

Research on Teachers' Professional Development Initiative in Multi-ecological Environment——Taking Human Resource Management Specialty as an Example

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Keywords: teachers; career development; Human resource management; dynamic characteristics; initiative

Abstract: The specialty of human resources management is a new specialty in our country, and the demand for professional teachers is big. Under the environment of multi-cultural ecology, the initiative of professional development of teachers of human resources management is studied. The comprehensive and practical features of human resource management have been fully recognized, teachers' career development is actively planned, and practice is used to enrich teaching and promote scientific research. For human resources professional teachers, teachers should combine the basic professional knowledge they teach with the corresponding industry experience knowledge, and they should be good at absorbing the essence of various disciplines to form an open knowledge structure. In the multi-ecological environment, teachers' potential initiative should be brought into play, the career development channel of scientific career management idea should be set up, the training and development system matching with career management should be established, and the effective performance evaluation mechanism should be established. Teachers' professional consciousness and value initiative have been effectively promoted, and the cultural consciousness and cultural pursuit of profound understanding of the nature of teacher education are promoted, thus forming a social environment and academic atmosphere conducive to the professional development of teachers. Human resources management professional teachers' sense of professional achievement is promoted, the career prospects are more open.

1. Introduction

Since 2005, the research on teachers' career development plan has started to rise in our country, and some scholars begin to think about how to stimulate the growth and development of young teachers with the help of career development planning, starting from the characteristics of young teachers. Especially in the past two years, the cultivation and exploration of young teachers in colleges and universities have gradually flourished from the perspective of professional development^[1]. Scholars and practitioners have paid special attention to the mutual promotion of

consistency between the development of colleges and universities and the development of teaching staff. Career development planning has become a strategic task for the employment and long-term development of colleges and universities. At present, some colleges and universities have begun to realize the significance of career development planning for young teachers, and have begun to work out personal career development plans, calling on every young teacher to combine the development of the school with their own conditions. Make personal career development plan, integrate individual development into school development, realize school and individual common development^[2].

From the perspective of teachers, human resources management teachers are faced with career planning problems, such as unclear understanding of the professional environment, lack of career positioning, not actively seeking career development opportunities, etc. The main cause of these problems is the administrative mechanism of colleges and universities. Under the multi-ecological environment, it is necessary to study the initiative of teachers' professional development, to give full play to the potential of teachers' development, to open up the professional prospects of teachers' development of human resources management, and to fully realize the comprehensive and practical characteristics of human resources management. Actively plan personal career plan, take the initiative into practice, use practice to enrich teaching and promote scientific research. After 28 years of development, human resource management has been widely recognized by the society^[3]. The concept of enterprise has changed from the initial personnel management to the present human resource management. Due to the late start of human resources management major education in China, how to train human resources management professionals who meet the needs of the society has been a problem that colleges and universities are constantly exploring. The professional planning of human resource management teachers is an important subject. In order to promote the development of professional teachers of human resources, the author analyzes the initiative of teachers' professional development under the multi-ecological environment, starting with the understanding of teachers' professional values. This paper expounds the driving force of teachers' professional well-being to teachers' professional development, and on this basis puts forward the importance of paying attention to and cultivating teachers' professional development, so as to strengthen the cultivation of teachers' talents in human resources management major. Forming a kind of social environment and academic atmosphere conducive to the professional development of teachers, so as to promote the sense of professional achievement of teachers majoring in human resources management, thus opening up the career prospects of teachers majoring in human resources management. It makes teachers to further develop innovative ability, improve the ability of social adaptation, so that the construction of human resources management professional teachers to a new level.

2. Characteristics of human resource management major and requirements of human resources management teachers.

2.1 Characteristics of human resources management specialty

Compared with other specialties, human resource management has the characteristics of comprehensive and practical. Comprehensive features of human resources management major. Modern human resource management has evolved from the traditional personnel administration. Human resource management has developed from a purely transactional management to a comprehensive management that integrates analysis, consultation, service and development. It occupies a strategic position in enterprise management. The practical characteristics of human resource management. Human resource management (HRM) is a professional management function in modern enterprise management, which requires professionals to solve management problems by

comprehensive use of various theories and skills^[4]. It can be seen from this that the specialty of human resources management has strong pertinence and practicality for the personnel department in the organization. In addition, the pertinence of human resource management makes it have strict specialization, which is embodied in three aspects: professional category and definition, professional technology and professional tools. The major of human resources management is mainly for enterprises and institutions to train senior professionals in business administration. In the organization, human resources management is not an ordinary administrative staff, but specialized in the management of recruitment, training, compensation, performance, etc. Employee relations and other functional activities, job research and personnel quality assessment are two major skills that the human resources management major must master, so students must master these two techniques to do human resources management work well. In each module of human resources, many models dealing with problems are summarized, and these models become tools for human resource management.

2.2 Requirements of teachers majoring in human resources management

Due to the comprehensive and practical characteristics of human resource management, teachers are required not only to possess noble ethics, advanced educational concepts and teaching methods, but also to have solid basic knowledge and profound professional knowledge, comprehensive ability, application ability, etc.^[5].

First, teachers must have solid basic knowledge and deep professional knowledge. With the rapid development of science and technology, new theories and new disciplines are emerging in various fields of knowledge. But in the development and change there is relative stability, even the same thing, that is the basic knowledge of various disciplines. Only by firmly mastering basic knowledge can we keep up with the progress of society and the development of science and technology. For human resources professional teachers, teachers should combine the basic professional knowledge they teach with the corresponding industry experience knowledge, and they should be good at absorbing the essence of various disciplines to form an open knowledge structure. In order to stimulate students' desire for knowledge, broaden their horizons and keep pace with society, we should grasp the academic frontier of this discipline in time and try to infiltrate the latest theories and knowledge into education and teaching^[6].

Second, teachers must have the comprehensive ability of knowledge. Because human resource management involves politics, economy, culture, national custom, law, geography, ethics, etc., the management mode shows diversity, and the concrete management shows great flexibility with the changes of the market and other influential factors. Therefore, this requires human resources teachers to have a wide range of relevant knowledge and strong comprehensive ability. As a teacher of human resource specialty, we should emphasize the application of many kinds of real-time and interactive technical means, such as demonstration, experiment, practice and so on, in order to train students' practical ability. We should pay attention to the practicability and practicability of scientific research based on the idea of serving teaching by scientific research, carry out scientific research with strong pertinence according to the trends and characteristics of human resources profession, and adopt the characteristic platform of combining production, learning and research in schools. Participate in practice teaching base construction and R & D cooperation with enterprises.

Third, teachers must have the ability to apply and practice knowledge. For students who have no practical experience, human resources management is very hollow and abstract, very difficult to accept, more feel that the content taught far away from them, so interest is not high. In the course of teaching and research, we must summarize the theory from practice and then use theory to guide practice. On the one hand, from the teaching point of view, for the students without experience, it is

necessary to cultivate the ability to apply knowledge and practice teaching. On the other hand, for the scientific researchers in the pyramid, the grasp of the problem may deviate from the truth. The problem to be solved is false, and they are seriously out of touch with social needs. Therefore, teachers guide students on the premise of professional knowledge of the application and practical ability^[7].

3. Understanding of teachers' professional initiative in multi-ecological environment

3.1 Understanding of teachers' professional values and initiatives

Teachers are a special profession whose aim is to transfer cultural knowledge, carry out enlightenment and bring up talents. In the whole process of social development, has been playing an important role in the future. Because of this, teachers are given high expectations and praise, and people gradually form a certain professional values and initiative. For teachers majoring in human resources management, teachers are more like a guide^[8]. In the new historical period, with the deepening of people's understanding of teachers' profession, the professional values of teachers are developing and changing constantly. In addition to having basic teachers' ethics and professional qualities, teachers who are required by the multi-ecologic era should also have good comprehensive professional qualities, even appearance and charm, to become friends with students and to understand the popular student culture in society. Network culture and so on, some people think that teachers are constantly beyond themselves, is a happy career, then teachers themselves should be happy first.

3.2 Teachers' career development based on teachers' occupational well-being

According to Marx and Engels, there are three levels of survival, enjoyment and development, which are divided into three types: survival type, enjoyment type and developmental type. For example, teachers are regarded as porters of knowledge and teachers as springboards before looking for better jobs. As this profession is more out of helplessness, and therefore feel confused and painful. In the "survival" teachers, we see the abhorrence and alienation of the profession, teachers and occupation are separated. His occupation is just his "means of living". The motivation of "enjoyment" teachers is rooted in their own survival experience and natural interest. Their professional behavior, that is, the working process, is a kind of interest and enjoyment, and this enjoyment is a spiritual activity beyond utilitarianism and material level. For teachers in general, work is mostly seen as a hard labor to solve the problem of survival and support the family, or a means to pursue material enjoyment and personal value. However, the work process of "enjoyment" teachers can experience their sense of happiness and accomplishment^[9]. This kind of mentality and motivation of enjoying in work can easily realize the unification of process and result, and the unity of love and occupation, so the profession itself is life. In addition to some super-utilitarian and super-material characteristics of the "development-oriented" teachers, it is even more valuable that their motivation and goals are defined from the perspective of social responsibility and personal self-discipline. Thus, the personality of this type of teacher is basically perfect, although the spiritual enjoyment derived from the work process may not be to the extent experienced by the former teacher, or in some ways to subjugate his hobbies to the needs of work, But because they can combine their own growth with the needs of social development, they can take care of the social significance of their own employment with a higher level of values. Therefore, his urgent desire to improve himself and his creative wisdom in educational research transcend the profession itself.

4. Solutions to the problems of career planning

As a teacher majoring in human resource management, he is unable to change the limitations of the administrative system of colleges and universities on his career planning, but he can create the conditions for shaping himself into a comprehensive and practical talented person who is needed by the society, so that he has the ability of scientific research. With certain practical experience, human resources management teachers should set up the concept of self-career management, take the initiative to obtain their own evaluation opportunities, actively strive for practical opportunities and other measures^[10].

4.1 Set up a scientific concept of career management

Teachers of human resource management should be pragmatic, dare to break through themselves, apply theory to practice, and guide their growth. But many teachers do not have their own set of complete planning, the main reasons are several aspects. First of all, career planning is a research topic of human resource management. Professional teachers generally master the relevant knowledge of career planning, but why professional teachers do not apply this theory to their own personal career planning. What about example practice for students? The main problem is the personal professional quality of teachers, if teachers do not have strong practical ability and comprehensive ability, it is impossible to teach human resources management students by words and deeds. Second, the teacher's passive personality. Some teachers have a strong initiative, they can actively seek their own career development path, and even actively to create conditions to open up their own cause, and passive teachers will not actively change the status quo, linking theory with practice.

4.2 Take the initiative to obtain the opportunity of self-evaluation

The evaluation of school source is the evaluation of teachers' ability to accomplish organizational goals, but the objectivity and usability of school evaluation are questioned. The reasons are as follows: first, evaluation is formalized. Many teachers in colleges and universities adopt the skewness distribution, that is, the excellent teachers limit the quota in each department, the other teachers are qualified, and the teachers who make the obvious mistakes of principle are not qualified. Generally, this kind of situation is rare. Unqualified teachers do not. Second, the evaluation method is subjective. Teachers' assessment is not based on pre-set goals, but on the basis of democratic anonymous voting, voters are also based on subjective knowledge, not to review the facts. Third, the evaluation results have no application. The application of general evaluation results in career management, compensation, promotion and development, training development and so on. But colleges and universities only make a one-off symbolic reward for excellent teachers, and it is not directly related to their promotion, professional title evaluation, salary, career management, and teachers gradually think that evaluation is just a form. Another source of evaluation opportunity is the enterprise source. In fact, it is a recognition of the matching degree of the teacher's own ability with social needs, and the form of identification is also more subjective. For example, enterprises invite teachers to train and do projects. As an independent director, or even share in the joint venture, and so on. Teachers majoring in human resource management should aim at promoting scientific research and teaching in practice, actively seek cooperation with enterprises and strive to obtain evaluation opportunities.

4.3 Take the initiative to strive for practical opportunities

The comprehensive and practical nature of human resource management must require teachers to take practice as the basis. First, teaching. Teaching can urge teachers to think, find problems, and practice can make the teaching process more vivid and improve the teaching effect. Secondly, scientific research. At present, the mainstream of human resource management is mainly empirical analysis, which is different from the empirical analysis of economics. The data of economic empirical analysis generally come from macro-public second-hand data and can be easily obtained. But the data of human resource management is usually from the microcosmic primary data of enterprise sample, which may involve the privacy and trade secret of the enterprise, it is very difficult to obtain directly, there is no theory of data test, and it is difficult to be admitted. Therefore, teachers must go to enterprises, one is to understand the actual problems of enterprises, the other is to collect primary data for scientific research and establish long-term cooperative relationship.

5. Conclusions

Education is the foundation of a hundred-year plan, a teacher is the master of education. To build a well-off society in an all-round way and to realize the great rejuvenation of the Chinese nation requires a large number of high-quality personnel. This paper studies the initiative of professional development of teachers majoring in human resources management, Scientific career management concept is established as career development channels, training and development systems matched with career management are established, and effective performance evaluation mechanisms have been established to promote cultural awareness and cultural pursuit of a profound understanding of teacher education, a social environment and an academic atmosphere conducive to teacher professional development are formed. As a result, the sublime nature of teachers' profession is respected and the professional development space of human resource management teachers is promoted under the multi-ecological environment.

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