ANALYSIS OF THE ORIENTATION OF TEACHERS' PROJECTS: A CASE STUDY OF WUHAN CITY IN CHINA

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Abstract:

It is common for teachers to do research, and the orientation of their research determines whether they can enhance teachers' development. This research uses the content-analyzing software Rost Content Mining and the database Qingbo Data, to analyze the projects that teachers in city W apply for. The results of this research were as follows: teachers' researches focus on concrete strategies, the topics that they selected were from hot points, and the methods that they used were experience summarizing, Teachers' researches are nearly the same between areas, and are different between educational stages. In order to improve the orientation system, the following suggestions were recommended as follows: (i) providing enough guidance for teachers to orientate their research, so as to improve teachers' ability of self-decision in their research; (ii) giving teachers more training to improve their theory, so as to change their focus on experience; (iii) promoting teachers' attention to students development rather than technology; (iv) enhancing teachers' consciousness of developing local resource and making their research based on their local resource.

Keywords: teachers' project, research orientation, orientation of teachers' projects, Wuhan

1. Introduction

In 1985, the government of the People's Republic of China designated September 10 as Teachers Day- the first festival day for all professions, and indicative of Government's effort to raise the social status and living standards of Teachers in China.

China Teacher Training Project in 1988 was meant to benefit state education commission, provincial/municipal/prefectural Governments. The amount of the project

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amounted to SDR 36.8 million (US$ 50.0 million equivalent). It was determined for standards, with 35 year maturity. (THE WORLD BANK, Report no 7187-CHA)

The Teacher Training Project objective was to expand and upgrade in-service training of lower secondary school teachers to assist the Government in its efforts to achieve universal basic education. The project emphasized improvement in the quality of teachers and institution building. To that end, the project had three components. The first component was to assist institutes of education (IOEs) to expand and improve their capability to meet the urgent demand for qualified lower secondary teachers. The second component was to assist three municipal IOEs to evolve into: (a) information clearinghouses; and (b) research and evaluation and monitoring centers. The third component was to improve management capability of the teacher training system. The Government planned to take parallel action with the proposed project to further improve the teacher training system: (a) to increase intake of students from disadvantaged provinces; (b) to experiment with training teachers to teach two subjects; (c) to increase IOE average weekly teaching hours by 50 percent (d) to increase female participation in teacher training; (e) to increase funds to equip lower secondary science laboratories adequately; and (f) to increase annual intake of lower secondary teacher trainees to at least 70 percent of the total intake at provincial IOEs (World Bank, 2018).

The nationwide program of network for education was started by the government to improve the quality of teaching. It aims to modernize teacher education through educational information, providing support and services for lifelong learning through the teachers' education network, TV satellite network, and the internet and to greatly improve the teaching quality of elementary and high school faculty through large-scale, high quality and high-efficiency training and continuous education

In conformity with state law, local government are implementing teacher qualification systems and promoting in-service training for large numbers of school principals, and teachers, as a way of improving their academic and administrative output in the school system. Teachers in higher education constitute a vital contingent in knowledge innovation, scientific research and Sci-Tech. The most stunning problem was scarcity of qualified teachers to meet with the expanding of schools country wide. The scarcity of teachers in schools particularly in rural area prompted further strategies for the implementation of online education. The commitment to the four modernization required great advances in science and Technology. Under the modernization program, higher education was to be the cornerstone for training and research.

The advancement of the knowledge society and knowledge economy- both busted by higher education and research and innovation have undergone various changes in the past years- have made "research to research" very important in the past years. Kearney argues that, "*Yet despite this harsh reality, the global and irrevocably interconnected nature of society in the 21st century remains fundamentally unchanged, protectionism may well re-emerge, but technology has rendered our interdependence irreversible. As a result, the research for more effective local, national and regional solutions must operate in tandem with ongoing global transformations, including those with unknown and possibly negative outcomes.*"

The core principles at the foundation of national writing projects (NWP) in professional Development Network of USA highlighted that:

Teachers at every level- from kindergarten through college – are the agents of reform; universities and schools are ideal partners for investing in that reform through professional development. Writing can and should be taught, not just assigned, at every grade level, professional development programs should provide opportunities for teachers to work together to understand the full spectrum of writing development across grades and across subject areas.

Knowledge about the teaching of writing comes from many sources: theory and research, the analysis of practice, and experience of writing, effective professional development programs, provide frequent and ongoing opportunities for teachers to write and to examine theory, research and practice together systematically. Teachers who are well informed and effective in their practice can be successful teachers of other teachers as well as partners in educational research, development, and implementation. Collectively, teacher-leaders are our greatest resource for education reform (Darling-Hammond, Newton, & Wei, 2013; Kagoda & Ezati, 2013; Kahsay, 2012a; Pantić & Wubbels, 2010a).

Project-based learning also gives students the opportunity to explore problems and challenges that have real word application, increasing the possibility of long term retention of skills and concepts. The code idea of teachers' project is to introduce teachers in self-discovery of real world problems and sought ways of suggesting possible solution with concrete findings and results. Lecturers play the role of supervisor working with teachers to provide the frame worth- while questions, structuring task meaningfully, coaching both knowledge and development and social skills, and carefully assessing what teachers have written from their experiences. PBL enriches teachers' performance with deeper learning outcome when professional development promotes teachers' skill development for learning how to plan, do and assess PBL in all classrooms (Dewey, 1938/1997; Sawyer, 2006). Projects are a ways by which learners' participants actively in an experiential learning model. They also help in the development of independent and cooperative learning skills. Learners may likely feel personally involved in the learning process and motivated by the tangible end product. Projects make teachers a way by which to involve the holistic aspect of the child in the learning process by involving the full range of skills and talents available. It also provides a planning approach for multi-level classrooms. The flexibility of such approach also provides the teacher with cross-curriculum and language skill integration (Diana, 2002).

1.1 Significant of study

Research answers only those questions of which the answer are not available in literature, i.e., in human knowledge. High quality teaching and training of teachers is now widely acknowledged to be the most important school-level factor influencing student achievement an performance. In turn, this has focused attention on the importance of teacher education, from initial training and induction for beginning

teachers, to on-going professional development to help update teachers' knowledge, deepen their understanding and advance their skills as expert practitioners. Policy-makers around the world have approached the task of teacher preparation and professional development in different ways, reflecting their distinctive values, beliefs and assumptions about the nature of professional knowledge and how and where such learning takes place (RSA, 2014). Since the inception of the twentieth century, Stern House issued that, "teachers are researchers", this viewed the significance of teaching and promoting research activities in schools and colleges. Educational reform and restructuring initiatives in most parts of the world rest on the conviction that the participation of teachers, learners and parents can enhance the achievement of the desired transformation. According to BERA and RSA outline of 2014, There are four main ways that research can contribute to programs of teacher education: (i) the content of such programs may be informed by research-based knowledge and scholarship, emanating from a range of academic disciplines and epistemological traditions; (ii) research can be used to inform the design and structure of teacher education programs; (iii) teachers and teacher educators can be equipped to engage with and be discerning consumers of research; (iv) teachers and teacher educators may be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice.

The wave of teachers' professional movement became desperate in 1980s era, and it spread all over the world. In China, the curriculum reform experienced a deeper effect since the beginning of the new century, requiring teachers specifically to start be teaching research as well as engaging in research. Based on the Educational polices in the 80s, there was full commitment of teachers in the field of studying and engaging in research. In recent years, with the prosperity of school-based training for primary and secondary schools Teachers, there has been more enthusiasm for the training; so the subject of teacher's improvement and upgrading has gradually become an important matter by way of developing teachers in their profession. However, the demand of research within the spectrum of the world stage, researchers may go further in curiosity with special concern to find out the direction and guidance of teacher research. Is the orientation given to teachers for their school-base report/ projects in correct guidance? As the training is gaining momentum within the ring of national boundary, it is, but, necessary to provide a correct orientation and clear research directives to teachers for a more credible result that will reflect the objectives of the research. By "research orientation" the researcher refers to the proper conduct of giving pre- training of the teachers. Educational research can play an important role in trainee teachers' learning since it provides a disciplined perspective from which trainees can derive new ideas and understandings related to their own developing practice as well as a critical basis from which to formulate, examine and justify their views through reference to a wider, collective pool of experience. However, research will only contribute usefully to trainees' learning provided certain fundamental principles governing the inclusion of research within the structure of the training course as a whole are applied. Research-based ideas introduced on a training course, it is argued, must be seen by trainees, and

subject mentors, to have a significant practical relevance with regard to classroom practice. The ideas and arguments must be carefully selected and strategically integrated within a course and must elicit informed critical evaluation, direction to prepare school-base project as a fulfillment to the teacher training exercise. (Christine Cousel et al, 2000).

The orientation of teachers in preparing their projects has a deeper effect in the quality of the research from the beginning to the end. The misinformation incur in teacher projects in the precept of such research procedures reflects a wrong and an ineffective product of the research. This will form a coherence of chain work which will give a negative direction of the entire training; the teachers will receive wrong directives which they hope to implement in their classrooms. Besides, teachers have complete autonomy of their subjects, yet still, some difficulties are hidden in the process such as: the direction of consciousness is not strong, and the direction of improper choice of the subject (McEwan, 2002; Weinsten, Curran & Tomlinson-Clarke, 2003; Stronge, 2007).

1.2 Research objective

In view of these problems, this paper is intended to combat the full and correct implementation of the policy of "13th Five-Year' national goal. More so, China's central city of W "13th Five-Year" teachers 'projects as the object of study. The research will analyze specifically the city's "13th Five-Year" teachers' projects, and accordingly air out the problems that need to be improved. This research acts as feedback and reflection of the entire teachers' project trainings, orientations given to teachers, the perception of teachers about their project, the mode of preparation and presentation of projects. Also, co-coordinators and stakeholders of the program will project modalities that will make the exercise credible and meaningful to the community and the state.

2. Methodology

This research mainly focused on Wuhan City teachers' project works of 2017. Wuhan City (in Hubei) is the central province of China, located in the center of the country. It has a large population of about Eleven million (11,000,000) people. Due to its strategic position and educational opportunities, it attracts various educationists/teachers from the surrounding provinces to come for training at Wuhan City. From the number of reports, Wuhan City, "13th Five-Year" ordinary school teachers' projects, a total of 991 projects. From the main body of the declaration, there are 99 kindergarten teachers, 494 primary school teachers, 253 junior high school teachers, 120 high school teachers, 25 teaching and research staff, teachers involved in all levels of ordinary schools.

In addition to routine analysis with SPSS, this study also selected content analysis as the main method of processing data. On the one hand, the author uses the Rost Content Mining content analysis software to frequency statistics of the 991 Wuhan city "13th Five-Year" teacher projects' topics ; On the other hand, with the help of the "Qingbo data" On the other hand, with the help of the "clear big data" —— the domestic

authoritative new media platform part of the function, to achieve the selection of all the keywords, while the results of the data presented in the form of a chart (DiCicco-Bloom & Crabtree, 2006).

It is worth noting that, due to the large quantity and complexity of topics, the researcher used different tasks with different sampling method. First, in the analysis of teachers selected topics, the use of all the analysis, all the subjects for analysis. Second is about the analysis of teachers and objects used by the method of regional differences, according to the regional standard using stratified random sampling method, according to the region extracted 100 teachers personal project report (53 main cities, 47 far cities). Thirdly, in the analysis of the differences between the subjects and the methods used by the teachers, the stratified random sampling method is adopted according to the subject standard, and 100 teachers' personal project reports (10 nursery schools, 51 primary schools and 26 junior middle schools, High school 13).

3. Results and discussion

3.1 Overall characteristics of teachers' projects
Through the data analysis, this study found that Wuhan City teachers' projects show the following characteristics:

3.1.1 Most topics are related to specific operational strategies
The researcher makes the frequency statistical analysis of the topics of Wuhan City "13th Five-Year" teachers 'projects, word frequency presented in Figure 1. Among them, the highest frequency of 10 words is: primary school, strategy, students, class, junior high school, grade, mathematics, language, high school, ability, English (see Figure 2).
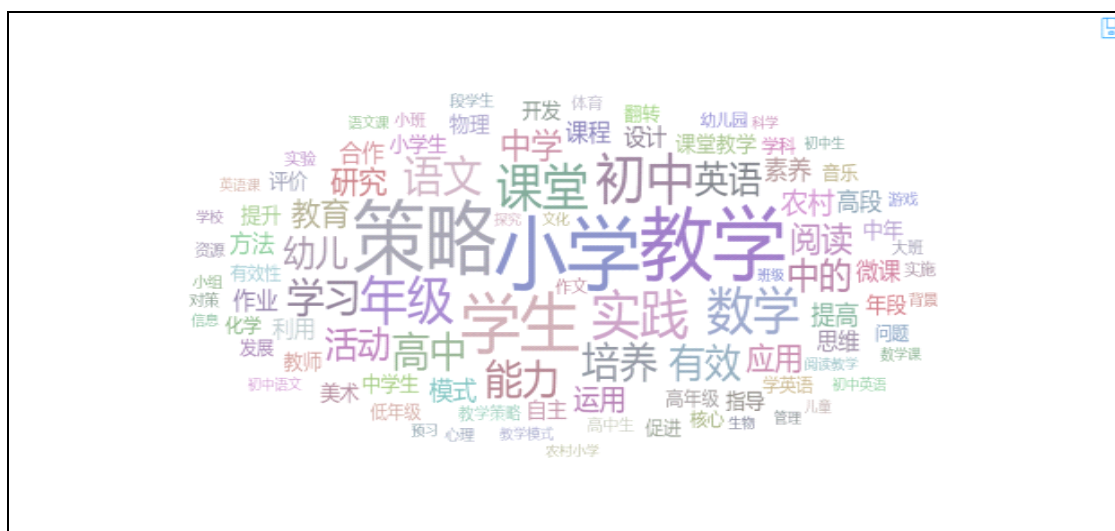

Figure 1: W City "thirteen five" teachers personal topics selected words cloud chart
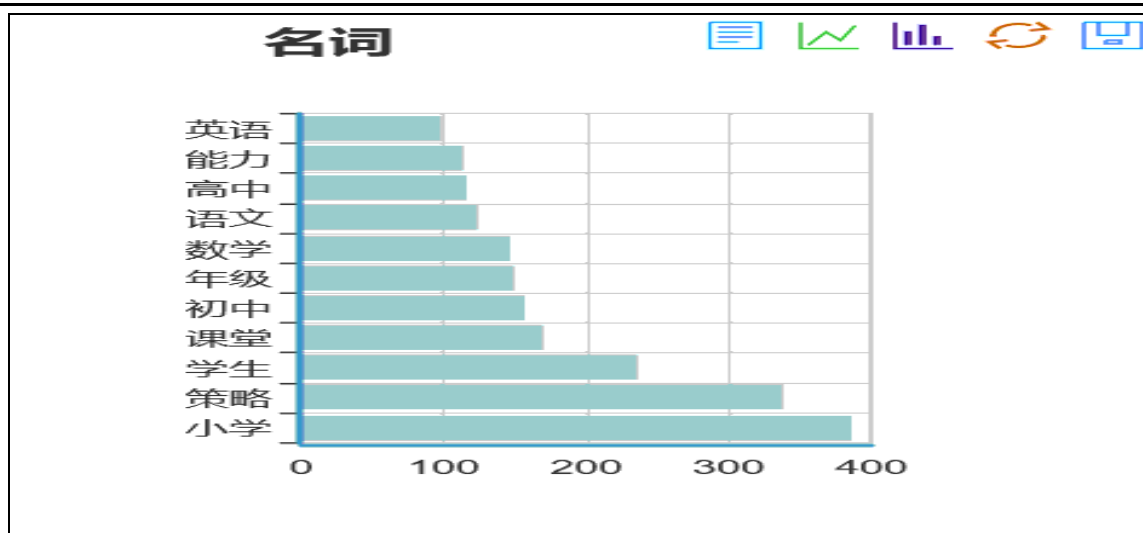
Figure 2: W City "thirteen five" teachers personal topics selected frequency statistics top10

On the whole, this high-frequency vocabulary can be divided into three categories: one is the school, such as primary school, secondary school, junior high school, high school. Second is the discipline, such as: language, mathematics, English; three content- which is the highest frequency strategy, especially classroom strategy. Therefore, there is a common trend in the topic of teachers' personal subject, that is, it focuses on the specific operation strategy of classroom teaching from the school and the subject.

Randomly inspecting these teachers, the project declaration can also find that this judgment is basically correct. For example, "The Research on The Guiding Ideology of Junior High School Language Writing", "The Strategy Research of Middle School Mathematics Concept Teaching" and "The Practical Research on The Effectiveness Strategy of High school English Reading Teaching" etc. From the expression of these subjects, the researchers mainly focus on exploring the specific operation strategy of the classroom. At the same time, from the contents of the research report, this research on the strategy, the main concern is how to do the problem. Such as "Research on the Strategy of Accumulating Students 'Basic Activities in Mathematics Teaching" The research content of this topic is mainly focused on "the strategy of accumulating students' basic activities through the study of different classes". In contrast, paid little attention to what and why should do so.

3.1.2 Object of research usually comes from the reform hot spots

The so-called reform hot spots, refers to the most popular themes, which have high-frequency in teachers 'discussion. These hot spots come mainly from two aspects; one is relative to the domestic education sector in terms of hot spots, such as the recent concern of the core qualities, flip the classroom, Lide tree people, etc. The second is relative to the school teachers in terms of hot spot, mainly the school in the process of change in the emergence of high-frequency theme. In particular: First, the impact of domestic reform hot spots. Mainly as follows: First, directly linked to the new type of learning stressed by the new curriculum reform, Which is directed to the "autonomy", "cooperation", "inquiry" and other ways to discuss the focus of the topic, this is more

common in 37 thesis. Topics such as "Study of Small Class Language Teaching Practice for Autonomous Learning", "Cooperative Study of Primary School English Subject Group", "Inquiry of Effective Way of Junior High School Geography Inquiry Learning", and so on. Second is the direct link to the Education information. Key words related to information technology in the subject appeared about 85 times, specific topics such as "Internet + Background High School Chemistry Design Diversity", "Micro-Class Teaching in Primary School Language Design and Use", " Education Cloud Platform Under the 'Chemical Micro-Class' Resource Development "and so on. Among them, is the direct flip of the classroom as the theme of 22 thesis. The main forms of topics are: "High School English Flip Classroom Listening Class Classroom Teaching Effectiveness of The Study", "Flip Classroom in The High School Physics Curriculum Application Research", and so on. Third, direct linked to the core literacy. Among them, the title of "core literacy" of the term accounted for 23 projects. Common topics are: "The New Era of High School Students 'Core Literacy Construction Research", "The Research of The Evaluation Mechanism of Innovative Students' Core Literacy", and so on. Second, is by the school characteristics. At present, many schools have put their own educational philosophy, for example, "Wisdom education". Under this influence, the topics of teachers' project tend to put this "hat" in 25 thesis. Topics such as: " The Strategy of Primary School Students Evaluation Based on the 'Wisdom Education' Philosophy ", "High School English Homework Research Based on The 'Real Education' Philosophy", and so on.

3.1.3. Selected methods are summary of experience essentially

According to the regional standard stratification, the researcher chose 100 samples and analyzed their contents , and found that the selected methods are comparatively normative, but in practice, part of them are practical experience rather than scientific research methods (which may due to many school research reports are often presented as summary of experience). Performance: First, the empirical summary method is one of the most commonly mentioned methods. The survey shows that teachers' most commonly used research methods are: literature (73%), survey (70%), action research (56%), case study (54%), experience summary (40%), and many more. Among them, empirical summary ranked fifth, belonging to one of the commonly used methods.

Second, on the surface, empirical summary is only ranked fifth, but in fact, in the teacher's approaches, it has absolute advantage. The reasons are: from the report book, these methods can be divided into two categories: one is in the study before the real use of the method, rarely used in the research process. For example, the "literature method" is primarily understood as reviewing the literature before the study to determine whether the study is meaningful (and from the literature review of the subject matter of the report, the vast majority is in the form of form, not really grasp the relevant of the authoritative literature, which is mainly due to the format requirements of the declaration form), is usually no longer used in the course of the study; the "investigation method" is usually used before the study, the purpose is to understand the actual situation of the school, The study is meaningful and rarely used in the

research process. Therefore, these methods are not actually teachers in the research process really use the research method.

The other is a research method that is based on other research names and is actually empirical. For example, the most important feature of the Action Research Act is to study action in action for action, which involves experiencing problems, proposing programs, implementing programs, reflecting practice, proposing new programs, and so on. However, there are few teachers who have been designed to follow the course of this study, and less than 1% of these processes are mentioned. Therefore, this research method in the process of actually in fact with the experience of the method is no different, are for the summary of the results of the action. "Case Study Law" is characterized by a case study as the object of study, found that the existence of the universal law, in order to achieve the effect of migration. However, the case here is rarely used as the object of study, but only as a collection of objects, the purpose is to form a case set, used as a research result. In fact, this is a summary of experience.

So, is experience summary method a scientific research method? From the existing literature, the domestic and foreign books of research methods did not regard it as a research method. For example, the domestic scholar Pei Dina's "Introduction to Educational Research Methods" and foreign scholars William Wiersma's "Introduction to Educational Research Methods" have not included experience summary method. From the teachers' reports, the teacher's interpretation of the experience-based method is almost identical, and the teacher who explains the course of his research is less than 1%. Therefore, their so-called experience is summed up the results of the study as a summary of experience; the formation of research results, which itself is not the research process to start the method.

3.2 Differences of the orientation of teachers' projects

In order to study the specific situation of teachers in different regions and different sections, the author randomized the reports of 991 teachers' projects according to the regional standard and the subject standard, and sampled 100 samples each. The subject of the research and research methods of the sample explored detailed content analysis and frequency statistics.

3.2.1 Regional differences

In the research theme, the urban and the suburban teachers are basically the same, the former is more concerned about the "activities", and the latter is more concerned about specific disciplines.
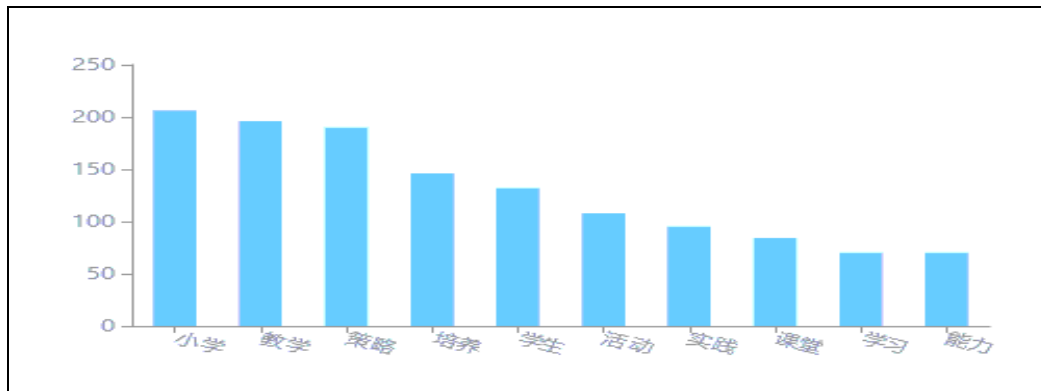
Figure 3: Urban area frequency statistics top10

A. The frequency of the sample shows that teachers' subjects of the urban city are basically the same as the suburban city

The two are most concerned about the "primary school", "teaching" and "strategy" and other keywords. However, "activity" is the most frequent word in the urban city, which is relatively later (at 23rd) in the frequency statistics of the suburban city. This shows that the urban teachers' pay more attention to design activities during teaching, and in the suburban city, more teachers are limited to discipline. It can be seen; teachers in the urban city try to improve student capacity through student activities.
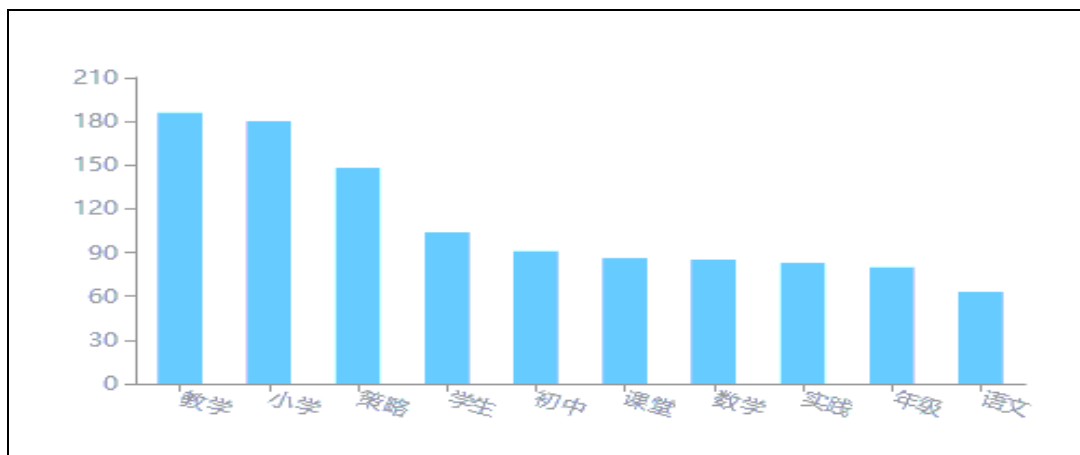
Figure 4: Suburban area frequency statistics top10

B. In the research method, the urban and the suburban teachers are not very different, the former often use survey method, the latter often use experience summary method relatively.

The results of stratified sampling show that there is little difference between the urban city and the suburban city. The two most commonly used methods are literature, survey method, action research, case research, and two sets of data in the literature, action research, case research are basic flat. More urban teachers choose survey method, and more suburban teachers use experience summary method. However, as for

observational method and experimentation, the number of urban teachers is slightly more than that of the suburban teachers.

Figure 6 the urban and the suburban teachers' specific situation in research methods

3.2.2. Main body difference
A. In the subject of the study, teachers in different phase of studying focus different research subjects.

Firstly, kindergarten teachers pay more attention to three aspects: First, the game activities. 28.3% of kindergarten teachers are concerned about how to develop students' abilities in happy game activities, but there are few primary and secondary school teachers to study this topic. Secondly, the study considers also the cooperation between family and school. There are 11.1% kindergarten teachers who pay attention to this problem. However, among the primary and secondary school teachers, there are very few such studies (0.6% in primary schools and 0.5% in secondary schools). Thirdly, is teachers 'development. Kindergarten teachers' focus on the development of teachers (about 14.1%), primary and secondary school teachers are relatively low attention (less than 2%).

Secondly, primary and secondary school teachers pay more attention to the classroom teaching. It is also possible to find that the primary school teachers' focus on the study of classroom teaching (49%), and the secondary school teachers attach the same importance to the problem (43.7%), but there are few kindergarten teachers to study this subject (13.1%). Of course, primary school teachers are also more concerned about cultivate students' ability (23.3%), while related topics of secondary school teachers and kindergarten teachers are relatively small (the former 10.5%, the latter 9%). Finally, all of them ignore students' mental health. However, relatively speaking, secondary school teachers pay more attention to this problem (7.5%). Kindergarten teachers followed, only 4%. Primary school teachers are the lowest, only 2%.

B. In the research methods, teachers in different phase of studying focus on different research methods.
According to the statistical results of the samples, it can be seen that the research methods selected by teachers in different segments are different. More than 85% of kindergarten teachers selected action research, 88% of primary school teachers pay more attention to the use of survey method, and 84.2% of secondary school teachers in their own research apply literature, which shows that teachers in different segments have different emphasis on research methods.

4. Conclusion and recommendations

From the result of this study, it is better to give some conclusions and recommendations as following:

A. Provide flexible guidance to teachers' projects; enhance the independent awareness of teachers during the research

The previous survey shows that teachers 'projects, are closely followed, and even directly come from education reform hot spots. However, this type of topic often leads to dislocation between the teacher's research process and the purpose of the study (i.e., promoting teacher development). This is because: First, the reform always focuses the universal concern, but the subject of research should promote the individual development of teachers, the possibility and extent of their fitness depend on the individual needs of teachers, the development of characteristics and so on. For example, if a teacher is new to the job, the most important question is how to manage the classroom, then, the study of flipped classroom will not be appropriate. Second, the educational reform hot spots usually involve a brief concern, and the development of teachers is a continuous, systematic study. Individual teachers, format their education and teaching concepts and behavior in the long process. If the teacher cannot keep self-step in the progressive progress, and always blindly chasing hot spots, the result will be disastrous - he will not only be exhausted, and do not see the relationship between the study, the lack of professional growth Sex.

The current topic guide usually only provides a reference for school topics, and allows teachers to select topics freely. For example, W City's "13th Five Year Plan 2016 Annual Guide for Education Science" ,"Free Choice Topic" part , clearly show that teachers' projects do not have specific guidelines.

However, the promotion of autonomy does not mean that it completely "let go". We encourage teachers to be autonomous, must be based on the correct judgment of autonomy. From this point of view, the education sector should give its flexibility to guide. This guidance is not directly given to teachers, but rather how to understand their own characteristics, and thus determine the research subject. At the same time, in the selection of these topics, it cannot be completely hot-oriented. After all, the teacher's personal subject is not the same as the scholar's research topic, the former is to promote the development of the individual itself, the latter is to promote the development of the community in general.

B. Strengthen the training of teachers' theoretical literacy, and correct the empiricist tendencies of research

The previous analysis shows that, in terms of research topics, most of the teachers' topics are the specific operation strategies in the classroom. In the research methods, teachers mainly use the empirical method. This phenomenon shows to a large extent that teachers have empiricist tendencies in their research.

Accumulation of experience is important, but it is not always possible to focus on experience alone. This is because, first, experience is not necessarily correct and effective, only through scientific methods to study it, in order to distinguish between right and wrong, rational teaching. Second, the accumulation of pure experience is difficult to achieve the purpose of the study. Teacher research is an important way for teachers to learn. Since it is learning, we must pursue the efficiency of learning. The

typical performance of effective learning is to learn what can be done, that is, to achieve effective migration. According to the study of psychology, the key to effective transfer is related to the principle, the teacher's research if you do not focus on the principles behind the experience, it is difficult to find the basic principles behind the complex teaching phenomenon, cannot do more with less.

In view of this, it is particularly important to strengthen the training of teachers 'theoretical literacy and enhance teachers' learning ability. Teachers of the training of theoretical needs need to pay attention to the following points:

a. First, strengthen the teachers' "teaching method" understanding

"Teaching method" refers to the 'rule' of teaching. Actually, that is, the principle of teaching - the rules of the system. Teachers are more concerned about the specific teaching experience, the results is limited, while the "teaching method" as a specific method behind the principle, can promote the effective transfer of teachers.

b. Second, strengthen teachers' research methods study

At present, teachers have issues on select methods; the fundamental reason is that teachers don't have a clear understanding about the type of research methods, the application of conditions and so on. Therefore, it is necessary for educational administration departments to cooperate with relevant experts in colleges and universities to strengthen the training of front-line teachers 'scientific research knowledge and skills, and reinforce the basis of teachers' research.

C. Strengthen teachers' human consciousness in the education, and avoid the technical orientation of the study

With information technology be applied extensively to the field of education, teachers are interested in apply information technology in teaching, and the research topics are deeply influenced by them. However, it is not difficult to see that these studies in varying degrees reflect a technical orientation, and pay less attention to the people themselves. First, among the studies of information technology used in teaching, the most are how to use information technology, such as how to make and use micro-video, how to use the Tablet PC and timely feedback. However, in the information age what kind of capacity that students should develop how to promote their development, and what the real need for information technology, lack of necessary research. Obviously, information should promote human change. Therefore, firstly it have to studies people's contemporary development goals, problems and development needs, and then studies the specific application of technology, and the application of these technologies should be directed at these core issues.

Secondly, in the choice of the theme of the study, relatively speaking, the topic of the technology far more than the topic of mental health. This from another side shows that teachers' concern about people is not enough in the research process.

And in order to change this situation, teachers need to strengthen the human consciousness, build a correct view of the relationship between people and technology, from the perspective of people to explore the existing problems in education and teaching. From a certain point of view, information technology is not the essence of

future education, respect for people is. The future education "will pay more attention to people, respect for people; understand people, to promote the students of moral and intellectual labor in a comprehensive, free and harmonious Development. In the future research on the subject, to strengthen the awareness of people, rather than the technical standards of consciousness, both the changing social environment and the rapid development of the information age requirements, but also advocate human rights and dignity, social justice security, culture, language and racial diversity, shared responsibility and accountability of the humanities education development concept requirements.

D. Enhance the teachers' awareness of resource development, highlighting the local characteristics of personal research

According to the previous analysis can be seen, teachers lack awareness of use resource around them. Performance: First, teacher' projects lack of local characteristics, regional differences are not obvious. Second, the teacher's personal topics involved less curriculum resources development. For example, in the subject of curriculum resources development and utilization, the proportion of such topics is less than 6%. Moreover, the suburban teachers have rich local resources can be used in education and teaching, but in fact this kind of research rarely.

It is of great significance to enhance the curriculum development consciousness of teachers in subject research. This is because, first, the development of resources itself is an intrinsic element of effective teaching for teachers. The school's educational resources are always limited. Moreover, the educational resources provided by the school are mainly indirect experience, it can produce the role of educating people, but does not necessarily have a role, it needs to graft in direct experience to take root. Therefore, teachers need to make full use of the resources of the world of life, on the one hand for the development of students to provide basic nutrients, on the other hand for the acquisition of indirect experience to provide prerequisites. Second, the uniqueness of development resources requires teachers to conduct research. As the students in different places face the life world is not the same, can develop the resources are not the same, so different school teachers in this topic will show their own characteristics. It is because of the existence of these characteristics, it is difficult for teachers to learn from the experience of others, but should as a subject to a serious study.

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