

Analysis and Research on the Training of Teachers' Professional Ability of Normal Students in Colleges and Universities

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Abstract: The cultivation of teachers' professional ability is a quantitative measure to measure the teaching quality of teacher education. With the development of normal colleges in the direction of integration, many local normal colleges emphasize "professionalism" while ignoring "teacher quality". Based on the analysis of the current situation of normal students' teachers' professional ability training, this article meets the new requirements of basic education, and focuses on the cultivation of normal students' basic teaching ability, teaching professional ability and education management ability. Based on this, corresponding solutions are put forward from four aspects: adjusting the course structure, strengthening the integration of knowledge and skills, focusing on the integrated training of teaching skills, and building a diversified practice space.

Keywords: Teachers' Professional Ability, Normal Students

1. INTRODUCTION

Teacher education is the workhorse of education, and teacher training is the fundamental mission of normal colleges. However, in the process of transformation and upgrading in the direction of "comprehensiveness", many local normal colleges' talent training specifications and the basic attributes of "teachership" are gradually drifting away, and the basic function of cultivating high-quality teachers showing a weakening trend. In addition, driven by the "openness" of teacher education, some high-level non-normal colleges and universities have begun to participate in the construction of a teacher education system with Chinese characteristics, making the advantages of professional training of teachers in local normal colleges no longer prominent.

At present, the concept of professional development of teachers has been recognized by many normal colleges and universities, which has triggered scientific reflections on the original curriculum by experts and scholars and has been reconstructed according to the development requirements of teachers' professionalization, adding the teacher education Relevant courses for the cultivation of teaching practice ability, to strengthen the vocational skills training of normal students. But overall, it still emphasizes theory over practice, and lacks a series of courses dedicated to teachers' professional skills training, such as language arts for teachers, classroom teaching in middle schools Skills, new curriculum standard lectures and educational and teaching practice courses. Teachers' oral expression skills are the basic skills of teachers. Suhomlinski once said: "Language is the commander who leads people to the front and the musician who moves people's soul strings.

Language is the warrior for the soul of men. Everything depends on the discourse accomplishment of your teacher. Some words are as thin and ugly as a person suffering from retinism, some words are as powerless and emotionless as the influence of withered grass, and some words are as brilliant as eternal stars, which will never go out and guide the

way for mankind. "Teacher's oral expression refers to the behavior of teachers who skillfully use industry terms that meet the requirements of the norms in the process of education and teaching. Normal colleges and universities offer Mandarin courses, but because they are teaching students of all majors, they focus more on in terms of the accuracy and standardization of pronunciation of normal students, there is less oral expression skills training for rhythm changes in teaching oral language, emotional display, inspiration and guidance, and communication with students and parents, and more oral training for the characteristics of history teaching. is rare.

The teaching language of history teachers has its own subject particularity. What it expresses is historical information. It should not only have the standard terms of the history subject, but also reflect the liberal arts and profoundness of the Chinese language. It must also meet the teaching requirements and be suitable for students to accept. Teacher education requires deep integration and creative transformation of subject expertise and various types of teacher education knowledge, rather than a simple addition of the two. When "teacher training" is no longer the core function of normal colleges, the boundaries between teacher education and non-teacher education will become blurred. Many local colleges and universities have begun to increase subject professional knowledge education, reduce teacher education courses, and neglect the cultivation of teachers' "basic skills", which has weakened students' professional awareness. Even after graduates become teachers, it is difficult to effectively apply the knowledge they have learned to education and teaching. practice.

2. THE PROPOSED METHODOLOGY

2.1 Main Problems Existing in Cultivating Teachers' Professional Ability of Normal Students

Higher normal colleges must change their concepts, increase curriculum reform, and build a curriculum system that meets the needs of teachers' professional development. First, adjust the ratio between professional courses and teachers' professional skills courses, and strengthen teacher education categories such as subject teaching theory. Systematic instructional design and the construction of modern educational technology courses to improve the knowledge structure in the training of teaching skills for normal students; secondly, reform the training methods and establish a talent training mechanism that integrates teaching methods, teaching techniques and teaching situational knowledge into subject teaching content. Thirdly, strengthen the construction of teachers in teacher education courses. On the one hand, the number of teachers should meet the training needs of normal students' professional skills; on the other hand, it is necessary to build a team of teachers that can meet the needs of teachers' professional development.

Therefore, higher normal colleges should increase the introduction of talents and the training of existing teachers, so that teachers can not only master the content of the course, but also understand the professional background and knowledge structure of the students in the class and understand the particularity of the teaching of this major. To effectively organize and use the cases related to the content of the major for teaching. The vocational skills training of normal students must make a breakthrough and reach a new level. Instead, overall planning and rational organization of students' vocational skills training and education and teaching practice activities should be made.

All normal colleges and universities originally carry out various skills training. At present, it is only necessary to make overall arrangements for various existing education, teaching and training activities and links, and improve the efficiency of vocational skills training for normal students through optimization and coordination. Activities can be played to the maximum, the best function. At the same time, carry out corresponding and necessary system innovations, straighten out and form matching mechanisms, so that the vocational skills training of normal students can get material and spiritual support and system guarantee. Therefore, the curriculum arrangement of vocational skills training for normal students must be arranged in stages and levels. As the main exporter of teachers in the regional basic education stage, local colleges and universities undertake the glorious mission of promoting the development of regional teacher education and are the backbone of promoting the comprehensive reform of teacher education strength.

Basic education teaching is highly systematic and complex, and the instructors of the internship units are busy with daily teaching work, which greatly reduces the effectiveness of cooperative training. Further improve the teaching content and implementation methods of teacher education courses such as basic education reform and new curriculum lectures, lectures on new curriculum standards, analysis of middle school textbooks, research on middle school learning questions, training of middle school classroom teaching skills, analysis of typical cases of middle school courses and trial teaching. First, to set miniaturization, miniaturization, and specialization classes.

2.2 Strategies for Improving Professional Skills of Normal Students

However, at present, the main forms of cooperation between most universities and primary and secondary schools at the grassroots level are mostly teacher trainee education apprenticeships and internships. Substantive cooperation in personnel training, subject research, teacher training, and educational resource development needs to be deepened and strengthened. , there is nowhere to talk about implementation". At the same time, even in cooperation, many school-school cooperative relationships are mostly based on unstable, irregular, and low-level connections. It is difficult for this kind of cooperative relationship to form a unified, coordinated, long-term and stable overall action.

For example, the basic education reform and new course lectures are conducted in the form of special lectures, and the teaching method is mainly based on discussion, which fully embodies the teaching concept of taking students as the main body. Secondly, in terms of course content, the practicality and applicability of the course should be strengthened. For example, middle school classroom teaching skills training, micro-teaching, typical case analysis and trial teaching of middle school courses, middle school study problem research and teachers' language arts and other courses highlight the training of students' teaching skills and basic teaching skills, strengthen the course practice link, and make teachers' education courses. The setting is in line with the employment needs of students. It is carried out in combination with courses such as middle school education and management, subject teaching theory, and teaching skills training. This stage emphasizes the combination of teachers' lectures and students' practice. The focus is on the "simulation" practice of education and teaching based on students' learning and mastering the basic theories, methods and skills of subject teaching and middle school education and management.

In the first semester, the link simulation is carried out, that is, each link of education and teaching skills is trained one by one, such as teaching skills, combined with teaching, lesson preparation skills training, classroom questioning skills training, introduction skills training, etc. are carried out, and each skill training is passed one by one. Local colleges and universities should focus on the development needs of basic education, attach importance to and continuously deepen docking cooperation, and train excellent teachers for primary and secondary schools at the grassroots level. According to the professional development of teachers and the professional orientation of normal students, we absorb the opinions and suggestions of experts in the field of basic education and graduate representatives, revise the talent training plan, highlight the student center, clarify the "teacher-like" training objectives, and require students to master the "speaking, writing, "Good at teaching" basic teaching skills, with teaching, research, and class management capabilities.

The classroom teaching of each course should combine the teaching content and make full use of modern information technology and network technology to create a variety of classrooms for students that use Tencent or DingTalk for live broadcast, use cloud classes for homework management, and use QQ groups and WeChat groups for tutoring and answering questions. Opportunities for teaching practice. It can combine specific teaching content to create practical opportunities for normal students to participate in teaching activities that integrate multiple technologies as learners or instructors. Secondly, improve the training mechanism of micro-teaching skills. According to the actual It is necessary

to increase the training time of micro-teaching skills to ensure that every student can participate in the training. The student union takes the drill very seriously.

Every normal student also needs to pass the evaluation of simulated classroom skills. Excellent students can be recommended to participate in educational skills competitions, classroom teaching simulation competitions, teaching plan writing and courseware production competitions and other activities. "Effect. Simulation drills and competitions can enable normal students to find the feeling of standing on the podium, understand their own shortcomings and advantages more clearly, learn from each other's strengths, and exercise their courage and confidence.

3. CONCLUSION

Achieving "zero adaptation" in teaching is an important goal of the professional ability training of normal students, and it is also a basic requirement for local colleges and universities to return to the main position of "teacher education" and serve basic education. As the main force of teacher education, local normal colleges undertake the glorious mission of cultivating qualified teachers for basic education. Facing the new requirements for the development of basic education in the new era, there are different school-running practices, so the methods and methods of teaching reform are different. How to make full use of the existing resources and conditions to realize the effective transformation of the practical teaching mode and cultivate students who are closely related to the actual history teaching in middle schools. Adapting normal students is a subject that normal colleges have been exploring.

4. ACKNOWLEDGEMENT

Fund project: The 2021 key research project of the Shaanxi Provincial Department of Education "Exploration on the five-in-one "education, practice, test, competition, and practice" of teachers' professional ability training model" (21BG044);

Xianyang Normal University's 2019 key education and teaching reform research project "Research on Formulation of Higher Vocational Professional Talent Training Program Based on OBE Output Orientation in Xianyang Normal University" (2019Z008).

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