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### **A STUDY OF THE INNOVATION OF TEACHER EDUCATION CONCEPT**

*Fan JINGLING, Jiang SHIHUI*

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# A Study of the Innovation of Teacher Education Concept

Fan JINGLING<sup>1</sup>, Jiang SHIHUI<sup>2</sup>

## Abstract

Teachers' educational concept is an important part of teachers' quality, which reflects teachers' understanding of education. Educational concepts are teachers' personal views on education based on their subjective understanding of students' developmental characteristics and the laws of educational activities in their daily life, educational teaching practice, and professional theoretical learning under a certain historical and cultural background. Teachers' education concept affects teaching quality, students' development, and personal development. It has a decisive significance for the smooth development of educational activities. The transformation of teacher education concept is affected by various factors. These are both internal and external factors, and its development is the inevitable trend and demand of the individual's internal growth. Self-determination theory (SDT) plays a guiding role in analyzing the effective factors of teacher education concept change. The strategies for improving teachers' teaching concepts are as follows: help teachers improve their teaching ability through teacher training, gain more autonomy, and thus enhance their educational concepts. In addition to these, meeting teachers' related needs in cooperation, and cooperating to achieve the improvement of teachers' educational concepts are also among the factors. The transformation of ideas is realized in the practice and reflection of education.

*Keywords:* educational concept; self-determination theory; improvement strategy; educational efficacy; professional roles.

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<sup>1</sup> Krirk University, Bangkok, THAILAND. E-mail: 1375347993@qq.com  
(Corresponding Author)

<sup>2</sup> Krirk University, Bangkok, THAILAND.

## Introduction

Cultivating high-quality talents are suitable for future social development, and valued by countries around the world. High-quality education requires high-quality teachers. Teachers are the implementers and promoters of educational reform. Teachers are important factors affecting students' development and have various influences on students. The quality of teachers determines the quality of education, and the educational concept of teachers is an important part of teachers' quality. A long time ago, our country's education pursued high quality education at all levels including college education. The narrow and backward concept of teacher education has become a bottleneck hindering development.

The concept of teacher education reflects the individual teacher's understanding of education. Educators have different thinking angles, observation perspectives, personal experiences, and views on educational issues. These result in different educational views. The concept of education has decisive significance for the smooth development of educational activities.

The research on the concept of teacher education has a long history, with various angles and fruitful results. Since the 1980s, research on the concept of teacher education has attracted more and more attention in the literature. Educational concepts are classified into three forms, namely theoretical form, institutional form, and social psychological form. Most of the educational concepts studied by educators are social psychological forms. Pajares (1992) believes that the educational concept of social psychology is mainly reflected in the educational practice of the general public. According to the practice of education and teaching, only the third concept of education is a theory that is truly individually operable for educators, and only this type can have a direct impact on teachers' teaching. Scholars at home and abroad have different perspectives on the definition of educational concepts, and their conclusions have different emphasises. The focus of the research mainly focuses on specific educational concepts, important aspects of educational concepts and the relationship between educational concepts and educational behavior. Fang *et al.* (2021) summarized the views of major researchers at home and abroad. She believes that scholars at home and abroad mainly conduct research from three perspectives: the composition of educational concepts, specific content, and characteristics.

Scholars who explore from the perspective of teacher education concepts attach importance to teachers' cognition and actions. They believe that teachers' teaching is a combination of knowledge, emotion and intention, and need to be implemented in specific teaching behaviors, and also believe that teachers are not isolated skilled workers. Scholars who analyze the specific content of educational concepts have a wider range of theoretical definitions, and believe that factors directly or indirectly related to teaching involve teachers so they can be included in the scope of investigation (Algethami, 2022). Scholars who

study from the perspective of the characteristics of teachers' educational concepts emphasize the importance of teachers' individuality, uniqueness of concept, and practicality of educational concept. In the final analysis, concepts are subjective views and thoughts corresponding to objective reality. Scholars study the concept of education from different angles, which is helpful for us to get the essence of the concept of education more comprehensively and accurately.

Sahito *et al.* (2022) stated that on the basis of previous studies, it is believed that the concept of teacher education is based on the characteristics of students' development and the law of educational activities in daily life, educational teaching practice, and professional theoretical learning under a certain historical and cultural background. Personal views about education are formed by the subjectivity of students. These views directly affect teachers' judgments on specific educational issues, thereby affecting the implementation of their educational behavior. We believe that its theory has summarized the connotation of the concept of teacher education well (Aljohani, 2022).

The teacher's education and teaching concept has a strong individual color, which Polanyi (Pajares, 1992) called the teacher's personal knowledge. Teachers have different understandings of the various elements of education, and their teaching behaviors are also different under the premise that they think their personal understanding is correct and reasonable. Nevertheless, Yi (2004) believes that teachers' educational concepts can basically be examined from three angles, namely, abstract educational factors, specific educational topics, and specific educational subjects. Antala *et al.* (2022) stated that the abstract educational factors include the concept of educational purpose, educational value, educational function, educational quality, teachers and students, etc. They are at the core of educational concepts; educational perceptions and teachers' perceptions of their professional roles. Such as student outlook, student development outlook, talent outlook, expectations of teachers, teacher role outlook, self-efficacy, etc. The concepts of specific educational objects, such as curriculum outlook, teaching content outlook, teaching method outlook, etc. are included in this aspect (Lo, 2020). The concept of abstract educational factors plays an important leading role in the personal development of teachers. The three aspects complement each other and influence each other, forming a complex symbiotic system.

Teachers are not a group of people who are born with knowledge, and need continuous training, learning and growth. Some teachers' core concepts are positive and firm, so they will make more efforts to seek the development of the other two types of educational concepts, which is reflected in teaching. These teachers are more dedicated to their jobs, their teaching ability improves faster, and their teaching effects are better. Otherwise, the teacher's attention will be more focused on the outside of teaching, keen to pursue personal interests, then the teacher's teaching ability will stagnate. Kari & Elisabeth (2022) said that not every teacher's educational concepts can continue to develop so that they can eventually become

a smart teacher. There are many influencing factors, and the establishment and change of educational concepts deserve attention (Pirchio *et al.*, 2021).

The formation of teachers' educational concepts is not achieved overnight. On the one hand, it comes from their own long-term self-construction, and on the other hand, it comes from the subtle influence of social culture. The process of constructing ideas is different for everyone. Although some people live in the same environment, receive the same education, and are in a similar social and cultural atmosphere, they may show different self-construction patterns. Individuals' early life and experiences are more likely to produce the primacy effect and have a more important influence on the formation of individual concepts (Koh, 2021). When new and old information and beliefs conflict, the old beliefs are more likely to win. Of course, teachers' educational concept is a dynamic system that continues to develop and change. Teachers, as individuals, constantly adjust themselves to meet the needs of society through observation, imitation, learning, and participation in social and cultural life. In the process of experience and learning, accept the baptism of social culture, integrate the beliefs of others into personal beliefs, and affect the formation and changes of educational concepts (Opoku *et al.*, 2021). The investigation of teachers' concepts should not be limited to a single angle or dimension but should be regarded as an integrated process of continuous development and change. Teachers' life experiences and social experiences are all reference factors. The political, economic, and cultural backgrounds of teachers all have an impact on individual teachers, and the requirements for the active development of teachers' educational concepts cannot be limited to individual teachers.

## Literature review

### *Teachers' education concepts affect the improvement of teaching quality*

Teachers' education concept plays an important role in education and teaching, which directly affects teachers' cognition and determines teachers' choices and actions. Teachers have different educational concepts, and there will be differences in the attitude toward students. The formulation of teaching plans, the organization of teaching implementation, and the evaluation after class will also be different (Blundell *et al.*, 2020). Teachers with positive educational concepts are more inclined to affirm students in teaching, pay attention to students' progress and development at all times, truly put students in the main position, and strive to pursue the goal of students' overall development. They are more inclined to recognize the merits of other teachers, willing to cooperate with colleagues and learn and improve through cooperation. Because they have more positive concepts, they are more willing to pursue higher educational ideals, set higher goals, and urge themselves to continuously improve the quality of teaching in the process of

achieving specific teaching goals (Maravé-Vivas et al., 2023). Positive educational concepts not only condense the experience and wisdom of teachers but also condense deep emotions. When implemented in education and teaching, they can motivate teachers, infect students, and prompt one soul to touch another soul.

### *Teachers' education concept restricts students' development*

The concept of teacher education has an important impact on students' cognition and students' social development. Teachers have good conduct, positive attitudes, knowledgeable about the past and present. Students respect and love teachers, and then empathize with the courses and knowledge taught by teachers. At the same time, teachers also adjust their teaching behavior and educational concepts because of students' positive feedback (Desombre et al., 2021).

Teachers who tend to do internal attribution are more willing to reflect on themselves in teaching and improve their personal teaching ability. Adopt an encouraging attitude towards students, and actively promote the development of students in all aspects (Nanayakkara, 2022). Teachers who tend to make external attributions are more likely to attribute problems in teaching to the influence of external factors, blame others, and adopt a negative coping attitude toward student development. They affect students' interest and confidence in learning and self-development. Positive educational concepts can be strengthened and developed with the affirmation of students, and when they are implemented in teaching, they show better teaching effects and promote the development of students. Finally, teachers' educational concepts achieve sustainable and dynamic positive development (Yani, 2021).

### *The concept of teacher education promotes the development of teachers*

The concept of teacher education plays a role in restricting and promoting teachers. Teachers are ordinary members of society, and it is inevitable that they will face conflicts between educational pursuits and real interests, and they will inevitably encounter situations where their efforts are not directly proportional to their gains. The huge difference between teaching and scientific research of college teachers induces teachers to neglect teaching (Saha et al., 2022). The many obstacles and difficulties faced by teachers require positive educational concepts to constrain and guide teachers' behavior, to help teachers overcome the temptation of the outside world, and get out of confusion and hesitation (Ilkka et al. 2021).

The concept of teacher education affects the quality of teachers. Lin (1996) pointed out that the concept of teacher education is the core element of teachers' quality, and it is the psychological background for teachers to engage in education and teaching. It is interrelated and interacts with professionalism, business ability, and knowledge reserve. Positive educational concepts promote teachers to be dedicated and love students, pursue higher educational achievements, continuously

improve professional ability, continuously increase personal knowledge reserves, comprehensively examine themselves, be strict with self-discipline, and develop continuously in all aspects of ability, thereby promoting the overall improvement of teachers' overall quality.

Jean-Philippe *et al.* (2023) believed that the sense of teaching efficacy is an important part of the concept of teachers' education, which directly affects the enthusiasm and effort of teachers' work. It also affects the professional growth of teachers. A high level of educational efficacy can make teachers more confident to face the contradictions and problems in education and teaching. It prevents shrinking back, getting discouraged, and promotes continuing to grow in overcoming difficulties. They believe that their efforts will be rewarded and that they can have enough positive impact on students. Therefore, they have a stronger sense of professionalism and are willing to invest more time and energy in teaching, and eventually grow into intelligent teachers.

## Methodology

Case study in qualitative research is the main orientation to precede this study, in which university teachers' educational philosophy is explored through in-depth interview, actual observation, reflective journal writings, audiovisual materials, and document analysis.

### *Case study*

Research is an empirical method, applying several methods to get evidence (e.g. interview, observation, file sharing, and field records), deeply describing and analyzing current phenomena, and emphasizing the close relationship between phenomena and plot context. It discusses the specificity of a case and presents "specificity" of case study, "descriptiveness" in the rich descriptions of the studied case, and "enlightenment" by having readers deeply comprehend the case study reports and find out the meanings and value to expand the experiences (quoted from Niew, 2018).

Chen (2015) broadly explained the meaning of "case" that individuals, social communities (e.g. family), and organizations and institutions (e.g. nursing homes) could be the body for case analyses. Qualitative case study being applied in this study mainly considers educational philosophy changes from person to person. In this case, on-site observation as well as in-depth interview and contact would help understand university teachers' educational philosophy to discuss the factors in the educational philosophy. It is also expected in this study to discuss the success & progress and frustration & challenge of teachers' educational philosophy innovation to completely and comprehensively describe the educational philosophy and context.

### *Research object*

Interviewer and observer are the research roles in this study. The data for this study are collected through semi-structured interview, actual observation, reflective journal writings, and document collection. It is planned to interview university teachers for more than 3 times and to observe for more than 40 hours. Six university teachers are interviewed with the interview content aiming to understand the educational philosophy innovation. The university teachers' teaching affairs are observed, and the observation content is regarded as the basis of interview and problem clarification.

### *Data collection*

In-depth interview is applied in this study to understand the research objects' opinions about educational philosophy innovation. The interview outline is designed according to the research objective. Aiming at different interviewees, semi-structured interview questionnaire is preceded. The researcher would meet the university teachers in the spare time, ask them to fill in the interview consent, and explain the basic personal privacy protection. Each interview is preceded for an hour. The university teachers are asked for several times of interview, according to the number of questions and the data saturation. The university teachers are also requested for interview recording to prevent writing from no time. The findings and feelings in each interview would be recorded in the reflective journal writings after each interview.

The university teachers are observed aiming at the work history and educational philosophy innovation. The university teachers receive the promise to check the observation records and are suggested the observation in several important meetings or important activities. Such activities or meetings are collected the data with recording, photos, and notes. The recording data and notes are showed right after the end of the observation and copied the observation records.

### *Data analysis*

The research data are analyzed through "grounded theory data analysis", which contains three steps of open, principal, and coding selection. Grounded theory is adopted in this study to analyzed the collected data with systematic encoding procedure. Data analysis is stressed in Step 1, open coding. Keywords, key events or topics in text data are collected in the beginning of reading, text conceptualization is built with notes for classification and classification designation, and classification attributes and dimensions are further developed. Induction or comparison of data and building principal concept in the data are emphasized in Step 2, principal coding. Step3, coding selection, is the last stage of data analyses.



The principal concept being able to manifest the research subject is selected as the basis to interpret the research question.

## **Results and Discussion**

### *The change of teachers' teaching concept*

The transformation of the concept of teacher education is affected by many factors, both internal and external. The development of the concept of teacher education is the inevitable trend and demand of the individual's internal growth. Deci and Ryan (1985) put forward the Self-Determination Theory (SDT). In this theory it is believed that people themselves have a positive will to pursue inner psychological growth and development, and they integrate their experience into self-awareness and continue to develop. But this upward development requires the nutrition and support of the social background. They believe that the degree to which individuals determine their own behavior is influenced by social background. Self-determination theory includes three sub-theories: basic needs theory, cognitive assessment theory, and organic integration theory. The basic needs theory points out that there are three basic psychological needs of people, namely, autonomy, competence, and relatedness.

### *The influence of teachers' personal factors*

The change and development of teachers' own educational concept is of great significance to the development of themselves and their students. Teachers' personal experience, working years, educational ability, and personality characteristics affect the transformation of teachers' educational concepts. Teachers with strong educational abilities tend to have higher educational pursuits and hold a more positive attitude. Cognitive evaluation theory expounds on the influence of social background on intrinsic motivation. Intrinsic motivation behavior is a relatively typical self-determined behavior, which requires the support of the environment to meet the basic needs of the individual, especially emphasizing autonomy and ability. The positive feedback and rewards that individuals feel due to their abilities can stimulate internal motivation. However, cognitive assessment theory also points out that if individuals perceive that their behavior is not self-determined and cannot experience autonomy, even if they experience the positive effects of competence, they cannot strengthen intrinsic motivation. Therefore, we can find that teachers with strong educational abilities have stronger requirements for ability needs and autonomy needs. In addition to this, because of the characteristics that the two complement each other, promote each other, and can have both, they develop stronger internal motivation. Teachers with strong educational abilities are more likely to be recognized by students, schools, etc., and can gain more

sense of accomplishment in teaching. As a result, they are more confident in challenging higher teaching goals. Constant self-transcendence can enable teachers to constantly broaden their horizons, actively reflect on themselves, make up for their own narrow and biased educational concepts in reflection and challenges, consolidate, develop, and absorb positive educational concepts, and maintain individual educational concepts.

Most teachers teach their students the way they have been taught, rather than teaching according to the educational theory they have learned. Most of the college teachers are experienced in indoctrination teaching. Also, they are mostly diligent and self-disciplined as students, which leads teachers to think that the lecture method is efficient and effective. As long as students are self-disciplined and hard-working enough, there is no need for various student-centered teaching methods to occupy the main share of the classroom. Therefore, the current teaching mode of college classrooms is more rigid and monotonous than other school stages, and teachers' willingness to seek innovation and change is not high.

Working years are an important indicator for observing teachers. Teachers who have just joined the job and teachers who have been working for many years have lower intentions to change their educational concepts. The former spends effort to cope with the pressure of teaching, and it is difficult to leave room for reflection and improvement of their own educational concepts. The latter often form their own style and model in education and teaching, and they have achieved their personal goals in terms of positions and titles, overthrowing the old not enough ideas, motivation, and willingness to create new ideas. Teachers who are positive, enthusiastic, and proactive are more willing to try new things, explore new educational concepts and actively practice them. They are more sensitive to teaching feedback, have a stronger spirit of self-reflection, and willingness to improve their teaching ability. On the contrary, teachers will be in a state of low sensitivity, and it is easier to be content with the status quo rather than thinking about making progress.

### *The influence of external factors*

The concept of teacher education is formed and transformed under certain external environments and conditions. Organic integration theory emphasizes the concept of internalization and the development of extrinsic motivation. Intrinsic motivation is not the only self-determined motivation. People are often driven by extrinsic motivation in doing things. Intrinsic motivation and extrinsic motivation are not completely opposed. Whether the two can be unified depends on the degree of autonomy of extrinsic motivation. Internalization is a natural and positive characteristic of an individual, and it is the gradual transformation of external values and rules into its own value system. If the internalization process is smooth and the individual recognizes social rules and integrates them into the personal value system, then the individual gains more sense of autonomy in their actions.

The requirements of society, schools, students, and parents for education and teaching will prompt teachers to reflect on the gap between their own abilities and requirements. Teachers meet social needs by adjusting their own concepts and abilities. It is recognized by the society that teachers should “behave in the world”, and this consensus has been subtly internalized into teachers’ own concepts. Compared with practitioners in other industries, teachers are more dedicated, more reflective, have stricter requirements for themselves, and have a stronger sense of being role models in various roles in society, which is largely influenced by external motivation. External motivation is the result of the influence of social demands. Because teachers internalize social values into personal concepts, they do not regard such high-standard requirements as burdens and constraints, but can actively and consciously dedicate themselves.

The overall atmosphere of the school and the management and evaluation mechanism for teachers affect the satisfaction of teachers’ related needs. This affecting teachers’ educational concepts. The need for connection refers to gaining care and warmth in interactions with others, thereby generating a sense of belonging. The harmonious atmosphere enables teachers to actively carry out teaching and academic cooperation, discover the advantages of others in cooperation, stimulate individual potential, and collide with sparks of wisdom in frank and friendly exchanges. The greater the number of active and tight-knit teams formed in a school, the easier it is to produce results in its various areas. Members of good teams usually aim to be the upper middle of the team, and don’t want to be at the end. The personal sense of belonging and honor prompts teachers to work hard to develop, quickly absorb the positive educational concepts of the team, and earnestly implement them. An excellent team is like a single spark, and it is easier to form a prairie fire in a school with a harmonious atmosphere. Educational management can promote or inhibit the development of teachers’ educational concepts. Managers affirm the achievements of teachers, encourage teachers to continue to explore, and provide guarantees in terms of incentive mechanisms and funds, so that teachers will have greater motivation to improve and develop. On the contrary, education managers are self-centered, placing teachers in the position of being managed with rigid rules and regulations. Teachers’ sense of belonging and honor decreases while they start feeling frustrated. They may give up or change the original positive educational concepts, and produce negative coping concepts.

Educational reform is the general trend, and every teacher in the front line of teaching will inevitably be impacted. Educational reform under specific historical conditions force teachers to make changes and adjustments. The step-by-step transmission and learning of educational documents, as well as the participation of colleagues around, jointly form a conceptual atmosphere that surrounds teachers, and teachers who are divided into it will inevitably be more or less affected.

*The influence of traditional concept factors*

Vygotsky put forward the theory of zone of proximal development based on the theory of advanced psychological function. He believes that there are two levels of learner development, the first level is the current level, which refers to the level of problem-solving that can be achieved during independent activities. The second level is the possible development level, that is, the ability that can be acquired through teaching, the difference between the two is the zone of proximal development. Teachers are educators in the classroom and learners out of the classroom. Teacher development is always on the way. The differences and gaps between teachers' original educational concept and the educational concept advocated by education reform need to be paid attention to. Teachers themselves have experienced fierce competition, studying hard, standing out, and finally becoming teachers who are respected by the society. Personal experience and evaluation standards lead the teachers to consider academic performance as the most important criterion for evaluating students. Therefore, students are divided into grades, and the shining points of students' personality and human nature are easily overlooked. Quality education requires students' overall development. The "goodness" of students can be multi-dimensional. Teachers need to break the point of view that relies only on the achievements and results, and try their best to appreciate and discover the personality and shining points of each student. The gap between the two concepts requires constant introspection by teachers, the supervision of education policies and evaluation systems, and the efforts of society in many ways (Viner *et al.*, 2020).

Teachers' scientific research results are clear, specific and quantifiable, which can directly reflect the teachers' personal ability and are an important criterion for measuring teacher success. In the process of scientific research, teachers are more inclined to explore the frontiers of theory, so as to demonstrate their scientific research ability and improve the quality of papers. However, frontier theories are often not yet implemented in teaching practice, and frontier theories need to undergo sufficient dialectical analysis and practical reasoning before they can be applied to practice. Teachers who are obsessed with academic research may not be interested in the actual reform and improvement of education and teaching. How to reverse the old ideas of teachers, attract them to pay attention to teaching, attach importance to academic research, and devote energy to the combination of theory and practice is a problem that education must face and solve.

## Conclusion

The strategies for the innovation of teachers' teaching ideas are as follows:

Realizing the transformation of ideas in the practice and reflection of education. In the final analysis, the transformation of the concept of teacher education needs to be achieved through teachers' own deliberate efforts. The ideas that teachers have are presuppositions, and each teacher has his own "prejudice". Its old concepts determine the formulation of teaching objectives, the choice of teaching strategies and the actual teaching implementation. Teachers who fail to teach in accordance with the requirements of the education reform may do this not because they do not love their jobs or are dedicated less to their work, but because they are affected by their personal "prejudice". Teachers' concepts need to be improved through repeated games, speculations, and transformations between sensibility and rationality. More practical opportunities should be provided to teachers, they should be allowed to participate in and experience how advanced educational concepts are implemented and how to exert their effects. Only advanced educational concepts can truly become the concepts that teachers learn, imitate, and implement spontaneously. Teachers need to consciously jump out of their personal roles, objectively evaluate their own education and teaching as a bystander, and examine their own education and teaching from multiple levels and perspectives in a scientific and reasonable way. In this way, the advantages and disadvantages of the old concepts can be discovered. As a result, the learners who passively accept advanced educational concepts can be transformed into the inventors who actively seek innovation in education and teaching.

Teacher training helps to improve the concept of teacher education. Teacher training is an important carrier to enrich teachers' theoretical knowledge and improve their skills. At present, the main forms of teacher training are: participating in advanced courses, training courses or seminars; engaging with scientific research, attending production units for advanced studies; participating in national and international academic conferences and academic lectures; taking part in organized learning and self-study with assessment; participating in modern distance education; other forms of continuing education. Among them, expert lectures are the most common form, because schools must not only provide teachers with training opportunities, but also ensure that teaching is not negatively affected due to training. Therefore, it is the best choice for teachers to receive training outside of class time. Educational managers and experts believe that the goal of promoting educational reform and improving teaching quality can be achieved by increasing training for teachers. Educational regulations, expert opinions, etc. are issued layer by layer with the help of administrative power, and finally implemented in the form of teacher training. This puts the teachers on the opposite side of the reform, and places them in the position of being educated,

developed, and transformed. On the one hand, this will cause teachers' resistance, opposition, and resentment; on the other hand, it is easy to ignore other factors and forces that affect reform. Teacher training needs to be based on the role of teachers and the realities of teacher teaching. Educational experts undertake the role of educators in training, and teachers are learners of this process, or can also be defined as students.

The teaching method of education experts is often a teaching method that is not advocated by the current education reform. On the one hand, education and training hope that teachers will create golden courses, but on the other hand, they do not adopt the model and requirements of golden courses to carry out teaching (Pia Sjöblom et al, 2021). As a result, teachers cannot intuitively learn and feel the golden lessons through training. After receiving the training, it is difficult to internalize the learning theories and methods and apply them to teaching practice, and eventually they will be gradually forgotten over time. The transformation of educational concepts cannot be achieved overnight. Policymakers and theoretical workers should base themselves on teachers and teaching, define themselves as equals with teachers, be concerned about teachers' concerns, think about what teachers think, and adopt a variety of vivid training methods to let teachers feel three-dimensionally. This helps them to understand the purpose and content of the training, effectively combine theory and practice and demonstrate it to teachers. This should be adopted instead of pushing the most important link of theory and practice to teachers, requiring teachers to explore. Training should not only give them fish, but also teach them how to fish, and pursue the achievement of goals. This pursuit is not in the form and quantity, but the pursuit of making teachers feel touched and gain something during the training. Teachers should also have the right to score and evaluate training and force training to improve quality and efficiency through a sound evaluation and assessment system. Only when teachers can obtain real benefits through training can they stop considering training as a burden. Instead they perceive it as an opportunity to improve themselves. Only then can training truly improve teachers' educational concepts and improve the quality of education.

Realizing the improvement of teachers' education concept in cooperation. The transformation of teacher education concepts requires the joint efforts of internal and external factors, and it is difficult to complete through self-reflection alone. The formation of teachers' educational concepts is closely related to their environment and groups. Teaching is a profession that requires working independently. Although the overall planning of teaching is guided by school documents or teaching and research groups, the implementation of actual teaching is a task that teachers must complete alone, and no one else can replace it. It is not uncommon for teachers to be in a relatively isolated and closed state. This requires that in a small area, the teaching and research group can conduct regular exchanges, be open and honest, and benefit from and help each other so that the teachers in it can support each other and gain something. Teachers are educators, researchers, and social service

providers. Educational management departments, schools, and other institutions should actively build dialogue platforms to encourage teachers to improve collaboratively from multiple perspectives and levels. The education management system should actively build a platform for cooperation and exchange between teachers and enterprises, teachers and the community, teachers and experts, etc.. It should encourage teachers to communicate with different educational subjects, broaden teachers' horizons, and expand teachers' thinking. Only in this way can teachers feel the necessity and urgency of educational reform more deeply, and can truly change the original educational concept, practice it personally, stand at the forefront of educational reform, and be a good vanguard.

The formation and transformation of teacher education concepts is a very complicated process, which is affected by many factors for a long time. Therefore, the development of the concept of teacher education requires all forces to play an effective role and form a joint force.

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