

Study on Influencing Factors of Career Choice of Excellent Teachers: Based on the Analysis of Nine Educational Autobiographies

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Abstract

Based on Lewin’s “Field theory”, the paper analyzes the educational autobiographies of nine outstanding teachers in primary and secondary schools, and constructs an analytical framework composed of family background, motivation for employment important events and personal experiences. It is found that there are four characteristics in their career choice, that are the awareness of “cultural gene”, the motivation of “escaping from suffering”, the training of “confusion and frustration”, and the encouragement of “important others”. It can be inferred that teachers’ early life experiences, “important others” and practical knowledge can influence their career choices.

Key words: Education autobiography; Excellent teacher; Career choice; Influencing factors

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1. RESEARCH METHODS

1.1 Autobiography of Education

Teachers daily life is mostly composed of teaching events and life events, and a real, fresh and vivid “teaching narrative” and “life narrative” is always the display of

teachers’ personal lives. Once a teacher describes the educational events in his life in an autobiography way, it means that the teacher starts to observe the world with his own life experience as the background (Liu, 2003). Each teacher is a special individual. In the autobiographical narrative, the particularity, difference and contingency of individual growth and development are presented in turn.

The teacher’s autobiography of education can put the teacher in the sense of experience in the meaning of education, teaching, work and life, and construct again and present it to everyone, to obtain the reconstruction of meaning and reproduction of value.

Teacher autobiographical research high personal life history characteristics, it is not isolated personal memory, and will take the certain social, cultural and historical background. Looking for traces of teachers’ life and work from the perspective of individual development, teachers’ autobiography is a part of the individual teachers’ coordinates in the space-time frame, and this coordinate also reflects the teachers’ personalized growth process dynamically with the flow of teachers’ working time. Curriculum theory researcher, Pinar stressed” using the method of autobiography, first go back to the past (review), imagine the future (forward-looking), pursue self-understanding (analysis), expand and gain inspiration to achieve the point of accuracy (Ou, 2005). This is an ideal idea. The educational autobiography mentioned in this study is a narrative review, reflection and experience of teachers’ special periods and important events in their lives.

A teacher’s autobiography is the teacher’s spiritual self-talk and textual dialogue with others. “When we understand education in the attitude of returning to things themselves, we are telling ourselves that we should not always try to conclude about education by the definition of concepts. Education itself is what it appears to us” (Wang, 2005). Established concepts, structured knowledge and theoretical system are important to understand

the education, but not the whole of education. The presupposition that can be structured means that it exists before the process of education, but the process that is unfolding cannot be determined in advance, which is the living world of education. What is the more meaningful and important process between teachers and students that are being developed. The primary and secondary school teachers live in this education world, and each of them is facing the students in his own way. Educational activities have become their unique way of life; education has become their common profession. Every teacher lives in education, and every primary and secondary school teacher has his own professional life.

1.2 Research Objects

Sampling in qualitative research does not follow the principle of ‘non-probability sampling’, which does not completely follow the sampling rules and procedures in quantitative research, nor does it emphasize the inference of research results to the whole sample (Chen, 2000). The nine autobiographical material of this study come from two sources, part of the selected from the *W Education*.¹ The outstanding teachers’ professional development autobiography in the “walkers” column of the magazine 2013-2014, the other part is written by specially invited teachers.

Serial number	Gender	Birth	Subject	Honors
Z1	Male	1960s	Senior high school chemistry	Provincial master teacher
Z2	Male	1980s	Senior high school mathematics	City new-star teacher
Z3	Female	1970s	Music of primary and secondary schools	Provincial master teacher
Z4	Male	1960s	Senior high school politics	Middle school senior teacher
Z5	Male	1970s	Primary high school science	City-famous teacher
Z6	Male	1970s	Senior high school Chinese	City key teacher, middle school senior teacher
Z7	Male	1970s	Senior high school mathematics	Middle school senior teacher, professor.
Z8	Male	1980s	Junior middle school mathematics	Ph.D.
Z9	Female	1980s	Junior middle school Chinese	City new-star teacher

From the perspective of teaching age, professional title, honor and other external indicators, the above 9 teachers vary in age group, but they can all be regarded as excellent teachers, that is, high-performance teachers or teachers with high professional development. It is not intended to discriminate on background variables.

1.3 Analytical Framework

¹ *W Education* is the internal publication of the Municipal Bureau of Education for primary and secondary school teachers.

Psychologist Kurt Lewin borrowed the concept of “Field Theory” from physics, and believed that the psychological field is the sum of a person’s life experience and future thoughts and desires, which constantly enriches and expands in quantity and type as individual ages and accumulates experience. To further illustrate this concept, Lewin proposed the famous formula $B=f(P \cdot E)$. In this formula, “B” represents the behavior, “f” refers to the functional relationship, “P” refers to the specific individual, and “E” refers to the overall interpretation environment of the psychological field. In short, behavior occurs with the change of two factors, man and environment. “P” and “E” can be classified as follows:

P= (gender, length of service, teaching subject, education, honors, family background, personality characteristics...)

E= (school type, the area of the school, school organization, social environment..)

This study focuses on the individual factors of teachers when collecting 9 educational autobiographies.

2. AUTOBIOGRAPHICAL ANALYSIS

The tripartite reciprocity theory of human, environment and behavior put forward by American psychologist Bandura in the 1970s. The intensity and pattern of the two-way interaction between any two factors varies with behavior, individual and environment. Individual development is the result of various internal and external environmental tensions. There is a close relationship between individual uniqueness and environmental diversity. A teacher’s career choice originates from different life experiences and different life situations create different experiences. In the analysis of these autobiographies, it is found that there are four “sources” that affect a teacher’s career choice.

2.1 The Cognition of Memes

One’s family influence is often as strong as the genes of one’s blood. When many excellent teachers review their reasons for becoming teachers, they often trace back to the influence of family traditions and relatives when they were young. Z1, a provincial master teacher, recalls: “I was born in the hometown of Yue Opera², which is also famous for farming-reading culture. My great-grandfather and grandfather received moral education. As far as I can remember, my grandmother cherishes paper scraps very carefully, she will store them away, never allowing us to discard books or written paper at will, or scribble on them, and teach us the text is as big as the sky. Then I slowly realized that respecting text is respecting learning and reverence for nature. When we went to school, my grandmother always asked us to leave the front page of the work book blank, indicating that we had come to the

² A local opera that originated in Zhejiang China in the last century.

teacher like a blank sheet of paper, and that we should always keen for learning". This reverence for knowledge is a cultural totem for many children growing up in large families. The child who grows up in such an environment has a natural awe and love for knowledge, an educational sentiment that seeps through his veins. I call it the educator's meme-recognition of the work of education.

Z2, excellent senior high school mathematics teacher, recalled his father's experience as a teacher when he was a child, which established his preliminary understanding of good teachers. "My father, a teacher at a rural school in County, has been working in the same school for more than 30 years since he graduated. In my eyes, my father is a real double-competency teacher. He taught junior high school mathematics for 20 years and obtained an accounting certificate. However, when he was nearly 50 years old, he was rated as a "Senior middle school Music Teacher", and he was the first teacher to be awarded as "Senior middle school Music Teacher" title. "Never too old to learn" is one of the positive energies my father passed on to me. When my father attended correspondence college, I was just in junior high school and there were many college textbooks at home. Sometimes, I would curiously turn over some pages, although I could not understand, but I can see the book full of my father's reading notes. When my father studying for accounting certificate, what impressed me most was that my father always kept an abacus in his hand, and the sound of "crackling" was often heard at home. At that time, I also learned how to use an abacus. My father applied for the Senior teacher' title after I entered the work, and he was already 50 years old at that time. In addition to learning information technology, he would read "huiji" "feiji", "huafei" "fahui"³ after me from time to time... Later, my father's score in the Mandarin Test was three points higher than mine in the university, which made me feel that my father was serious proficiency Test and persistent in learning. Perhaps I was influenced by my father from an early age, so when he suggested me apply for a normal college degree, I didn't reject it. Instead, I thought I should be a good teacher just like him." In the process of becoming a teacher, Z2's reference object is his father, who continues his passion for education and his tireless pursuit of self-improvement. And this constant self-pursuit has become: a culture gene engraved in his heart.

Family influences are also diverse, sometimes in different ways. Z3, a provincial master teacher, showed a different voice when recalling his childhood memories. "I was born in an educational family. My father used to be the director of the W County Culture and Education Bureau (at that time, the Culture and the Education Bureau collectively called the Culture and Education

Bureau), and my mother was the deputy principal and math teacher of W County Experimental Primary School. When I was young, I watched them busy all day. They had no time to take care of us four siblings. In the end, Mother fell ill from overwork and left us forever, which left a great shadow on my young mind. Education as a profession, the position of teacher is too hard. I don't want to be a teacher."

Z3 was born into a family with a good cultural gene. Both parents are engaged in education, but the important Event that happened to her mother actually affected her perception of the teacher profession. "Teaching is too hard, and I don't want to be a teacher." This is teacher Z3's initial understanding of the teaching profession, Therefore she chose to "give up". But long-term exposure to the family's educational environment and daily life strengthen her mind, and teaching part of her life. In the subsequent choices, she continued the traces of her mother's life, persisted in hard but passionate teacher work, and also experienced the same primary school teaching calendar as her mother did. This is a kind of cultural dependence behavior that seems to be inconsistent but actually fits.

2.2 The Motivation to "Escape From Suffering"

Intrinsic motivation is the theoretical source of self-leadership. In the era when universities were the elite education, entering a university or normal school meant a steady job and secures future. This welfare drawn in a group of social elites, the phenomenon of middle normal education. Whose original intention were not teaching, They were eventually "forced" to join education team to sprout a unique professional charm. In this batch of teachers without internal cause enlightenment, with the instinct of "survival", run out of their own different paths but similar "development" road.

Z4, A professor and "Middle school senior Teacher", began his autobiography titled *The Wind Chimes of the Years* "by writing" My hometown is on a small hill in the mountain area of southern Zhejiang province. There are more than 30 families and 150 people living in a natural village. They moved in from Anxi, Fujian province more than 300 years ago and have been farming for generations.

As long as I can remember, my grandfather brought dried food with him, walked with a stick to the mountains forests to collect medical herbs, and stumbled back very late in the evening when black dogs started barking. He went out every way, only got a meager income to make ends meet. And my father, in my childhood impression, he worked as a farmer all day time and a porter at night. After a busy day of farm work, every night, we had fallen asleep, someone called my father's name, and father quietly got up and went away. When I woke up the next day, father was already working in the field. I never knew if my father had slept. It wasn't until I was seven or eight years old that I knew what my father was doing. It was the

³ The words of airplane and chemical fertilizer, are easy to be confused in pronunciation.

fishmonger who woke my father up. My home was on the only road from Zhongdun town to Fanshan town. When the fishmonger was tired, my father was his porter. 15 kilometers of rugged mountain road, carrying the lantern, with the paint lights, my father carried more than 100 pounds fish and ran all the way, just to keep seafood fresh. Half a marathon every day, needless to say, tired.

Tired, for father and grandfather, not so terrible, and can be overcome, but the endless tiredness and poverty, left them no sense of achievement. When I was in primary school, due to the poverty of my family, my eldest sister never went to school because she could not afford the tuition of two Yuan a year. Now every encounter with her still makes me feel guilty.

In my memory, my parents often quarreled over one or two dimes, making us particularly insecure when we were young.

At that time, my biggest dream was to leave this barren land where we had worked so hard and bearing lived.

Seeing the poor life experienced by the previous generation, as well as the family insecurity caused by the poor life, fleeing the homeland for a better life became the initial source of power for Z4. As a teacher, he fled his native land only to “leave the barren hopeless land”.

Z5, an entitled city-famous primary school science teacher, recalls his choice of a teaching career, I chose to study in a normal school, is not out of love for the job of education, but because of my poor family. There are four siblings in my family, all of whom were top students at the school, but the other three dropped out because of the family's financial difficulties. I was the only boy in my family who was able to go to school only for the boys were preferred out of China old traditional value, and I still feel guilty and for that. In that year's high school entrance examination, I got first place in the whole township. Many people suggested that I go to a key high school to get a good university, but I chose to go to normal school. Because I could get out of the school earlier to support my poor family.

At this point, entering a normal school is a compromise to the poor life, and has no choice. At the same time, it also opened his choice of educational value goals, going normal school and waiting for graduation, I will teach my students like my teachers, and let more children read, memorize and get good grades. It is a chance of making something of me, true, going to normal school has become an important way out of the bottom of the poor countryside, and change the identity. At this time, Study is endowed with more cultural added value.

Studying hard is a way to “escape from homeland”, an option for children coming out of the countryside in times of material hardship. Different experiences have the same influence on the development path of teachers. In psychoanalytic theory, all acquired behaviors can be traced back to childhood experiences. Does this further

explain that teachers' background factors, especially their early working experience will affect teachers' self-leadership?

2.3 The Trial of “Confusion and Frustration”

Spinoza said in *Ethics* that “An emotion, which is a passion, ceases to be a passion, as soon as we form a clear and distinct idea thereof, as a passion of pain, once we have a clear and clear understanding of it, we no longer feel pain.” The training of suffering is the dormant tenacity of life. Dormancy is not only the trough of fate, but also the waiting of life. In the professional autobiographies of a group of educators, including exchanges with a large number of teachers and students, we find that many teachers always have a low period of career development, often at the beginning of their careers and after the peak of their careers. Difficulties at the beginning of a career tend to have a more important impact on young new teachers. The “misfortune” of this kind of career is often the comment of an indomitable and courageous forerunner.

Z6, an entitled “city-famous” teacher, who used to be an excellent university graduate, and was initially neglected by the Education Bureau and moved to a remote rural area. In the temporary illusion of being unable to perform his ambitions, he began to “solitary practice”. Z6 mentioned in the text, I firmly believe in maintaining a flying posture when teaching people to pursue dreams, even if frustration, “Maintaining a living state when educating people to walk, even if confused.” On the road of Chinese language teaching, I have always so honest and encouraging myself, even in the most difficult times. The following is the first three years of his retrospective when he was “assigned” to a rural middle school and slept in the ancestral shrine.” Never forget the pain of seeing only a leaky two-story teaching building; never forget the days in Li Zhuang (a remote mountain village, where the school is located), when saw the sun at ten o'clock in the morning and bid it farewell at one o'clock in the afternoon; never forget the astonishment of seeing some teachers who were so passionate about Poker and Mahjong; never forget the hopelessness of hearing students said that no one here had ever been admitted to high school; Not to mention the fear of sleeping in an ancestral shrine filled with country ghost stories and coffins underneath. I didn't expect that this would be the starting point of my teaching career. Faced with this situation, the desire and passion for teaching many years ago instantly vanished. Sartre said: people are assimilated all the time. Life for each of us, either with the ups and downs of the world, or transcend mediocre life. Fortunately, I didn't get down. My dream of being an excellent Chinese teacher inspired me to teach. I turned all my grievances and dissatisfaction into the power for Chinese teaching.

The scholar Long Yingtai once said, “The road of spiritual practice is always lonely, because wisdom must

come from loneliness. Z6 lived alone in the ancestral shrine for three years, which set the tone of his work: facing himself, thinking independently, overcoming difficulties, and being brave in practice. Faced with all kinds of problems that later appeared in his work, no matter how difficult, complicated and aggrieved it was, it seemed easy for him. Education and innovation have also been expanded and sublimated in his experience. Staying in that lonely ancestral shrine for three years has fulfilled a young man who “learned to persevere in difficulties”. The following is a penetrating text written by Z7, a middle-aged teacher who came out of a more remote rural area. In the text, he recalls his childhood with touching words:

“There was no laughter in my childhood, only tears and pain. When I was two years old, my mother died, leaving six children (three elder sisters and brothers, me and younger sisters). The eldest sister was only 13 years old, the youngest sister was only 2 months, and my father lost his job. At that time, I was very naughty. I often ran to the well to play and almost fell into the water several times. Although on her deathbed, my mother repeatedly urged not to give her youngest son away. But helpless, my father gave me to a “grandfather” of the same family and sent my youngest sister together. When I was less than 10 years old, my grandfather died. Since then, my young shoulders took up the responsibility of a family of three and needed to feed my grandma, sister and me. Grandma was more than 70 years old. Since childhood she was foot-bound, three-inch golden lotus, made her only do some housework. Farming, chopping wood, carrying water. The heavy rural labor was my entire job. When I went up the mountain alone to cut firewood, I was especially afraid of seeing the graves. Boiling water, cooking rice and cooking pig food, all needed to use firewood. Regardless of the extreme cold and heat, I had to go up hill to chop firewood. The sun burned my skin and scars all over my hands, feet and face. When carrying water, the wooden buckets filled with water weighed sixty to seventy pounds and the threshold was always too high to pass. Perhaps it was the reason for working too hard too early under the scorching sun. I looked very old when I was a child. As soon as I was in junior middle school, I was called “little old man” by my classmates. The children in families take charge early. I was very sensible when I was a child. I knew that if I didn’t study, there was no way out. I studied very hard and every year I was awarded with ‘All-around Good student’. My uncles often said, the family is so poor that there is no need to study, what is the use of study. I didn’t listen, for me. I would won’t. I can do anything just let me go to school. “

This is the memory clip of Z7 entitled “Life is like a five-flavor bottle”, looking back affectionately on the difficult early years. And this is the original intention of his final step out of the mountains to the pulpit.

Unlike the unfavorable job distribution and poor family

embarrassment, Dr. Z8, who was originally a middle school mathematics teacher, has a different experience. His reason is “the failure of high school entrance exam”. In recalling his personal growth, Z8 mentioned another reason for entering a secondary normal school: “Becoming a teacher, for me, was an accident. When I was in primary school and junior middle school, my grades were always in the at the top of the whole school, I planned my life like this: Went to the only key high school in the area, then a famous university, and then went abroad. I didn’t expect I performed so poorly in the high school entrance exam and failed to go to the key high school. Therefore, I went to a Secondary normal school because there was no better choice, and I have no intention of taking the primary school teachers as a career for the rest of my life.” The test was unsuccessful; the original plan was accidentally broken. The “No Better Choice” became the mental process of Z8’s choosing to study in the normal school temporarily. The initial mind still existed after encountering difficulties. After a period of idleness, reading laid the foundation for his future development and his values: “Grades and scholarships are not important. The important thing is that no matter what you do in the future, you can’t stop seeking knowledge.” It has opened the professional development mode of substituting classes, studying in graduate school and studying for doctorates abroad. At present, he has entered a local university and engaged in teaching and scientific research, and has been admitted as a postdoctoral student in a famous university in china at the end of 2014.

2.4 Encouragement of “Important Others”

In a teacher’s career, there are often some “important others” who play a role in promoting his or her spiritual development and professional growth. After being unfairly “sent” to a remote primary school, Z9 was once very angry, disappointed and helpless. But she said, I look despise cowards and lazybones. And this is also the spiritual motivation do something. After a short period of depression, I quickly recovered. In addition to her character, the person who made her feel better was her primary school teacher Miss Mao, who had the same situation as her. The “primary school teacher Mao” in her text became an “important others” that influenced her.

My hometown is also a remote small village. At that time, most of the teachers there were not qualified. We were taught by informal old teachers who often taught in dialects, and they themselves couldn’t do lots of the exercises in the textbook. I remember that before the fourth grade of primary school, my grades were terrible, and belonged to the kind of students who could only graduate from primary school in the . Because at that time, it was not a nine-year compulsory education. System, We had to pass the graduation examination to be admitted in middle school and very few children in our school had the chance. When I was in the fourth grade of primary

school, a young female teacher, Miss Mao, came to our school, and happened to teach our class. At that time, I did not feel that this was an important historical moment in my learning career. I only remember that teacher Mao would no longer teach us in dialect, but spoke a standard Mandarin. In class, she also brought us a lot of laughter. In this way, we, the group of ignorant mountain children fell in love with learning and were no longer naughty. Teacher Mao seemed to take special care of me. Not only did she care about me very much at school, but whenever the final exam was approaching, she would tell me not to go home after school, Instead, go to her dormitory and she would help me study and sometimes eat and sleep with her, for several days. My mother was so grateful that she bought a few pieces of tofu for teacher Mao to express her gratitude. At that time, I had no special feelings about what teacher Mao did. I just felt that I fell in love with teacher Mao's class. I thought she was very beautiful, and even imitated her words and deeds. I often play "mimic-class games" with my younger brothers and sisters when I went home in the game, I was a teacher, they were students, and I taught them lessons just like teacher Mao taught us. Since then, I also fell in love with learning, and therefore, I was successfully admitted to junior middle school. My experience with teach Mao is a real display of Confucius word, "Trust teacher, follow his way!" Teacher Mao helped a group of wild children in the mountains like me with her selfless love. Now, I have also stood at the three-foot podium and become a teacher. I think this is the greatest reward for teacher Mao.

Teacher Mao is undoubtedly the life-saving straw for Z9 in a difficult period. Similar experiences and problems with teacher Mao caused her to identify with the role of rural primary school teachers. From people to things, she began a new imitation and self-innovation. During the time, I was teaching at Z Center School, I always warned myself, when I was dissatisfied with my situation. Now, my teaching environment is the same as that of teacher Mao, and these childish children in front of me was I years ago? How could I not teach seriously and affect their future? Slowly, I learned to correct my state of mind, and slowly adapted to the teaching environment here, and loved the children in my class as much as Mr. Mao loved me. To prepare good prepare for lessons that children like, I often worked late into night, taught also learned to study the texts and make self-made teaching aids. For example, when I taught the word "water", I would use my painting skill; make a card of the word "water" with pictures, imitating shape of water, so that students could quickly remember the word "water". In order for children to learn to read the text emotionally, I would have practiced the text five or ten times the night before, until I thought my voice was full of emotion. Besides, after class, I often go along with the children and become their sister.

The initiative and enthusiasm of education were awakened. Problems and circumstances become the

driving force for development. At this point, Miss. MAO became an important other person of Z9, and became her built-in learning goal and imitation object.

3. DISCUSS

The British thinker, Polanyi believes that human knowledge is divided into two categories, one is explicit knowledge which can be expressed in words or diagrams, and the other is implicit knowledge such as skills, forms and rules that cannot be accurately expressed in language, which is generally called tacit knowledge. Teachers often use tacit knowledge at the practical level and accumulate such knowledge to form their own unique teaching styles, behavior models and thinking modes. The educational autobiography respects a teachers' tacit knowledge and the situational characteristics, and it also has the function of experiencing, interpreting, dealing with and reflecting on the problems faced or experienced by the teacher himself. From the analysis of nine autobiographies, it can be found that:

3.1 Life Experience Affects Teachers' Career Choice

Educational autobiography has the function of motivating teachers to review their educational experiences and reflect on their educational beliefs. Teachers' early life experiences have an impact on personal growth and career development. According to the research by foreign experts such as Britzlnan. "The growth of teachers has a high degree of personal life history characteristics, which is closely related to the professional development of teachers. Life history not only promotes teachers' self-reflection, produces a deeper self-awareness, but also stimulates their professional commitment and motivation for self-growth, and inspires efforts to explore the new direction and strategy of personal professional development, thereby promoting the teachers to develop more actively, establish a highly professional consciousness and self-confidence, and break through the previous teaching mode. (Britzman, 1986)." It can be seen that teachers' professional practical knowledge is the product of their various living conditions, and life history analysis is an effective way to understand teachers and rebuild teachers' cognition. The personal, empirical, constructive and reinterpreting characteristics of teachers' professional practical knowledge indicate that teachers are not only professionals who construct knowledge, but also display of their own practical life experience, so that teachers' professional practice cannot be separated from their own traces of life.

3.2 Important Others and Key Events Affect Teachers' Career Choice

Educational autobiography enables teachers to recognize themselves and to continue to motivate themselves. The key events in life history are an important source of power

to promote the reconstruction of teachers' professional practical knowledge. Events in personal life history can provide an opportunity for teachers to think about what kind of teaching behavior is effective and what kind of behavior can help to play a good role of teacher, and then create a new way to define the role of teacher, and form a new content of professional practical knowledge. Measor (1985) believes that "experiences from a family, marriage, birth, old age, sickness and death are the sources of important events for individuals, which are sufficient to affect the reconstruction and development of teachers' professional practical knowledge" "the key event is not the attribute of the event itself, but people's subjective understanding of it." If the person concerned thinks that something is important, then it is the key event. It needs to be clarified that we always look at what is the key from a habitual point of view. In fact, everything is a potential key event, and we must analyze it critically before it can become a real key event. Excellent teachers can find the value of their profession from key events and important persons, and turn it into their own professional standards.

3.3 Independent Development Is the Potential Factor of Teachers' Career Choice

The professional development of teachers is a process of integrating the self-influence, self-perfection and self-construction of various internal and external resources. Teacher's self-development is the process of discovering and reproducing teachers' own value, which is also beneficial to the recognition of Educational value (Connelly, 2000). Poletini believe that teacher development is a process of change. The study of teacher development should consider teachers' "actions" and "thoughts", that is, their knowledge, beliefs, attitudes, behaviors and interests throughout their career. Though having same or similar background, situation and problem, different teachers have different development trend. Here in addition to the objective external environment, it also related to the internal understanding. From the perspective of the "source" of teachers' career choice; there is a continuation of the "cultural gene" of a

good family, as well as the struggle to escape the negative status quo at that time. However, from the behaviors and thoughts of individuals, we can foresee an unusual development possibility that individuals who grow up in adversity tend to have a strong sense of autonomy. Certo indicates, "Autonomy is the need and desire of teachers' development, and it is the condition of teachers' effective implementation of classroom teaching activities, as well as the key to the realization of school management measures" (Certo, 2002). A large number of foreign studies have shown that the existence of teachers in social and educational institutions, their life experience and their own learning experience as students are the main sources of their educational thoughts. It can be said that the daily working mode of educational institutions has a profound impact on educational concepts, because it first creates the realistic existence state of teachers, and then restricts the change of teachers' educational concept in one way or another. Autonomy is a necessary condition for teachers to become creative teachers, and teachers to become teachers and eventually become excellent self-confident teachers.

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