

## Exploring into teacher's specialized practicality

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**Abstract:** Teacher specialization is a subject with very strong practicality as regards its essence. This paper analyzes the main problems of the existing teacher professionalism, poses and argues the 3 hypotheses of teacher professionalism. Around the reality of teacher professionalism, the author brings forward and establishes a new teacher evaluation system, which reflects the diversity of the main body for the evaluation, the diversity of evaluation content and the multiple of evaluation process and result. The new pattern is conducive to the right direction of the practicality of teacher professionalism, reflected as follows: Teachers' whole course of specialized practice is setting out from students' life world, clasp the exploration and consideration of human nature with kindhearted and pitiful heart, opening students' soul world through the convection of the emotion and by stimulating one's volition so as to make knowledge get natural formulation.

**Key words:** teacher specialization; human nature; the life world; the soul world

### 1. Introduction

As we all know, the existing teacher education specialization is the integration of professional knowledge, professional skills and professional attitude, which is a subject beyond the content of professional education and practice of teacher professionalism contributing together and it is led and controlled by the modern pedagogy. The teacher professionalism reinforces the teachers' Discourse Power, it can easily lead to a one-way transmission of education and it is not conducive to the convey of the formation, the formation of a harmonious context and the use of wisdom for teachers and students in education. Professionalism of teachers can not just rely on the accumulation of knowledge, nor it can broad and package knowledge to complete, it must be based on an insight into and compassion of human nature, based on subject expertise skill and control, based on the understanding of educational life as well as educational theory as a kind of wisdom. As for the professional standards, many scholars have very similar views to highlight the professional practice of teachers intentionally or unintentionally.

Shulman, the Carnegie Foundation for the *Advancement of Teaching* summarized teacher professionalism as:

To be responsible for and have the duty to serving for the other people of the society; to grasp and understand some academic and theory; to have the proficient ability to take part in experiment and practice in some fields; to have the ability to judge inevitably under conditions of uncertainty; to have the ability to study continually from experience as the interactive needs of theory and practice and with professional groups of teachers to monitor the quality and continuous learning. (XIE, 2000, p. 120)

Japanese scholar Manabu (2003) characterized this analysis as follows:

"Skilled personnel" model of professional practical is to abstract the complex situations and events, which can be summed up as simply as possible to express the concept and principles, thus broadening the "definitiveness", but

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“reflective practitioner” model of professional practical, it is to explain seemingly the diversity and complexity of simple situations and events and actually inquire “uncertainty” of the world in-depth. In this inquiry and expression, the former uses of “paradigm style”, but the latter uses “narrative style”.

As for many researchers, the understanding of teacher specialization should be paid attention to the complexity and uncertainty of the practical process of teacher professionalism, but for how to implement the practicality of teacher specialization and how to deal with the complexity and indeterminacy, theoretical considerations are not enough.

## 2. Hypothesis

The existing administration system of teacher professionalism is a bureaucratic organization where the teachers are in the bottom of the management. Such institutional theory emphasizes organizational effectiveness, efficiency and a commercial objectives, however, the status and value of human is stripped away, which formed a worldwide commercial or market-oriented model. Sullivan (1999) pointed out that this model ran counter to this ideal of learning community, impaired the morality of teacher professionalism and formed teachers' unhealthy competition. The negative effects of this model are obvious. By the laws, regulations and the top-down hierarchical administrative system and because of the lack of human care, the teachers treat the students in the same way. The autonomy of teachers are bound by such a system and it has shrunk significantly higher levels of specialization, so, between managers and teachers, teachers and students, it lacks of interaction, understanding and dialogue. Scientism by an overwhelming tendency to conquer the field of natural sciences is like the same trend in other fields to conquer educational philosophy and practice. In education, in highlighting the central position of the value of knowledge, teaching knowledge becomes the main objective of education and students become the tools to accept knowledge. With the corresponding teacher evaluation system, students' academic performance becomes the primary evaluation criteria of the teachers, resulting in simple and single teacher evaluation, which just focuses on results, not process-oriented; considers only the leaders, not the teachers and students. This results in the practice of teacher professionalism: Teachers become the absolute subject; Students suffer neglect; Knowledge becomes the sole; Interests and hobbies are cast aside; Attention are paid to result-oriented and conclusion; The process of knowledge-based and knowledge generation are ignored.

According to the existing teacher professionalism, the following 3 assumptions are to be made:

(1) The assumption of the human education world

In the education world, neither God nor beast exists, there is only the human. To a certain extent, education and the human world are more concerned about the natural attributes of humanity, such as human freedom, human needs, human yearning for the happiness, and so on. So the understanding of human is an important aspect of teacher specialization.

(2) The hypothesis on both the knowledge and life world

Education develops as the maintaining of human and socio-culture, which can not exist if isolated from life. It is clear that in education, it is difficult for the educators and learners to run directly into the knowledge of the world to achieve the aim of professional teacher level. Therefore, life world also comprises a significant part of teacher professionalism which can absorb the students into learning activity.

(3) The hypothesis on soul world

Living in the humanity education world is properly affixed into the life world that can raise the level of

teacher professionalism to create a harmonious atmosphere. However, the process of educational practice between teachers and students, availability of emotional convection, the will of boosting, the knowledge of the collision and burst are the most important for the professional level of testing in practice. The world which consists of the emotion, the will and the wisdom is the spiritual world.

### 3. Argument

The accomplishment of the whole process of teacher specialization needs to go forward three gates such as the first gate of human world, the second gate of both the knowledge world and the life world and the last gate of the open-mind world (see Figure 1).

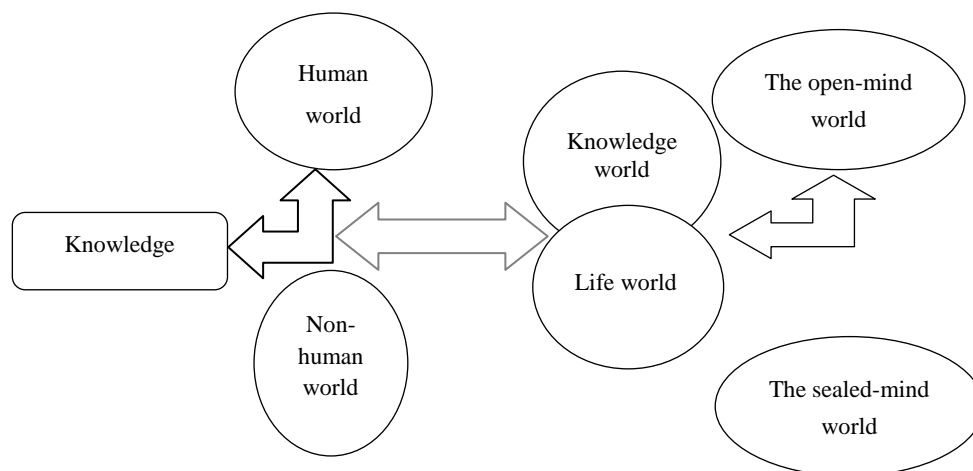


Figure 1 Three gates of education world

#### 3.1 The first gate of teacher specialization

It is well known that the education world only owns human, not non-human. Everything that people can be access to education is no other than human. “Only the persons are the living things who need education” (Kant & QU, 1994), “Only people can educate people”, “The human born in the world has many undeveloped germs”, “Education is to make these germs growth and achieve a balanced development of his natural endowments” (Kant & QU, 1994), so the nature of human is closely with education. The reason why people have education is not only that people know their today is their past’s tomorrow, their future is today’s tomorrow, but also that as follows: Humankind has its language and communicates with each other easily, which depends on humankind’s innate thought. In the meantime, the most important is that labor not only creates human, but also creates education. It is obvious that education can not exist without human.

Since the human world is the first gate of education, there are no reasons for the teachers to neglect their students or not regard them as human. On the contrary, there is a phenomenon in education that deviates from the human world. Lacking of respect for students’ needs, suppressing the personality of students and many other phenomena among the teachers do not have a very low proportion. One reason is that the study of teacher professionalism can not pay importance to that students’ existence is a key factor in practice. Another reason is that the traditional habit that teachers dominate the purpose, the process and the evolution of education can not be eradicated generation by generation.

Actually, the deviation in education from the human world means the access to the gate of non-human or

cruel beast world, which is a fatal mistake that never achieves the aim of knowledge in the process of teacher professionalism.

### **3.2 The second gate of teacher professionalism**

The second gate of teacher professionalism is the intersection of both the knowledge world and the life world, which will refer to the resort of knowledge and/or the methods or ways of knowledge. The traditional method thought that teachers can directly impart knowledge to students, so education can directly enter into the knowledge world. In contrast, the modernist John (1956) advocated that, "The nature of children is to achieve their mission", which means that education is life or education needs to go into the life world.

It is clear that in education, it is difficult for the educators and the learners to run directly into the knowledge of the world to achieve the aim of teacher professionalism. Knowledge world is relative to the living world, which means that uninteresting, monotonous, lack of emotion and love would make it difficult to stimulate students to actively study with an effort. For the "only rational doctrine of the world" or "the world knowledge dominant", education highlighted the acquisition of knowledge, intelligence training goals, the dominance of articulate didactic and intellectual training became the educational core as one of the entire educational goals. The result is the intensified tension relationship between teachers and students and exclusion all the dissidents contrary to the "only reason" to form a monopoly of knowledge in education and control. The practice of this kind of education at best can achieve a "statement of facts and truth", and "moral legitimacy", but seriously not "in line with the rules of the intelligibility of language" and "inner expression of sincerity" (Juergen, 1989). This will inevitably lead to cognition out of the emotion and the inclination, the educators are isolated from education groups. Similarly, education can not enter direct into the life world, where there is no knowledge. The life world is an open system that is mixed and disorderly. In such an "entropy" increasing number of the open system, if there is no effective supply of energy (knowledge) at any time, it will lead to a decline in education quality.

Actually, the knowledge world lacks the interesting, affinity and emotional appeal, whereas education is inseparable from the knowledge world. Similarly, the life world is an extremely complex world full of difficulties and challenges and it needs the access of knowledge by education. "Knowledge is the result of a solution to the problem situations through the operation to problematical situations" (John, 1957). So, how to deal with the relationship between the knowledge world and the life world is important in education.

### **3.3 The third gate of teacher professionalism**

The claim that the subject of education is human (the teacher and the students) and education is in the intersection of both the life world and the knowledge world, does not represent the all of education. The most central is that education is the soul and the spirit. From a higher level, understanding is the essence of human (TIAN, 2009), and education is inevitably the open soul, the happiness of the spirit and the awakening and consciousness of the soul.

The basic reason for that human civilization can continue is the result of education. The effectiveness of education is determined by the transmission of knowledge and innovation from generation to generation. How to transmit and innovate knowledge is the most important step for teachers to lead students to the final and ultimate objectives of education. "Promoting change within students or training students to promote change in attitudes, knowledge, or behavior outside the classroom requires that students have a backgrounds panning the layers of context within which the target behavior exists" (Beth, et al., 2008), it means that teachers must help the students to create a harmonious and happy soul situation in which they can communicate freely. To foster classroom environments is critical, honest and safe enough for the form of knowledge lies in which students can keep a good

state of spirit or mind. What educational activities concerned is how to best mobilize and explore the human potential, as well as how to best promote the possibility of man's internal spiritual to build. In other words, education is human's soul or spirit education, not the accumulation of knowledge or cognition. The purpose of those who are educated is that they are clever and full of talent and wise so that they can stay at the door of fate and they are the foundation for their own fate roots.

To enter into the soul world of education is the most important in the process of professionalism, instead of giving priority to education for knowledge. Education needs to devote itself to seeking and promoting knowledge transformation into wisdom by rational means, wisdom as the capacity to judge and realize what the value of life is for oneself and others thus includes knowledge, but knowledge includes no wisdom. Only knowledge is absorbed by human and can transform into wisdom. There are many differences between human's absorption of knowledge and absorption of food, the biggest difference is that the former needs the participation of the will, emotion, interest, and so on, while the latter is mechanical and passive. A basic task ought to help the students know how to learn knowledge and transform knowledge into wisdom to enjoy their future happy life, which should become the ultimate goal of education.

#### 4. The proposal for the corresponding mechanism system

The implementation of teacher professionalism depends on teachers' respect on their students, lies in knowledge and life in an appropriate their way to enter into education and more resides in people's mind world actively participating. Thus, the implementation of teacher professionalism is extremely complex and can not just rely on single-objective, results and knowledge to quantify, which determines that the professional management of teachers should not be placed in market-oriented model or bureaucratic system, it should be an independent body or mechanism, and its corresponding model should be an academic model or an academic authority mechanism.

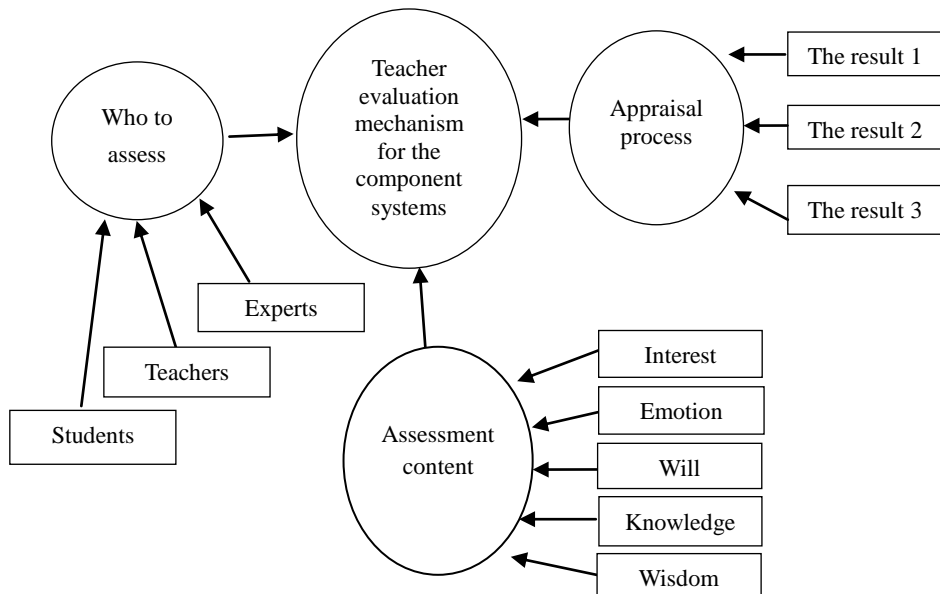


Figure 2 The new teacher evaluation mechanism

The establishment of new academic authority mechanism of teachers can help implement the corresponding evaluation mechanism in order to change the pattern of a single teacher evaluation. Academic authority

mechanism should be composed of the well-known teachers' experts with rich experiences. The new teacher evaluation mechanism is shown in Figure 2, which is formed by the subject, the context, the process and the result of teacher evaluation.

The new teacher evaluation system is organized and planned in the academic power to run, changing a single mode which only pays attention to knowledge for commercial purposes. The new evaluation system reflects diversity of the main body for the evaluation, the diversity of evaluation content and the multiple of evaluation process and the result. This evaluation system is conducive to teachers' attention in the process of education to the human subject—the students themselves, is conducive to teachers' care for students' hobbies and interests with knowledge can be naturally linked to life, contributes to the process of dialogue between students and teachers, conduces to entering into the soul world of the students and is helpful to the transformation and generation of knowledge.

## 5. Conclusion

The subjectivity of human in education, the complexity of life world and knowledge world of education, the nature of human's wisdom of education determine that teacher professionalism is a very practical issue. The practicality of teacher specialization lies on whether the students are regarded as human, whether the knowledge world or life world are considered the same and whether the soul world is open.

The purpose of teacher specialization is to link knowledge, wisdom, human and life together, reside education in emotion, endow education with a kind of happy psychological intention, open the door of mind world in education and transform knowledge into wisdom naturally.

The whole process of teacher professionalism is that education should make knowledge start with the life world, the teachers should hold care, kindness and compassion on the students as human and education should be promoted not only by the teachers but also by the students themselves.

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