

Analysis of the Problems and Approaches of High-Quality Development of Teachers

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Abstract: Due to the development of The Times and the change in social talent demand, social development has put forward higher requirements for the education industry. As the high-quality development of teachers is an important factor in the educational relationship, it will have an impact on the quality of the education industry and even the social development. This paper explores the concept of high-quality development of teacher quality, its significance, and its characteristics. Examining the requirements for achieving high-quality development, including external factors such as education system support and social environment, as well as internal factors such as teachers' cognitive thinking, professional level, and teaching ability. The study analyzes the influencing factors and recommends strategies for promoting high-quality development, such as government support and policies, environmental management and support, and teacher training and professional development. The paper emphasizes the importance of cultivating a culture of lifelong learning among teachers as a crucial factor in achieving high-quality development.

Keywords: Teacher development, high quality, professional level

1. Introduction

In the background of the new era, the development of digitization has brought convenience to education, and also brought new requirements and challenges to the education industry the requirement of the teaching effect also changes accordingly. The effect of students' learning is directly influenced by teachers' teaching behavior [1]. Studies have shown teaching behavior is driven by teacher quality [1]. Therefore, improving teachers' professional quality has become a major topic in the field of education in the modern era. However, the impact on the quality and development of teachers is also multifaceted. The attention of the education system, the requirements of the social environment, and teachers' driving force have different degrees. The quality development of teachers can affect the development of the education industry and even society. Based on this, this study aims to focus on the factors influencing the development of teachers' professional quality and to seek solutions.

2. Meaning Characteristics and Requirements

2.1. Meaning and Characteristics

High-quality development of teacher quality refers to the continuous improvement of their qualities and abilities in the process of education and teaching, to adapt to the needs of educational reform and development, and achieve educational equity and high-quality education. The meaning of high-quality development of teacher quality includes the development of a teacher's professional competence, educational and teaching ability, professional ethics, and educational values [1]. It emphasizes that teachers possess solid professional knowledge, skills, and rich educational experience in education and teaching, while also possessing noble professional ethics and correct educational values, and paying attention to the comprehensive development of students and the improvement of educational quality.

Characteristics of high-quality development of teacher quality include those two aspects. The first is comprehensiveness. The high-quality development of teacher quality requires teachers to comprehensively develop their professional knowledge, skills, and educational experience, possess various qualities and abilities, and better adapt to the needs of educational reform and development. In addition, sustainability must be considered. The development of teacher quality is a continuous process that requires teachers to continuously improve their quality and skills through learning, practice, and reflection in teaching [1]. In short, the characteristics of high-quality development of teacher quality include comprehensiveness and sustainability. According to these requirements, teachers must continuously develop and improve their quality in order to better adapt to educational reform and development, and achieve educational equity.

2.2. Requirements

As the core force of education, teachers have a significant impact on the growth of students and social progress. High quality teachers must possess solid professional knowledge, teaching skills, and awareness of high-quality and sustainable development. This requires teachers to possess the basic skills required to deepen their professional knowledge and teaching skills. They should continuously update and deepen their knowledge of the subjects they teach, and strive to acquire new knowledge and skills related to educational technology and innovative teaching methods. Secondly, teachers should possess excellent teaching skills. They should be able to effectively plan and implement teaching, design appropriate learning activities and assessments, and provide guidance and support to students. Finally, teachers must have the correct professional ethics and values. They should adhere to the principles of fairness, impartiality, and integrity, and have a strong sense of responsibility towards students and society. Lastly, teachers should pay attention to their professional growth and development. They should actively engage in professional learning activities, participate in research and collaboration with colleagues, and reflect on and improve their teaching practices.

Only teachers with noble moral qualities, solid professional knowledge and teaching skills, awareness of sustainable development, innovative spirit, and team cooperation consciousness can better shoulder the historical mission of cultivating future talents.

3. Influencing Factor

The education industry in China faces many challenges that affect the quality of education. To meet the challenge of high-quality development of teachers, people need to see the macro external factors, and at the same time should consider the influence of teachers' motivation and ability on high-quality development. These challenges can be classified into two categories, external and internal factors.

3.1. External Factor

3.1.1. Concern from the Education System to Teachers

As a programmatic factor, policy has a typical leadership and overall planning role, and is also the most fundamental factor among external factors. The education system can affect the improvement of teachers' quality in terms of time, space, and even investment. For example, China's "Double reduction policy" provides more space for the development of other skills, and teachers have more opportunities and motivation to improve their quality [2]. Insufficient investment is a major issue in the high-quality development of teachers. Many education systems and institutions have not allocated sufficient resources and support for the professional development of teachers. Therefore, teachers may not be able to access high-quality professional development opportunities such as seminars, conferences, and training programs. They may lack of necessary funds and time to participate in these activities, or they may not have received sufficient guidance and support from their superiors. This can hinder their ability to improve their knowledge, skills, and teaching practices, and limit their professional growth. Additionally, insufficient investment in education leads some countries to have low salaries for teachers, which creates a lack of attractiveness for teaching positions, and many highly qualified talents are unwilling to enter this profession [3]. Education systems have no effective policies to address low teacher quality.

3.1.2. Social Environment Issues

From the perspective of social environment, social support will also have an impact on the high-quality development of teachers. The social environment, social attitude, and social attention will have both encouragement and constraints and requirements on the high-quality development of teachers. The social environment of different times has different requirements for teachers' quality. Just like today's society needs higher quality information talents, therefore, teachers' requirements for their quality should also conform to the characteristics of the epoch [3]. Another problem in the high-quality development of teachers is the effective evaluation and feedback mechanisms. Due to the social transformation the change in the higher education environment and the diversified coexistence of thought, the social requirements for teacher quality have changed [4]. To keep the right path and good momentum for the change in teacher quality, it is essential for teacher feedback and evaluation from all aspects. Without proper evaluation and feedback, teachers may not have a clear understanding of their strengths and weaknesses, and may not know how to improve their teaching. So the significant challenges of high workload and time constraints follow. Teachers often have to handle multiple responsibilities, such as lesson planning, teaching, grading, administrative tasks, and extracurricular activities. This leaves them with limited time and energy for their professional development. They may find it difficult to keep up with the latest research and trends in education, engage in reflective practice, and collaborate with colleagues. The heavy workload and time constraints can lead to burnout and stagnation among teachers, preventing them from achieving high-quality development.

3.2. Internal Factor

Factors that can influence teachers' professional ability and high-quality development, In addition to considering the overall impact of external factors such as macro conditions and policy environment, the internal factors that can produce the internal driving force should also be considered. Teachers' ability and the cognitive level of quality are also important factors to promote or hinder the promotion and development of teachers' professional quality. This paper will analyze the influence of internal

factors on teachers' high-quality development from three aspects: teachers' ideological cognition, professional level, and teaching ability.

3.2.1. Teacher Cognitive Thinking

Teachers' awareness and cognition thinking mainly refer to their sense of responsibility and mission for education, as well as their role cognition and professional identity as teachers. Teachers' cognitive thinking level will affect teachers' career positioning, while the positioning will affect their specific professional behavior [5]. Teachers with a strong sense of education and professional identity will pay more attention to the needs of students, strive to improve the teaching quality, and constantly pursue professional growth [5]. However, teachers with relatively weak awareness may not be able to produce strong professional emotions and professional identity.

The impact of teacher cognitive thinking is not singular or linear, but complex and multidimensional. In positive impact, it can improve teaching quality. Teachers' cognitive thinking helps to improve teaching quality. Teachers with good cognitive thinking can better understand and analyze teaching content, flexibly apply teaching methods, and effectively guide students to learn. For example, a survey of elementary school teachers found a significant positive correlation between teachers' cognitive thinking and students' academic performance [6]. It also can promote professional development. Teacher's cognitive thinking contributes to their professional development. In the constantly changing educational environment, teachers need to have the ability to flexibly adjust teaching strategies, continue learning, and self-reflection. Teachers with good cognitive thinking are better able to adapt to this change, better understand new educational concepts, solve teaching problems more effectively, and promote their professional development [7]. For example, in mathematics teaching, teachers with cognitive thinking can better understand students' mathematical thinking processes, guide students to think and solve problems, and improve students' mathematical performance.

However, from the opposite side, there are also some negative effects on teachers' cognitive thinking. First of all, there may be solidification and bias in teachers' cognitive thinking. Due to the limitations of individual cognitive thinking, teachers may be influenced by their own experience and knowledge, and have fixed views and biases on certain problems. This may limit teachers' vision and way of thinking, leading to a lack of flexibility and innovation in dealing with problems. Additionally, teachers' cognitive thinking may also lead to excessive self-efficacy. When teachers are overly confident in their abilities and judgments, they may overlook the needs and feedback of students, insist on using inappropriate teaching strategies, and thus affect the learning effectiveness of students [7].

In one word, teachers' cognitive thinking has an important influence on the high-quality development of teachers' quality. From a positive perspective, teachers' cognitive thinking is helpful to improve teachers' teaching level, scientific research ability and professional ethics quality; on the other side, teachers' cognitive thinking may also bring some negative effects due to their limitations or individuals. Therefore, in the process of improving the quality of teachers, it is necessary to pay attention to the cultivation of teachers' cognitive thinking, but also pay attention to prevent their possible negative effects.

3.2.2. Professional Level

The professional level of teachers is based on the work content, which is the most basic factor to measure teachers' quality. Teachers' professional level is the core of teachers' quality, including professional knowledge, professional skills and professional quality. Professional knowledge is the foundation of teachers' teaching work, including subject knowledge, educational psychology

knowledge, and so on. Professional skills are the ability of teachers to use professional knowledge in teaching, including teaching design, teaching implementation, teaching evaluation, etc. Professional quality includes teachers' professional ethics, educational concepts, humanistic quality, and so on. The professional level of teachers can directly affect the students' learning effect and all-round development and is also an important guarantee for the professional development of teachers.

There are several positive impacts that teacher professional competence can have on the high-quality development of teachers. First and foremost, professional competence helps teachers to build positive and supportive relationships with their students. A study found that teachers who possess high levels of professional competence are better able to engage their students in meaningful learning experiences [8]. They can create a learning environment that is conducive to learning and development, which helps to foster positive relationships with their students.

Secondly, professional competence allows teachers to engage in ongoing professional development, which can help them to stay current on the latest teaching strategies and best practices. According to a report by the Organization for Economic Co-operation and Development (OECD), ongoing professional development is an essential element in ensuring that teachers can keep up with the rapidly changing educational landscape [9]. Teachers who engage in ongoing professional development are better equipped to meet the needs of their students and provide high-quality teaching services.

Although the professional competence of teachers has many benefits, it cannot be denied that it will have a negative impact on the development of high-quality teachers. A major negative impact is that it may lead to complacency and lack of innovation. Teachers with high-level professional skills may be overly adaptable to current teaching strategies and may resist change. In a study conducted by Feiman-Nemser and Floden, it was found that teachers who possess high levels of professional competence may be less likely to explore new teaching methods and may be less open to feedback from their colleagues [10].

Secondly, professional competence can lead to a lack of diversity in the teaching profession. Teachers who possess high levels of professional competence may be more likely to conform to established teaching practices and may be less likely to challenge the status quo. In a report by the National Education Association (NEA) [11]. Research has found that teachers with high levels of professional competence may be less likely to accept diversity, in other words, such teachers with fundamentally fixed teaching models are likely to have difficulty incorporating different perspectives into their teaching [11].

In conclusion, teacher professional competence is an essential factor that affects the high-quality development of teachers in both positive and negative ways. While there are many benefits to possessing high levels of professional competence, there are also some potential drawbacks. Teachers need to be aware of both the positive and negative impacts of professional competence and strive to maintain a balance between the two.

3.2.3. Teaching Ability

Different from the professional skills mentioned above, teachers' professional skills are mainly the teachers' control of the professional knowledge in the field, while teachers' teaching ability refers to the comprehensive ability shown by teachers in the teaching process. It mainly includes teaching organization, teaching strategy, teaching methods, etc. Teaching ability is an important standard to measure whether a teacher is excellent, which directly affects the teaching quality and students' learning effect. An excellent and high-quality teacher not only needs to have solid professional knowledge and skills but also needs to be good at organizing and managing teaching activities and be able to flexibly use various teaching strategies and methods according to the characteristics and needs of students.

The teaching ability of teachers has a profound impact on the high-quality development of their quality. From a positive perspective, a teacher's teaching ability is a guarantee of educational quality. Teachers with excellent teaching skills can better convey knowledge, stimulate students' interest in learning, and improve their learning outcomes. In addition, by continuously optimizing teaching methods and strategies, teachers can better meet the learning needs of students, help them master learning methods and skills, and cultivate their innovative and lifelong learning abilities. However, if the teaching ability of teachers is insufficient, it may bring negative impacts. If teachers have limited teaching skills and professional knowledge, they may not be able to effectively impart knowledge, resulting in poor learning outcomes for students. In addition, if teachers lack effective teaching methods and strategies, it may increase students' learning difficulties and pressure, and even lead to students losing interest and confidence in learning. Therefore, the teaching ability of teachers is one of the key factors for the high-quality development of their quality.

4. Suggestions

In a word, the high-quality development of teachers is an important factor to promote the improvement of the education system and improve the level of education. The development of high-quality of teachers is a continuous topic of The Times. Undeniably, China has made efforts for the high-quality development of teachers through various policies and made great progress. However, the high-quality development of teachers does not rely on political factors but needs the joint efforts of policies, society, and teachers themselves. Therefore, this paper also puts forward some suggestions from the three aspects of the government, society, and teachers, and strives to provide feasible suggestions for promoting the high-quality development of teachers.

4.1. Government and Policies

The government should play a leading role. First, it is necessary to increase the allocation of resources and support for teachers' professional development. The government should strive to play an overall and leading role, actively formulate relevant policies to support the development of the education industry, actively coordinate the education departments, and effectively ensure the implementation of relevant policies. As for the concrete measures, the government can do these through policies and initiatives that provide funding for workshops, conferences, and training programs, as well as incentives and rewards for teachers who actively engage in professional learning activities. Schools and educational institutions should also create a supportive and conducive environment for teacher development, by providing mentorship programs, coaching and feedback, and opportunities for collaboration and research. They should value data collection and evaluation in teacher development programs to better understand teacher needs [3].

Secondly, the government should also consider appropriately reducing the burden on teachers. And by improving the salary of teachers to fully mobilize teachers' initiative and enthusiasm, to attract more high-quality talents [12]. To address the issue of heavy workload and time constraints, it is necessary to create a more balanced and manageable workload for teachers. This can be done through effective time management strategies, such as setting priorities, delegating tasks, and streamlining administrative processes. The government can unite with the schools to provide dedicated time and resources for teachers' professional development, such as regular professional learning days, collaborative planning time, and sabbatical leave. This will allow teachers to have the necessary time and energy to engage in reflective practice, research, and collaboration, and to continuously improve their teaching practices.

Additionally, the government can improve public participation in the formulation and supervision of teacher policies to ensure the ability of teacher development programs to truly serve students. The

government should grasp the degree of public participation, participate in teachers' supervision, and establish a good evaluation and feedback mechanism. Let the high-quality development of teachers keep up with the pace of The Times and social requirements, and maintain a good momentum.

4.2. Environmental Management and Support

Government overall planning, the social environment of The Times, and the macroscopic nature also can not be ignored. The development of teacher quality to conform to the requirements of The Times needs public participation. A good social atmosphere and appropriate social needs are both a goal and a constraint for teachers' high-quality development. Just like the "home-school access" advocated by society now, it is also for talent training to meet the needs of all sectors of society and establish a good supervision and feedback mechanism [13]. To improve the evaluation and feedback mechanisms, it is important to develop comprehensive and balanced evaluation systems that take into account various aspects of teaching and learning. This can include classroom observations, student feedback, peer evaluations, and self-reflection tools. The feedback that teachers receive should be timely, specific, and constructive, and should focus on helping teachers identify their strengths and areas for improvement. Professional development plans and support should be provided based on the evaluation results, to guide teachers' further growth and development.

In addition, society should provide a good working environment for teachers, including good campus facilities, teaching equipment, office environment, etc. Schools and educational institutions should provide opportunities for ongoing professional learning and development, such as communities of practice, action research projects, and online learning platforms. Teachers should be encouraged to take ownership of their professional growth and development and to actively engage in reflective practice and self-directed learning.

This can improve the teachers' work efficiency and job satisfaction. The strengthening of teachers' support can make teachers feel the recognition and respect of the society. It can enhance teachers' professional pride and sense of belonging, and enhance teachers' active willingness to improve their professional quality.

4.3. Teacher Training and Professional Developments

To foster the high-quality development of teachers, it is important to cultivate a culture of lifelong learning within the education system. Teachers should promote a growth mindset, encouraging themselves to embrace challenges, learn from failures, and continuously seek new knowledge and skills [14]. Here are some measures. Firstly, continuous learning and updating of knowledge education is a constantly evolving field, and teachers need to constantly learn and update their knowledge to meet the needs of educational reform and development. Teachers can learn about the latest educational concepts, teaching methods, and subject knowledge by participating in training, seminars, academic conferences, and other means, continuously improving their professional competence [14]. In addition, teachers can also pay attention to the latest research achievements and development trends in the field of education by reading educational books, journals, papers, etc., to better guide their teaching practices. Also improving teaching ability and educational management ability is an essential quality for teachers, and it is also the key to improving the quality of education. Teachers can improve their teaching and educational management abilities by observing the teaching methods of other teachers, such as participating in teaching competitions, reflecting on teaching practices, etc. In addition, teachers can practice their educational practices and management skills by participating in educational research projects and serving as classroom teachers. The development of innovative spirit and skills is an important driving force for the development of education. Teachers must innovate and develop students' abilities. Teachers can develop innovative spirit and abilities by

paying attention to disciplinary boundaries, participating in scientific research projects, and exploring new teaching methods. In addition, teachers can exercise their innovation and practical abilities by participating in innovative courses and guiding students in practical activities.

5. Conclusion

In conclusion, the high-quality teacher development is a continuous process which requires the joint efforts of the government, society, and also the education industry. The adjustment of investment can promote the support, training, and professional development of the teaching industry, and the education system can provide guarantees for teachers to possess the necessary skills and knowledge to provide high-quality teaching. Cultivating a lifelong learning culture for teachers is a key factor in achieving high-quality development of teachers and ultimately improving the overall quality of education. In short, the high-quality development of teacher quality is not only about improving their own abilities, but also requires a high degree of consensus and effort from multiple aspects.

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