerging hotspot in the consumer market. Prospective Industry Research Institute's „2019

China Online Education Industry Market Outlook Analysis Report” shows that In the next few years, the scale of online education users will continue to grow at a rate of about 15%, and it is expected to exceed 400 million people by 2024, and the overall market size will exceed 450 billion yuan [5].

COVID-19 has swept the world since January 2020, leading to the demise of many companies and causing damage to the global economy. In China, many small and medium-sized education and training institutions have stopped work or even closed down during the epidemic, but online education and online office have become new „needs” and appear vibrant, especially online education. According to the calculations of the EO Intelligence, only in the K12 stage, the epidemic has promoted the scale of online education personnel by nearly 10 times [6].

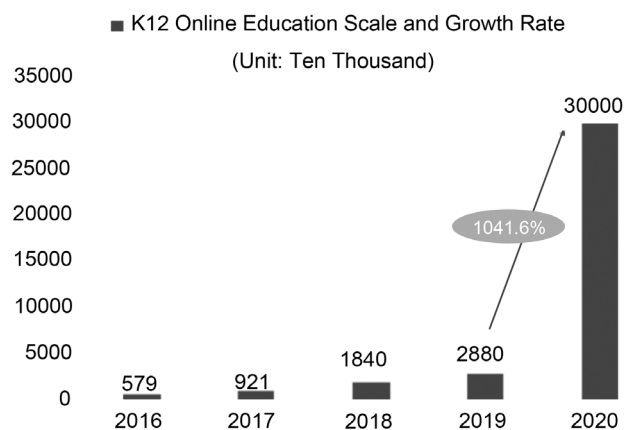


Figure 3. K12 online education scale and growth rate

Source: EO Intelligence, 2020

The new coronary pneumonia epidemic will help reshape the entire education industry and promote the transformation of the education industry. However, no matter how great the advantage of online education is, the “atmosphere” of offline learning is irreplaceable online. Most online education will rely on offline venues, and then integrate online resources for brand traffic. Therefore, the mixed education ecological model of online and offline is the mainstream of the future.

3. ENLIGHTENMENT OF THE DEVELOPMENT TREND OF ONLINE AND OFFLINE INTEGRATION OF EDUCATION AND TRAINING INDUSTRY ON PERSONAL DEVELOPMENT OF TEACHERS

- a. Learning new knowledge and skills such as internet and live broadcast. In addition to the knowledge and skills of teachers in offline institutions, the development of the Internet requires teachers not only to understand education, but also to understand the Internet and marketing and services, which requires teachers must improve their various aspects ability and value.
- b. The development of teachers’ „host” ability. In a sense, distance teaching is actually forcing teachers to become „anchors” and learning to face the camera instead of demonstrating their prepared teaching content in institutional classrooms. Demonstrate teacher’s teaching ability, and review your teaching ability from the perspective of the audience by watching the recording.
- c. Teachers’ innovation and communication skills improvement. Online teaching methods and atmosphere are completely different from offline. Make full use of network resources and innovate teaching methods and courses. Teachers’ language expression should

be more attractive and inspiring, maximizing the benefits of each online class; in addition to innovative ability, online education makes it easier for teachers to communicate with each student and their parents and understand the teaching effect.

- d. The improvement of teachers' personal sense of accomplishment. Without being bound by institutions, stand out online. Zhang Hao, the founder of „Crazy Teacher”, said: „A teacher, if he can show himself without any effort, is in itself the best textbook in the minds of students.” The Internet has endless charm, so that the teachers who only used to teach have grown into experts in building brands, becoming spiritual and material. Double „millionaire” [7].
- e. Provide new promotion positions for teachers. Training institutions are generally not large in scale. Small training institutions lack planning for the career development of teachers and the career path is narrow, resulting in high teacher mobility and high turnover rates. Many teachers use training institutions as a springboard to jump into the public-school system or start their own businesses. New job promotion and salary benefits can better retain teachers and enable teachers to develop.

4. THE CONSTRUCTION OF TEACHER'S PERSONAL DEVELOPMENT MODEL AND SUGGESTIONS TO THE INDUSTRY

a. Personal development model construction

The iceberg model is a famous model proposed by the famous American psychologist McClelland in 1973. The so-called „iceberg model” is to divide the different expressions of individual personal qualities into the surface „above the iceberg” and the hidden „The part below the iceberg”.



Figure 4. The iceberg model

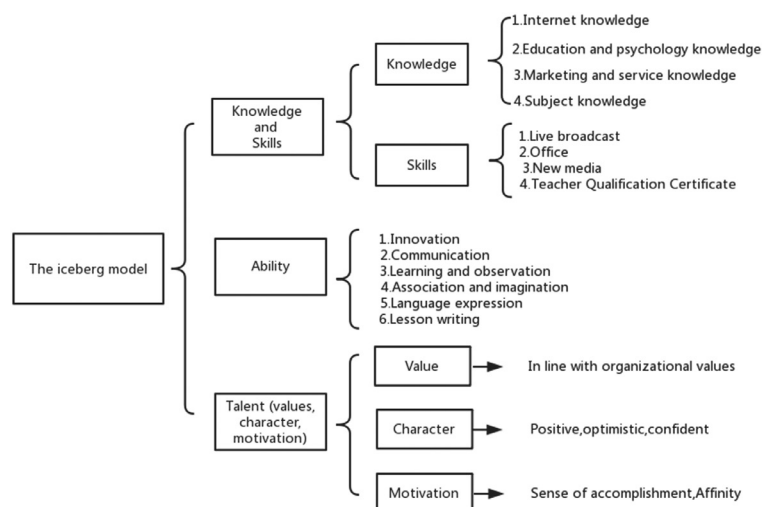


Figure 5. Personal development model construction

Source: Author's

b. Suggestions on personal development management of industry teachers

The iceberg model is described from three aspects of personal development.

Knowledge and skills are easily acquired by teachers through learning. If knowledge, skills and work do not match, teachers will feel panicked and feel heavy workload. Training institution's solution to this problem is to make up classes and train teachers.

Competence is part of the general field and is not easily acquired by teachers. If the ability does not match the work, the teacher often feels deeply powerless because of the low efficiency of the work. Training institutions need to train teachers' abilities in all aspects for a longer period of time.

The level of talent (values, character, motivation) is difficult to observe and hard to cultivate. If the personality of the teacher does not match the work, the teacher will feel tired, and the institution needs to adjust the teacher's psychology. Institutions need to hire psychologists or establish psychological departments. The completion of teaching projects, parent and student recognition, and institutional rewards can greatly increase teachers' sense of accomplishment. Affinity enables the staff of the organization to coexist peacefully, with a good working atmosphere and a comfortable mood.

5. FUTURE RESEARCH DIRECTIONS

Online education in the education and training industry is constantly emerging and slowly maturing. There are a large number of institutions in China that focus on online teaching, such as zhangmen one-on-one, VIPKID, DaDa English ... enter 2020, in China has opened a new offline education counselling institution. If there is no online teaching system or online assisted learning system, the starting point of this institution will no doubt fall behind. In the future, the education and training industry will be mainly offline, supplemented by online and offline teaching methods. With the continuous development of society and technology, the requirements for teachers are becoming higher and higher. Institutions and teachers must work together to develop themselves.

6. CONCLUSION

Personal development changes with the times and keeps pace with the times. Institutions should follow the trend of social development and inject new vitality into the development of institutions. Innovate the internal teacher personal development system to assist teacher development, so as to achieve mutual benefit and win-win for personnel and institutions.

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