

Exploring the Professional Development Path of Secondary School History Teachers

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Abstract

The professional development of teachers is an eternal topic in the field of education and teaching. The professional development of secondary school history teachers is based on the collective demands of students, history teachers and history education, and it covers mainly history education and teaching ability, historical literacy and historical awareness. In order to promote the professional development of secondary school history teachers, the main body should focus on teaching preparation, expand history reading, and strengthen research writing, thereby continuously promoting the professional development of Chinese secondary school history teachers in the new era.

Keywords

Secondary school history teachers; Professional development; Pathways; Education and teaching.

1. Introduction

Education is the key to a hundred-year plan, and teachers are the key to revitalizing education. In today's society, teachers have become an important force in promoting economic and cultural development and social progress, and they are also important trainers of the new generation of socialist builders and successors. At the same time, with the continuous promotion of the new curriculum reform, the professional quality of teachers has become an important factor in the deep development of the reform. Blakeman (USA) has defined the professional development of teachers: regardless of the evolution of the times, whether spontaneous or sponsored, teachers are always continuous learners, and this learning is professional development. In the case of secondary history teachers, how do they properly understand, comprehend, and internalize the secondary history teaching profession in which they are engaged? How does one undertake the enhancement of secondary history teachers' professional competence? How to grow from an ordinary secondary history teacher to a master teacher of secondary history? The author is not shallow, the following is intended to explain the necessity of professional development of secondary school history teachers, covering the content and enhancement paths, in order to educate the public.

2. The Need for Professional Development of Secondary School History Teachers

2.1. Requirements for Student Growth and Success

Students are the subject of education. "All for the students, all for the students, all for the students" is the vivid embodiment of adhering to "student-oriented" and "learning to teach". History education is different from the study of history. In addition to having basic historical literacy, secondary school history teachers need to face a group of mentally-advanced secondary school students, which requires secondary school history teachers to understand pedagogy, psychology, the requirements of social development for talent training, and the

practical skills of teaching and management. Therefore, we can find that the main audience of secondary school history teachers' education and teaching is students, and thus one of the primary factors to promote the professional development of secondary school history teachers is the requirement of students' growth and success. From the students' perspective, we can explore the students' demands on the secondary history classroom and secondary history teachers, and then we can promote the professional development of secondary history teachers in a targeted manner. What is the purpose of our history education? According to Taiwan's Professor Chang Yuan, the purpose of history education is twofold: a clear mind and a kind heart. We should not only impart knowledge, but also guide students to adapt to the ever-changing needs of society, to help them achieve self-fulfillment, and to lay the foundation for a happy life in the future. The value and significance of history education lies in "the ability of students to acquire in the process of teaching and learning, to gain some insights from historical reality, and thus to enhance their ability to learn continuously, to investigate actively, to adapt to life, and to reflect on society." [1]

2.2. The Intrinsic Need for History Teachers to Grow

Teaching and learning should promote and develop each other. In common social perceptions, teachers' professional development is mostly considered from the standpoint of students and schools. But in fact, promoting teachers' professional development is essentially an intrinsic need of teachers themselves. In the eyes of some students and parents today, history is called a "bean-sprout subject" and secondary school history teachers are in a slightly awkward position as a result. In this context, if secondary school history teachers still leave their professional development to chance, it will be more difficult to break out of this rut, not to mention the important value of history as a discipline for nurturing people. On the other hand, as a humanities subject, it is difficult to have the practical effect of a science or engineering discipline, and the impact of history on human beings is more cultural, spiritual and ideological. Jaspers once said: "Why study history? Because life is endless, incomplete, and at the same time impossible to be complete, so he will have to go through the changes of the times in order to comprehend eternity, and this is the only way for him to reach eternity." [2] For secondary school history teachers, the value of the subject of history is implicitly and progressively presented, and the process of internalizing the value of history is the necessary way for secondary school history teachers to move from being ordinary teachers to being master teachers. In this dynamic process, the endogenous motivation of secondary history teachers to pursue professional development can be steadily increased to a corresponding degree.

2.3. Foundations for the Development of History Education

The professional development of secondary school history teachers is a prerequisite for history education to be able to make great progress. "Without good history teachers, there is no good history education." [3] As one of the subjects of the "student-teacher" dichotomy in the history education classroom ecology, the secondary history teacher is the leader, designer, and implementer of the dynamic process of history education. Thus, to a certain extent, we can assume that the level of professional competence of secondary history teachers directly affects the level of development of history education. It is also because of the important influence of secondary history teachers on history education that the support and promotion of secondary history teachers is indispensable for history education to achieve significant development and continue to advance in depth.

3. The Content of Professional Development for Secondary School History Teachers

3.1. History Education Teaching Ability

History teaching ability is mainly expressed as the professorial ability of secondary school history teachers in the history classroom, which is the concentration of lecture effect during the interaction between students and secondary school history teachers. "The external expressions of history teachers' academic and pedagogical skills mainly include temperament, image, and talk. Among them, language can most concentrate the essence of liberal arts teachers, including the oral language used in teaching" [4] In terms of language, in the long-standing classroom teaching, secondary history teachers mainly teach through the lecture method and narration method, teachers' quality classroom language is one of the classroom teaching success The quality of classroom language is one of the elements of successful classroom teaching and is also a reflection of the teaching ability of secondary school history teachers.

Further, in education, Locke argued, "The important work of the teacher is to cultivate in his pupils manners, to cultivate the mind; to form good habits, to adhere to the principles of virtue and wisdom; to impart, little by little, ideas about mankind; to make them love and imitate good and praiseworthy conduct... .." He believes that it is history that teaches the most lessons, and that it is history that gives the most pleasure. [5] And specifically to the field of history education, Zhao Yafu argues that "history education is part of the experience and understanding about the human past, a type of knowledge it imparts, or a way of thinking." [6] This requires secondary school history teachers to teach basic historical knowledge on top of being able to "educate people with history and transform people with history" and cultivate students to form a "historical" way of thinking; in addition, they should also give full play to the moral education function of history education, in In addition, it should also give full play to the moral education function of history education and strengthen its value-led role under the guidance of the general goal of "cultivating people with moral values" and the materialistic view of history.

3.2. Historical Literacy and Historical Awareness

"History classes are not instrumental courses. non-instrumental history classes emphasize their own professionalism, and this professionalism originates from historiography in the first place. Therefore, the study of history teaching and learning in basic education, both theoretical and practical, without the deep involvement of historians and historians, will not be able to reach a high level of maturity, and no exception is made for history education in China and abroad". [7] In schools, the purpose of studying history is to train "educated" people. And the basis of "education" is based on the knowledge of a wide range of knowledge, a wide range of the foundation, if the specific knowledge of history, "education" will only become a loft in the air, there is nothing to talk about, nothing to rely on. Therefore, historical literacy is the primary prerequisite for secondary school history teachers to carry out history education and teaching, to keep abreast of new ideas and materials from the historical community about relevant history teaching content, and to integrate historical research results and quality historical resources with history teaching based on history curriculum standards, history textbooks and students' actual conditions. Further, secondary school history teachers need to have historical consciousness on top of historical literacy. "Historical awareness is a complex system of thinking covering subject literacy Historical awareness is based on sound historical cognition and is transformed into problem-solving ability through historical thinking. Moreover, both historical cognition and problem awareness deserve to be given meaning in action." [8] Historical consciousness is a systematic thinking distilled from the vast content of history and is an important idea to guide practical actions. For both secondary school history teachers and students, historical consciousness is essential for the relevance of the subject to

be realized. Thus, historical consciousness is an indispensable ability for secondary history education to make progress in professional development and to grow step by step into a master teacher.

4. Paths of Professional Development for Secondary School History Teachers

4.1. Focus on Teaching Preparation

The professionalism of secondary school history teachers must be accumulated slowly in the process of education and teaching, and one of the important elements is daily teaching preparation. Lesson planning is part of the daily work of secondary school history teachers, but because of its basic characteristics, some secondary school history teachers are only superficially involved in this area, and it is difficult to go deeper. Some scholars point out that secondary school history teachers should engage in "connotative lesson planning" and suggest that "connotative lesson planning means that they can step out of the traditional rut and mechanical thinking, stand at the height of the curriculum to understand the content of the textbook, so that they can continuously explore the textbook and learn to 'teach with the textbook'; from helping teaching with the materials'; integrating course content from the perspective of helping students understand; and reflecting on teaching materials and teaching from the height of promoting their own professional development." [9] Secondary school history teachers can use important knowledge points as breakthroughs in their daily teaching and lesson preparation, accumulate a certain amount of case experiences, and reflect on their teaching in order to find ways to effectively improve their educational literacy. In this process, teaching and judging historical figures is always the most interesting topic for students in the process of receiving history education. For example, in the teaching of "The Foreign Affairs Movement", students are guided to judge the merits and faults of the historical figure Li Hongzhang in the classroom. This is naturally a grand topic, but for secondary school students, but still has educational value. In teaching practice, students should be guided to think from the perspective of historical evidence and historical interpretation, taking into account the domestic and international context of the Qing Dynasty at that time, and to recognize the limitations and injustice of some of his personal actions; at the same time, they should not deny the great contribution he made to the development of the country. Students are gradually guided to develop the means of a dialectical approach to viewing and judging historical figures under the guidance of the materialistic view of history.

4.2. Expanded History Reading

"Reading is the activity of using language and words to obtain information, understand the world, develop thinking, and gain aesthetic experience. The professional reading of secondary school history teachers is the key to enhance their professional competence, and it is an important course of spiritual growth for secondary school history teachers, the process of understanding and comprehending historical issues, absorbing, appreciating, evaluating and exploring in reading." [10] Extensive and in-depth reading of relevant historical materials and documents is an effective way to independently improve the professionalism of secondary school history teachers. Here is an example of "Da Yue Zhi", a historical "common knowledge" that is easily ignored by secondary school history teachers. The term is used in Lesson 14, "The Silk Road", in the first book of the seventh grade of the Unified Middle School History. An article in Beijing Daily titled Da Yue Zhi, how to pronounce it? "Da Rou Zhi" or "Da Yue Zhi"? The article entitled Da Yue Zhi, How to pronounce Da Rou Zhi or Da Yue Zhi?" provides an in-depth interpretation of the pronunciation of "Da Yue Zhi". The article cites a recent scholar Zhang Ximan's 1947 book "A New Examination of the Historical Tribes of the Western Regions", in

which he argues that Da Yue Zhi is a mispronunciation of Da Rou Zhi, a Tajik pronunciation that should be pronounced "Rou Zhi". This is also the main reason why it has been pronounced as "Rou Zhi" in the history textbooks of primary and secondary schools in China since the 1950s. At the same time, the article also points out that the pronunciation of "Rou Zhi" cannot be said to be definitive today, but in recent years, the pronunciation of "Yue Zhi" has been used more often, especially in the international archaeological community, where "Yue Zhi" has been used more often, especially in the international archaeological community. The professionalism of secondary school history teachers can be seen in the mastery of the pronunciation of "Da Yue Zhi"; on the other hand, the change in the pronunciation of "Da Yue Zhi" can be seen in the development of historical research. The professional development of secondary school history teachers depends on the expansion of reading related historical literature.

4.3. Strengthening Scientific Writing

"Educational research makes a teacher mature, awake, and rational relatively quickly to face the educational ecology with ease and to survive and live better in the afternoon." [11] History teachers' scientific research writing is a distillation and summary of their history education experience and history professional ability, a stage reflection of their history teachers' career, and a textual presentation of their educational teaching ability and historical awareness. The scientific research writing of education and teaching is not only beneficial to the professional growth of history teachers, but also an important driving force for the long-term development of history education as a whole. The improvement of secondary school history teachers' scientific writing ability needs to be built on the basis of their own history education practice and extensive reading of relevant literature, combining real-life empirical problems with theory; and in the process of the interplay of the two, they can address the painful points in the current field of secondary school history education in China and generate new ideas, conclusions and thoughts, thus gradually improving history teachers' own scientific writing ability.

5. Concluding Remarks

"In the face of the challenges of the future, education appears to be an indispensable trump card for moving humanity toward peace, freedom, and social justice." [12] In this perspective, the professional development of teachers in the education process is an eternal topic and a long-term, arduous project. The professional development of secondary school history teachers is not only a requirement for engaging in history teaching itself, but also a requirement of the times for calling for good teachers in education and promoting curriculum reform in the context of the new era of curriculum reform today.

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