

FEATURES OF TEACHER'S PROFESSIONAL DEVELOPMENT IN CHINA

According to Chinese researchers, professional teacher's development is the growth of professional culture, continuous learning and researching, professional ethics development (professional morality is usually used in China), enrichment of the knowledge of the subject being taught, and advanced training at the organization of educational activities.

The Chinese Government has taken a number of steps to improve the quality of primary and secondary teacher education. Under the new policy, each primary and secondary school teacher must complete at least 360 hours of advanced training every five years. The training course is designed in accordance with the professional responsibilities of teachers and aimed at improving their professional ethics and skills. In particular, ethics and personal growth training course can help develop a teacher's social values and learning skills. Moreover, such training courses make it easier for them to understand and interact with their students, notably to assist underperforming students, encourage teachers to delve into their subjects, and to develop new teaching methods that more effectively convey information to students.

In 2010, the Chinese Government launched the National High School Teacher Training Program. From 2010 to 2013, the government allocated RMB 4.3 billion (US \$ 660 million) to fund teacher training across the country. The program was aimed at improving the overall quality of work of teachers, especially working at rural secondary schools. It contributed in achieving the goal of teacher professional development. Local educational authorities have also released a series of policy documents at the provincial level that outline the goals of teacher training. Many schools also organize and provide professional development opportunities for their teachers.

The government of China also provides training programs for educational administrators, including school principals. Beginner executives must complete more than 300 hours of training before they begin their duties, which focus on the skills required for their positions. Managers are required to listen to at least 360 academic hours every five years. This program is designed to help school principals gain new knowledge, improve management skills, and share experiences with other school leaders.

There are also some specific methods for upgrading the qualifications of school teachers, most notably setting up study groups to observe and evaluate lessons. According to the program, each teacher is a member of a specific training group, that is, all teachers who teach the same subject may form a training group. Such a group may develop a detailed, practical plan for a specific subject at the beginning of the semester. Each teacher in the group executes a similar plan.

During group sessions, teachers analyze textbooks, identify key points, and discuss the best approaches to learning. The training team performs the function of consolidating the learning experience and improving the quality of learning. Successful experiences of study groups are often published in China's educational journals. Teachers are usually led by experienced teachers, so other teachers, especially novice, can learn from them and refine their teaching skills. While for experienced teachers, this is a good way to monitor the activities of teacher-beginners and provide them with timely effective suggestions. This method requires each teacher to closely monitor the planning and teaching of their colleagues' disciplines and provide timely feedback to solve pressing issues.

Innovative methods and forms of teaching are actively used in China's teacher training system, most notably lecture-discussion, lecture-discussion, video-lecture; seminars, reflection, "case-method", work of creative groups, carrying out of scientific researches, thematic projects, creation of online portfolios, competitions of multimedia presentations, reflective analysis, coaching, etc. In the era of active development of ICT, cost-effective form of education (distance learning) is a real alternative to the traditional system of training and retraining of teaching staff in China. But the main feature of this form of education is the ability to reach 80% of rural school teachers.

Most Chinese educators have identified ICT competency as one of the key components of teacher professional competence. This competence implies the teacher's ability to effectively use various information tools in teaching, working with students, parents, and the public. The use of ICT skills by the teacher allows to emphasize the novelty of the educational material in an effective and accessible way; demonstrate cross-curricular relationships, give examples of practical application of knowledge, skills in a particular subject; implement problematic and heuristic learning, demonstrate complex natural processes and more. Different Teachers' Professional Development Centers are established in China, guided by the scientific concept of educational development and adapting to the trends of international and national teacher education, carefully analyzing the problems that exist in China's teacher education, based on professional competence and impact factors. Such centers create ICT training laboratories. The main function of such laboratories is to teach teachers to apply ICT technologies in curriculum development and implementation in the educational process.

As a conclusion, it can be noted that current phase of state policy is aimed at such aspects of teachers' professional development as: formation of professional and ethical competence; information and communication competence of teachers; professional development of rural teachers as a basic condition of equal high-quality development of education in China, introduction of innovative methods of professional development of modern teacher (ICT, educational-research groups, etc.).