
DISCUSSION ON TEACHERS' PROFESSIONAL DEVELOPMENT SENSITIVITY

*ZhiQuan Zhang, XueYuan Hou, YuanHang Zhang

Educational faculty of Nan Tong University,
Jiangsu Nantong, China

ABSTRACT:

The essence of Teachers' professional development is a process of teachers' educational and teaching practice. Teacher's professional sensitivity is not only a tool for teacher to find problem of education, but also the propulsion and controller of teacher's professional development. Therefore, it is a great significance on improving the quality of teaching and the quality of education to discuss the connotation, importance, influencing factors and forming path of teachers' professional sensitivity.

Keywords: Professional Sensitivity; Meta-cognition; Professional realm

INTRODUCTION

American scholars believe that "the future teachers must have specific sensibility, observing and thinking ability, abstract and generalized ability and even ability on actively practice." Japanese scholars Etsushi Koyama thinks 'investigating teachers' teaching ability should be conducted by two sides, technical level and personality level. Technical level can be divided into professional skills, wisdom skills and communicating skills. Regarding the horizon and interpersonal insight respectively as the basic ability of resourcefulness skills and communicating skills. Personality profile can be divided into two aspects of personality and motivation, sensitivity were seen as a primitive characteristic of personality.' By visible on, two scholars regard the specific sensibility as the primitive ability for the future teachers to have. In fact, any skilled and experienced professional practitioner has the unique sensibility to his work object. Brilliant doctors can deduce the original causes of disease from observing patients' appearance and behavior; advanced auto mechanic can know the quality of the car and even its hidden danger by hearing from the sound of the car; while professional teachers can sense students' problems in learning by talking with them. The author find that the vital factor effecting primary and secondary school teachers' professional development quality is not the lack of professional training, teaching guidance, in-service training but the lack of teacher's professional sensitivity when talking with training teachers of primary and secondary school.

Teacher with low professional sensitivity not only cannot find the problems in their professional knowledge (noumenon knowledge, conditional knowledge, practical knowledge, cultural knowledge, etc.), professional ability(teaching, organizational management and scientific research ability, etc.), professional ethics (moral factors involved their behaviors and decisions), professional ideals, professional realm through their own professional sensibility but also be easy to be satisfied by low level of professional development. This kind of low professional sensitivity is not only a difficulty for teacher to discover professional problem or lack strong enterprising or motivation to reform, furthermore, which becomes restriction and limitation to teachers' professional development. Therefore, there is no doubt that enhancing teachers' professional sensitivity can help teachers develop automatically and positively in the educational and teaching practice.

1. ANALYSIS ON CONNOTATION AND IMPORTANCE OF TEACHER'S PROFESSIONAL SENSITIVITY**1.1 THE CONNOTATION OF TEACHER'S PROFESSIONAL SENSITIVITY**

"Sensitivity is an important concept in psychology, refers to the ability of sensory system to feel irritants.

It is one of the important indicators of sensory system's function level and it can be measured through sensory threshold and sensory breadth.”[3] Psychological sensitivity is a multidimensional concept of personality, “it describes a kind of motivation of an individual who tend to reflect themselves and others on emotional and behavioral meta-cognition.[4] specifically speaking, "psychological mindedness is a kind of ability that individuals have to be interested in his interaction with others on emotion and meta-cognition and try to see through it .”[5]

In philosophy, “sensitivity “(quale, pl. qualia) a word origins from Latin ,quā lis, means “about some kind of nature ”, “possess some nature of material”, etc. In Contemporary Philosophy of Mind, it refers to a state of mind or sensory properties particularly, such as person seeing color, hearing voice, feeling pain, etc.[6] Someone thinks that advanced state of mind such as thoughts and desires also has sensitivity, which can feel the valuable trends or factors of thought and mental activities .On the basis of the above interpretation, this paper interprets the teachers' professional sensitivity as the process of teacher professional development to shape their own professional development in the level of(knowledge, ability, emotion, morality, realm) science of education and teaching process ,reasonable or not, educational achievement is in line with the educational objectives or not, awareness and sense of social needs, it is intrinsic motivation of the teachers' professional development. Teachers' professional sensitivity contains two aspects, dynamic susceptibility and static susceptibility. Static susceptibility refer to teacher recall knowledge, experience, thoughts through aftertaste with the aid of its own internal evaluation criteria and the professional intuition existing.

1.1.1 TEACHERS' PROFESSIONAL KNOWLEDGE SENSITIVITY

Professional knowledge sensitivity is the teacher's overall perception and evaluation on whether their own knowledge structure and quality meet the requirements of their own aim, teaching requirements and students' development through recalling and reflection. High level knowledge sensitivity of teachers can not only help teacher realize the limitations of their professional knowledge on quality and quantity, at the same time also can realize whether its own internal cognitive structure and knowledge structure is in order, reasonable and scientific. This kind of unsatisfied state oversensitivity spurs teachers to adjust his internal knowledge structure and solve the problem through reflection, meta-cognition. At the same time, make up for the inadequacy of their own internal knowledge structure through observation, reading professional books and dialogue among teachers ,students and colleagues from the outside constantly absorbing new knowledge and new ideas.

1.1.2 PROFESSIONAL ABILITY SENSITIVITY

Teachers' professional ability mainly includes teacher's educating and teaching ability, teaching problems probing ability, class organizing and managing ability, teaching and scientific research ability, etc. Teacher's professional ability sensitivity is teachers' overall perception and evaluation on their ability according to their own memories of the teaching process, examining on their scientific research or works which are important means for teachers to find their problems in a professional capacity and ability to improve it .

For instance, teachers' listening to his own teaching tape to perceive his presetting skills and thinking ability, reading his own writing to perceive his innovation, research, writing and thinking ability, etc. Teachers, whose professional ability sensitivity is high especially scientific research ability not only can find existing problems in themselves, in education and teaching and in scientific research in the breadth, height, deepening on thinking , at the same time also can guarantee carrying out the educating and teaching activity , scientific research and innovation activities smoothly and effectively under the effect of their feelings.

1.1.3 PROFESSIONAL ETHICS SENSIBILITY

Teachers' professional ethics is a teacher's attitude, responsibility, compassion, and love toward education career, colleagues, and students and so on. It is teacher's sensitivity and judgment on whether his words, behavior and quality has good effect on students, education and our county according to their own moral intuitions and internal standards which is dynamic to teachers in improving professional ethics level continually. And it is also a powerful tool for teacher to care and motivate students. While low moral sensitivity teachers are easy to bring endless injury to students in casual words and deeds. As an university student from a poor village in Hunan province describing in her narration:[7]

"I grew up in a not complete family, in addition to books and teachers, there is no any formal enlightening to me. I moved in school from grade 4 .The head teacher of grade 5 is the second teacher I can remember her appearance, but she broke my heart. That autumn, temperature plummeted; no one presented me warm things. She gave me a pair of autumnal socks (I was wearing sandals then), I immediately put it on, and it warmed me from the foot to the bottom of my heart. My heart, just like ice be melted by sunshine. I feel glad to be loved. I washed the socks carefully back home, dried it and wrapped it up in a piece of colorful paper, and wrote a letter to her with thankful passion. I put the letter and socks together in a beautiful bag, and the letter was hid under my socks. I caught up with her after class in open corridor, I pass the socks to her piously "I washed it yet", I said. She hesitated, took its over with a smile," you are welcome", she said. I watched excitedly that she was walking forward, later, I saw her throwing socks to trash can which she passed by! Just like throwing waste paper maturely. I turned back, I wish I were in the dream. After waking up, she still taught us the article emotionally--"mother" written by Fuxing Xiao, banyan tree of Cangtian and extolled strong white poplar. 'Amorous person always be hurt by heartless one', I am always longing for maternal love of tenderness and warmth in the dream, however, reality tears this dream apart extremely."Thus, one teacher whose two different actions lead students mind rapidly change, even destroy his desire for kind warmth and affection world.

And dynamic sensitivity has been developed based on teacher's professional intuition, knowledge , cognitive level and meta-cognition ability in the process of teaching, scientific research, teacher-student interaction. Dynamic sensitivity exert its function in improving teacher's mind, deeds and performance when he is learning, teaching, doing and communicating and ensure them go smoothly in the right way.

1.2 THE ANALYSIS ON IMPORTANCE OF TEACHERS' PROFESSIONAL SENSITIVITY

Teachers' professional sensitivity is the power and regulatory system of teachers' professional development and its importance embodied in the following four aspects:

1.2.1 CONTINUE TO EXPAND AND IMPROVE THE STRUCTURE OF TEACHERS' PROFESSIONAL KNOWLEDGE

Teachers' sensitivity of knowledge embodied in three aspects:One is the rumination. The second is optimality. Third, the connectivity Rumination refers to teachers to have a clear awareness to their own knowledge command and is ready to arrange, understand and reconstruct at any time. Enable knowledge commanding to be deepened in depth, expanding in extent, heightening in height; Optimality is sensitivity of teachers which are sensitive to internal ,external and valuable knowledge meanwhile aware to learn and absorb the valuable knowledge;

While connectivity is teachers' ability to connect and contact the internal and external knowledge instantly in time. Waking up internal knowledge with new knowledge, using commanding knowledge to understand the new knowledge and then absorb it into their original knowledge structure to format "understanding circle and sustainable construction "between the internal and external knowledge.

1.2.2 PROMOTE CONTINUED IMPROVING ON TEACHERS' PROFESSIONAL ABILITY

Teachers' sensitivity ability embodied in three aspects:One ,the ability to intuit. Second, the ability to display. Third ,the ability to develop. Ability of intuition is teachers' detecting and judging on their

professional internal and external ability, irrational intuition lead to either blind confidence or undervalued himself .Meanwhile when teachers intuition is rational, when he believes he can do something well, he can achieve it basically;

The ability to display is teacher's ability to show or express himself according to their own teaching idea and assumption to display and perform own ability perfectly, teachers sensitivity ability plays a big role in the process; The ability to develop is the teachers' ability to improve himself on the basis of his inner and external evaluating .Teachers' sensitivity ability enhance teachers' professional ability to be displayed fully and promoted continually.

1.2.3 EFFECT ON THE STATE OF TEACHERS' PROFESSIONAL ETHICS SENSITIVITY

Teachers' professional ethics forming due to teachers' fully experiencing on moral problems and in-depth thinking. Teachers' moral sensitivity can be expressed in three aspects: One, moral sensitivity. Second, moral relevance. Third moral development. Moral sensibility and relevance refers to teachers' perception on moral problem based on their own moral accomplishment and inner evaluation ,that is to say that teacher can perceive and feel the problem in his deed and words which will have negative effect on students' morality and emotion. Moral development refers to the teachers 'moral improving through continuous improvement of moral knowledge and moral experience in career in order to form moral sensitivity and moral execution. Teachers' moral sensitivity and their experience develop constantly and spirally with the rising of teacher's moral level.

I. THE ANALYSIS OF THE INFLUENCING FACTORS ON FORMATTING TEACHERS' PROFESSIONAL SENSITIVITY

The formation and improvement of teachers' professional sensitivity is influenced by these factors of educational practice, educational policy, standards, social expectation and teachers' internal standards. Improving the above factors has important influence on promoting teachers self-sensitivity.

2.1 TEACHING PRACTICE IS SOIL TO FORMAT TEACHER'S PROFESSIONAL SENSITIVITY

The improvement of teachers' professional sensitivity is formed in the long-term education and teaching practice gradually. The accumulation of study and teaching of experience on teaching material knowledge, correcting homework and experienced knowledge in long-term form shape the teacher's sensitivity of professional knowledge. Teachers' professional knowledge more plentiful, subtler, ordered, stronger the teachers' sensitivity of knowledge ;In the long run, the process of applying and improving teaching skills, and dealing with classroom management and educational problems ,which improve teachers' ability of education and teaching ,also, their ability of sensitivity obtained continuously improve; In long-term ,educational and teaching practice, teachers through handling education moral problems to improve their moral level so that their moral sensitivity is to ascend which constantly help teachers recognizing, analyzing and understanding moral behavior. In a short, no matter the teachers' knowledge, ability or moral sensitivity ,which are results that teachers practice cautiously in the education teaching .Somebody regularly work in creating literature whose sensitivity of literacy and logic of language must be higher than people who do not often create. Other professionals whose professional sensitivity much higher than non-professionals' exemplify it. Former world table tennis champion, Wang Tao uses hand to line up the table tennis from its heavy to light, which is the best example.

2.2 THE OVERALL TEACHING METHODS OF SCHOOL ARE IMPORTANT FACTOR TO FORMAT TEACHER PROFESSIONAL SENSITIVITY

Teaching not only need comply with the children's physical and mental development rule, meanwhile, it also need to cater to the group's teaching idea which seems more scientific , deeper edification for their

professional sensitivity development. Therefore, the government, schools and teachers themselves must construct an ecological and dynamic atmosphere for teachers' professional sensitivity's sustainable development. Where teacher can feel good teaching, absorb scientific teaching idea, practicing the mastery of teaching skills. That's why young teachers can grow rapidly under the influence of the famous teachers and young elite teacher rise rapidly in the famous school.

2.3 TEACHERS' PROFESSIONAL IDEAL AND REALM ARE THE INNER ROOTS TO FORM THEIR SENSITIVITY

How well is teachers' professional sensitivity development is not only affected by external standard, educational and teaching environment, but also influenced by teachers professional ideals, professional realm and their own demands.

Napoleon once said: "soldier who doesn't want to be a general isn't a good soldier." While ancient educator Zengzi said: "Ambition is not strong enough, the wisdom won't." While Mencius said: "Be ambitious, be powerful." Only teachers who aim to be famous and excellent can make efforts in the teaching career, learn positively, brave to explore, be dare to innovate, quickly grasp the teaching rule. Teacher's professional realm reflected teachers' altitude of thinking inertly; teachers who own high professional level are different from normal teachers in altitude and in understanding problems in teaching. The higher teachers' professional realm is, the more foresighted they view questions. The more profound influence on the students, the easier to find problems which general teachers unaware. Therefore, we should guide teachers to set up great professional ideals and professional realm which will be teacher's internal dynamic power to enhance teachers' professional sensitivity constantly.

II. TEACHERS' PROFESSIONAL SENSITIVITY FORMING PATH

On the basis of influential factors of teacher's professional sensitivity formation promoting, teacher's professional sensitivity can also be promoted by professional training, teaching reflection and inter-subjectivity, tempering the classic, etc.

3.1 PROFESSIONAL TRAINING

If a teacher want to form a strong professional sensitivity, he can attain to it by hard training on teaching skills, which not only need teacher to accept specialized training, at the same time need them practice teaching skills deliberately when teaches in class. The so-called specialized training means teachers often watching English programs, channel, accepting oral training, talking in English with colleagues to improve their spoken English, so do Chinese teacher. While deliberately training refers to teachers' paying attention to improve his oral English, calligraphy, strengthen his teaching skills during the teaching process. Such as deliberately speak more Standard English, write more beautiful handwriting. Professional training also includes prepared carefully for every class, write each teaching plans thoughtfully for each lesson make a better improvement of teaching every day.

3.2 TEACHING REFLECTION

The formation of teachers' teaching sensibility need teacher to observe carefully on the teaching phenomenon in the teaching process, and perceive deliberately his own teaching experience, taste and reflect his own experience. Therefore, teacher should try to use a new teaching method, solve a problem and accumulate a kind of teaching experience deliberately when teach a lesson. At the same time, try his best to monitor and regulate teaching process; make sure that each lesson teaching going a good and positive direction. More importantly, teachers need to reflect on their own teaching timely and regularly with the aid of the external standards and intuition, finding problems in the teaching and improve it in time.

3.3 INTER-SUBJECTIVITY

Teachers' sensitivity can help teacher feel the problems existing in student learning, teacher's teaching and the school education. Thus, finding these problems need dialogue between subjects of teaching itself and interact with each other which can help teachers forming sensitivity of various teaching. the dialogue of inter-subject includes one subject's own internal dialogue and dialogue between the subjects .Teachers' own internal dialogue is the dialogue between two ideas, thoughts in teacher's mind for a certain teaching problems from different perspective, forming different ideas and opinions through conversation with different ideas and opinions, forming a rational thought to a teaching problems.

Dialogue within teachers and students teachers is external inter-subjectivity dialogue. Through regular dialogue with colleagues and students, teacher not only can quickly form consensus educational and teaching idea, grasp the teaching rule, at the same time achieve the understanding of students and communication in soul between teachers and students.

3.4 TEMPERING THE CLASSIC

If a teacher wants to form a high quality professional sensitivity, he also needs to temper educational, teaching skills and form excellent scientific research product in order to enhance their sensitivity.

Teachers who cannot temper classical results fail to form high quality sensitivity. Therefore, the teacher need to write the classical lesson plans, teach a classical public lesson, publish a classical paper, speak Standard English and write a classical report. Through holding a classical lesson, their sensitivity on excellent class formed. With high quality professional sensitivity, teacher can hold an very excellent class and avoid low efficiency class under the control of their sensitivity. By writing a classical teaching plans, teachers' sensitivity is greatly increased in teaching plan writing, then they can write a classical teaching plan regularly; When had written or published a classical paper, teacher's sensitivity to excellent paper will also be greatly improved, under the monitoring and regulation of his sensitivity, teacher's writing a good paper is no longer a difficult task. He can also read and analysis themselves or others advantages or disadvantages objectively.

In a word, teachers' profession sensitivity is a kind of intuitive feeling on the professional quality of one's own or others good or not, high or low degree.

When the phenomenon of high quality, good educational products and behavior conforming to teachers' own intuition and feelings, teachers can have a pleasant feeling and point out the high quality of the educational products. On the contrary, complying with knowledge, ability and moral defects of educational products will have the feeling of indisposed or uncomfortable, then according to their own feelings to deficiencies to make it up and eliminate the error, enable educational products accomplished and improved, by doing so make the teachers' professional quality enhances unceasingly, improve the quality of educational and teaching.

REFERENCE

1. Deng Tao. The new curriculum and teachers' organizational development. Beijing publishing house, 2005, 1:36.
2. QiquanZhong . Teacher's "teaching ability" and "self education" . Journal of Shanghai education scientific research, 1998, (9).
3. David Myers, Huang Xiting translates, etc. Psychology. Posts and Telecom Press, 2006,10:159.
4. Coltart, N.E.(1988). The assessment of psychological-mindedness in the diagnostic interview, British Journal of Psychiatry, 153:819~820.
5. Hall, J.(1992). Psychological mindedness: A conceptual model. American Journal of Pschotherapy. Transfers from Wanghua, (12,20) A Review on the Researchers of Psychological Mindedness. Journal of Chengdu College of Education college.
6. Xiaoliang Chou, . Try on "sensitivity problem" in the Western Psychological Mindedness. Heilongjiang Social Sciences. 2008
7. Dan Hu. Those Teachers on My Way to Study[C]. Class work Collection of Educational Philosophy. 2015.12.