



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
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primary and secondary school teachers and better serve the basic education of our country. Firstly, studying the management model of teachers' further education can enrich the theory of teachers' further education. Secondly, studying the management model of further education for primary and secondary school teachers can better guide the practice of further education management for primary and secondary school teachers. The importance of further education of primary and secondary school teachers cannot be ignored, and educational management plays an important role in it. Through the guidance, support and supervision of education management, it can ensure the effective implementation of teachers' further education, improve teachers' teaching ability and professional quality, promote the improvement of education quality, adapt to the needs of education reform, and promote the continuous innovation and development of the overall education management (Ma Wei & Sun Lingchen, 2019).

Current situation and problems of teachers' further education

The primary and secondary school teachers discussed in this study refer to ordinary primary and secondary school teachers in the stage of compulsory education. The concept of "continuing education", which is the third stage of education after primary and secondary education, is the continuation of full-time, half-time and part-time education for people over the compulsory education age, aiming at organizing cultural training and re-creative activities according to their needs (Yang Ping, Li Pan & Gao Xuehao, 2019). In this study, continuing education is understood as the extension and expansion of traditional education, so that adults who have obtained certain academic education and work in actual positions can continue to receive a variety of education such as new knowledge, new skills, new norms, and new ideas. Over the past three decades, continuing education has made great progress in China, and the national government has attached great importance to it, and has effectively improved the overall quality of the country and the nation.

Teacher continuing education refers to the education of updating, filling and improving the knowledge of in-service teachers who have reached a certain level of knowledge. At present, it is not simply to supplement academic qualifications, add new knowledge, or improve the current teaching work, but to change the knowledge, ability,



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attitude, behavior and other conditions of teachers to teach, so as to improve the overall adaptability of education to society and the development of new science and technology revolution. It continues during the teacher's tenure and even continues throughout life (Yang Hui, 2018).

In September 1999, the Ministry of Education promulgated the Provisions on Continuing Education of Primary and Secondary School Teachers Chapter I, Article 3 of the General Provisions clearly pointed out that continuing education of primary and secondary school teachers refers to the training of in-service primary and secondary school teachers who have obtained teacher qualifications in order to improve their ideological, political and professional quality. In the second chapter, Article 9, the continuing education of primary and secondary school teachers is divided into two kinds: non-academic education and academic education. Among them, non-academic education includes: First, training of new teachers to meet the needs of education and teaching during the probation period, and the training time should not be less than 120 class hours; Second, teacher training, training for teachers to adapt to the requirements of the post, the cumulative time of not less than 240 class hours every five years. Third, backbone teacher training: young and middle-aged teachers with promising prospects are trained according to the requirements of teaching backbone, while existing backbone teachers are trained according to higher standards. Academic education refers to the training for teachers with qualified academic qualifications to improve their academic level (Ran Fang & Li Zhongliang, 2023). In this study, the continuing education of primary and secondary school teachers is understood as a variety of educational activities for in-service primary and secondary school teachers with the intention of constantly updating and optimizing the knowledge structure and improving the effect of ideological, political and professional quality.

Lifelong education reveals the general principle of human learning, namely continuity and wholeness, which has a strong guiding role not only for ordinary school education, but also for continuing education (Wang Wenzhu, 2023). It is clear that the theory of lifelong education is the theoretical basis of the continuing education management of primary and secondary school teachers. All aspects of the continuing education management of primary and secondary school teachers should be based on lifelong



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education, especially in the formulation of continuing education teaching plan, the selection of teaching content and the evaluation of teaching effect, it is necessary to establish a scientific, reasonable and conducive to the lifelong development of teachers.

It is the right of every primary and secondary school teacher to receive continuing education. Lifelong education advocates that "anyone can receive the education they need at any time", therefore, when we formulate continuing education policies, regulations and work plans, we should fully reflect the concept of "everyone can receive education", so that every primary and secondary school teacher has the opportunity to participate in continuing education (Xu Xinyue, 2023).

In recent years, with the deepening of education reform, the continuing education of primary and secondary school teachers has received more and more attention and support, but there are still some problems and deficiencies in the actual development process.

Increased policy support: Governments at all levels are attaching greater importance to the continuing education of primary and secondary school teachers, and have issued a series of policy measures, such as the Outline of the National Medium and Long-term Education Reform and Development Plan and the Opinions on Strengthening the Construction of Primary and Secondary School Teachers, which provide policy guarantees for the continuing education of teachers.

The training content is rich and diverse: At present, the continuing education training for primary and secondary school teachers covers many aspects, such as educational teaching theory, educational psychology, curriculum and textbooks, educational technology, and subject teaching, aiming at comprehensively improving the comprehensive quality and teaching ability of teachers.

Various forms of training: In order to meet the needs of different teachers, the continuing education training of primary and secondary school teachers has taken a variety of forms, such as centralized training, distance training, school-based training, subject research, etc., so that teachers can choose the appropriate training methods according to their actual situation.

Diversification of training institutions: With the continuous expansion of the teacher continuing education market, all kinds of training institutions have emerged, such as



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educational administrative departments, universities, research institutes, professional training institutions, etc., to provide teachers with rich training resources.

However, there are also some problems and deficiencies in the actual development of continuing education for primary and secondary school teachers:

The quality of training is uneven: because there are many training institutions, the quality of training is uneven, some training institutions to pursue economic benefits, ignore the quality of training, resulting in little harvest after teachers participate in training.

Training content is out of line with actual needs: some training content is too theoretical and generalized, and there is a certain disconnect with the actual work needs of teachers, which is difficult to meet the needs of teachers to improve education and teaching ability.

Unreasonable arrangement of training time: some teachers have to participate in various training activities while undertaking heavy teaching tasks, which leads to the conflict between training time and teaching time, affecting the quality of teaching.

The training effect evaluation system is not perfect: At present, the evaluation system of continuing education training for primary and secondary school teachers is not perfect, and the lack of effective evaluation indicators and methods makes the training effect difficult to measure (Yang Hui, 2018).

The mode of teachers' further education management for primary and secondary school teachers

In the mid-1980s, American scholars first used the concept of "model" in the field of teaching theory, mainly to summarize a systematic teaching method. Snow (1973), on the other hand, believes that patterns are elaborately constructed descriptive analogies, which are usually used in a simplified or miniaturized way to facilitate the direct observation of phenomena that are difficult to observe directly. Therefore, each pattern is to speculate on the possible system of the relationship between phenomena, and present it in the form of words, mathematical formulas, diagrams or symbols. In 1994, the Reform of Practical Classroom Teaching Models and Methods, published by the Central Compilation Publishing House, pointed out that "model" refers to the framework and structure summarized



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according to observations, and is a complete structure proposed around various factors and interrelationships involved in a certain topic. In the training process, the model refers to the stable structural relationship formed by each component element.

The continuing education mode of primary and secondary school teachers refers to the operation mode of a series of education and training activities for the in-service teachers who have obtained the teacher qualification in the field of basic education, with the main purpose of improving the ideological and political quality and education and teaching ability, so as to effectively improve the quality of education and teaching. There are two characteristics of the continuing education training model for primary and secondary school teachers: First, it is clear that the scope of application of the training model refers to the field of basic education, that is, primary and secondary schools, excluding others; Second, it defines the applicable target of the training model - primary and secondary school teachers, excluding university teachers and preschool teachers (Zheng Yongjun, 2003). There are different classification standards for the training models of continuing education for primary and secondary school teachers in China: from the perspective of training subjects, the training institution-based model (mainly the university-based model) and the school-based model. From the perspective of training content, it is divided into basic skills training, computer, course center, subject center and hot training mode. According to the types of training objects, there are new teachers, backbone teachers, and general level performing teachers training modes. From the perspective of training carrier, it can be divided into micro-grid teaching, network training, audio-visual education training mode and so on. And other special modes such as credit-driven training mode, self-study examination training mode, research and training integrated mode.

According to their own characteristics and level, as well as cultural and functional demands, training institutions gradually establish, maintain and improve in the specific operation and implementation process, and in the market competition, with the unique operation mode of training institutions. The full-time institutions for teacher training can be divided into two types: those which take the training of full-time teachers as the leading role and those which take the training of full-time teachers as one of their training functions. The former such as the United States "summer school", Japan's "education university" and so on.



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aspects of teachers, which is the prerequisite to ensure the success of teachers. Practical knowledge refers to the classroom background knowledge and related knowledge that teachers have when facing the actual classroom situation, which is an important condition for teachers to effectively implement education and teaching. Teachers' ontological knowledge and conditional knowledge can be acquired through systematic curriculum learning, while the application and practical knowledge of conditional knowledge can only be gradually accumulated and increased in the teaching process (Li Yangyang, 2018).

Research and training integrated mode, that is, through the mode, it organizes teachers on the basis of the theory of learning education and scientific research, and guides teachers to conduct scientific research practice in connection with the teaching practice, so as to improve teachers' educational and scientific research ability, self-updating knowledge ability and educational skills, and promote the overall quality of teachers. The main theoretical assumptions of this education model are: First, research is also a kind of learning, and it is a good way of learning, and the process of problem solving can stimulate teachers' inner curiosity, improve the effectiveness, enthusiasm and autonomy of learning; Second, teachers are the practitioners and promoters of school reform. They are in the front line of education and teaching, fully aware of the actual phenomena and problems in their work, and find out various effective countermeasures to solve problems through educational and scientific research activities, and put them into practice to promote school reform and development; Third, the participation and involvement of teachers in educational research is conducive to the improvement of theoretical knowledge and teaching skills; Fourth, the complex nature of scientific research activities can stimulate teachers' high-level requirements and innovative consciousness, and form the spirit of continuous improvement and improvement. Educational activities are not purely empirical activities, and theoretical thinking is also one of its components.

The prospect of continuing teaching management for primary and secondary school teachers

Today's social characteristics and trends put forward unprecedented requirements for the overall quality of primary and secondary school teachers. Teachers should not only



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establish and enhance the awareness of lifelong learning, establish the belief of lifelong learning, but also develop the ability and level of lifelong learning. Teachers themselves should deeply realize the important role of continuing education in their professional development, change their utilitarian values of continuing education, improve their personal understanding of continuing education, establish the idea of lifelong education and lifelong learning, and regard continuing education as an important means of professional development and improvement of education and teaching skills, rather than taking a diploma as the ultimate goal. The correct concepts established are: First, teachers participate in continuing education not only to obtain a few hours of continuing education, nor to obtain a diploma, but to meet their professional needs; Second, teachers' continuing education is not a task or obligation arranged by higher authorities, but a necessary learning right of teachers themselves; Third, teachers' continuing education should be their own responsibility.

Conclusion

The continuing education of primary and secondary school teachers is a constantly developing and evolving field, which is of great significance to the professional development and personal growth of primary and secondary school teachers. We can improve the quality and level of teachers' continuing education by strengthening the construction of teachers' continuing education team, improving the professional quality and educational experience of trainers, and better meeting the training needs of teachers. Through constructing a scientific and reasonable evaluation system of teachers' continuing education, the enthusiasm of teachers to participate in continuing education is stimulated. To promote the professional growth and development of teachers by paying more attention to the practice of teachers' continuing education. To sum up, the continuing education of primary and secondary school teachers is a long-term and complex task, which requires us to take comprehensive measures from multiple levels to promote the continuous development of the continuing education of primary and secondary school teachers.



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