

# Training of Pre-service Teachers from the Perspective of Situational Learning Theory

Ruina Guan

Faculty of Educational Science, Xian Yang Normal University, Xianyang, Shaanxi, 712000, China

guanangie@126.com

**Keywords:** Situational Learning, Pre-Service Teachers, Training

**Abstract:** In order to build a powerful educational nation, our country needs to build a more specialized teaching staff. Under such demands, the training of pre-service teachers is particularly important, because the training quality of pre-service teachers directly determines the quality of the overall teaching team, so it is necessary for us to pay enough attention to optimizing the mode of pre-service teacher education theory and paying attention to educational practice. This paper demonstrates the significance of pre-service teacher training from the perspective of situational learning theory through several aspects..

## 1. Introduction

In recent years, with our country began to vigorously promote quality education, so that the level of basic culture and education in our country has been greatly improved, but because part of the infrastructure is still relatively backward, resulting in our education quality still has a lot of gaps. The main purpose of quality-oriented culture education is that education can promote students' language expression ability, raise cultural consciousness, improve thinking quality and learning ability, and cultivate all-round outstanding talents of moral, intellectual, physical and labor. Therefore, in the process of quality education, through the training of pre-service teachers, improve the overall quality of quality education, with the help of situational learning theory to achieve quality training of pre-service teachers, refuse spoon-feeding education, and comprehensively enhance the core competitiveness of talents, it has become our top priority to improve the level of education.

## 2. Central Idea of Situational Learning Theory

In view of the fact that the current educational model is generally divorced from reality and has the deep influence of knowledge inertia, the research of educational learning theory needs to gradually change from cognition to situation, which catalyzes the emergence of situational learning theory. Situational learning theory is a kind of subversion to the traditional school learning style, he expands the boundary of people's learning through situational presentation, and enriches the learning content, so he is also more avant-garde and more outstanding. Situational learning theory holds that if the learning process is divorced from the real situation, then learning can not achieve his real purpose. That is to say, situational learning theory is a theory that studies how to learn in practice. It combines teaching content with real life and realizes teaching effect through constant trial and error and practice in real work life scene. Situational learning theory has shifted its focus from schools and classrooms to a wider range of real life and work, breaking the line between traditional formal and informal learning.

## 3. Significance of Pre-Service Teacher Training

The most important thing to develop a powerful country in education is how people 才, higher education adapt to the economic development of our country to train more high-quality people with global competitiveness, It is particularly urgent to improve the ability human development in an all-

round way. However, our current higher education has always had the tendency of "emphasizing theory and neglecting practice", which leads many students to break away from theory and practice, learn can not be used, professional technology is not qualified, so that students who come out of colleges and universities to go to work in society, can not bring real value to the work unit. At present, there are such problems in the market, many enterprises can not recruit satisfied people 才, low-quality personnel to reduce the competitiveness of enterprises. As a result, many enterprises have adjusted the talent strategy of enterprises, from the original simple job fair mode to actively participate in the school talent training link, with the intention of solving the talent problem from the fundamental source. The State has also formulated policies for the integration of industry and education, encouraging enterprises to participate in the training of talents in schools. It can be seen that the significance of pre-service teacher training is becoming more and more important, because he is the key point to solve the problem of education quality.



Figure 1 Pre-service teacher training

#### **4. Cultivation Strategies of Pre-service Teachers Situational Learning Theory**

Under the theory of situational learning, pre-service teacher education trains reflective practitioners, that is, educational pioneers who can break the traditional cognition and actively accept advanced ideas. The training of pre-service teachers should be based on practice, combine with real life, give full play to their educational functions, and dare to explore a more convenient and concise path.

##### **4.1. Reform of Training Methods**

China's pre-service teacher training work is usually used for reference in other advanced countries of the education model, but after all, our national conditions and other countries are different, on the basis of learning or to be partially improved, so as to be more suitable for our education system. Colleges and universities that train pre-service teachers in our country are striving to achieve the leap in professional certification by improving the quality of pre-service teacher training projects. Therefore, the reform of pre-service teacher training and teaching methods is really conducive to the development of education in China. It is also necessary to draw on the advantages of other advanced countries, such as the study of the effect of pre-service training of teachers, the implementation of process supervision, the practice of whole-course testing and self-diagnosis, etc., to continuously improve the quality of training. With the help of professional certification reports, colleges and universities are properly allowed to play freely on the basis of ensuring the quality of training, so as to cultivate more rich and quality pre-service teachers. Situational learning theory focuses on the combination of knowledge and reality to build a more three-dimensional knowledge structure, only the use of correct learning methods can achieve the desired results, therefore, the reform of our teaching methods can promote the effective cultivation of pre-service teachers.

## 4.2. Effective Implementation

The quality of students is an important factor to ensure the quality of pre-service teachers. Therefore, it is necessary to take the quality of students as an assessment criterion to join the work of pre-service teachers. The specific methods have the following points: first of all, colleges with independent enrollment qualifications can set up interview links, focusing on screening some more potential personnel. Secondly, for the personnel through the interview to conduct centralized vocational education and training activities, not only in the professional level to help them improve, but also in the ideological construction for them to establish a correct concept. Through the comprehensive interview to investigate whether the students have the potential to engage in teacher work, some of the more prominent characteristics of personnel as the focus of training objects, the other part of the less in line with the demands of the staff as early as possible to divert to other majors, so that in the source of training, for the later excellent teacher training close.



Figure 2 Training the field of comprehensive literacy talents

## 4.3. Focus on Capacity Development

In the process of pre-service training for well-selected educators, we must pay attention to the development of their abilities in many aspects. We must not simply ask for the contents of cultural courses to be learned well. We must be avant-garde in educational concepts and be able to take the initiative to accept new things. For example, we should identify with the significance of the application of situational learning theory in educational work, be able to actively explore the links between them, and be able to integrate them through our own professional knowledge.

## 4.4. Creating Learning Situations and Innovative Teaching Methods

Teachers make appropriate selection of the scenes and situations described in the teaching content, construct the learning situation which is in line with the subject content to present to the students, and let them participate in it, which not only can deepen their understanding of the content of the textbook, but also give them sufficient opportunities to drill in the situation, build bridges between new and old knowledge, make them deeply understand and remember through the output of a large number of language lines, and be able to accomplish the perfect transition from receiving knowledge content to producing knowledge language independently. Situational cognitive learning theory mainly emphasizes that students must give priority to the main role in the teaching process, so it is particularly important to innovate teaching methods. The interesting or not of teaching methods directly affects students' learning enthusiasm and learning effect. Classroom teaching should pay attention to combining theory with practice to create a good classroom teaching atmosphere, so that students can practice the application of textbook knowledge content in different situations, happy learning, active learning, and no longer passive acceptance of knowledge.

## 4.5. Rational Use of Teaching Equipment to Create Teaching Situations

With the continuous development of science and technology, a large number of teaching tools have been derived, such as projectors and other equipment. In the course of teaching, our teachers must make good use of these teaching tools to assist in the creation of situations and deepen the

teaching effect. For example, in the course of teaching, our teachers can play video materials for students through projectors, can also use camera photos to show students visually, and can also use audio and other ways to reproduce the situation, and present the content of the course more vividly to students. By 3 D animation effect let the student live, deepen the impression, easy to understand and remember. At the same time, it can also guide students to use the Internet to understand the latest cultural knowledge, set up interest discussion groups, encourage everyone to group content discussion in class, actively show their personal ideological opinions, learn and discuss teaching content together, sum up and accumulate real and practical cultural knowledge from it, which can help students to build up their learning self-confidence, enhance their understanding ability, improve their comprehensive cultural literacy, and make them high-quality social talents.



Figure 3 Use of teaching equipment

#### 4.6. Pay Attention to the Teaching Method of Combining Teaching and Training

Situational cognitive learning theory mainly emphasizes the role of students as the main body in the teaching process. Therefore, in the course of classroom teaching, teachers should give students more opportunities to practice, such as classroom lectures, group discussions, social practice and so on. Fully guide students to infiltrate and understand the content of knowledge in the process of learning. Pay attention to the teaching method of combination of teaching and practice, and use the situation creation instead of the passive reception of one position

### 5. Concluding Remarks

To sum up, promoting the effective integration of pre-service teacher teaching and ideological and political education is an important subject facing pre-service teaching under the trend of higher education reform. Through the research and analysis, we can know that relying on situational cognitive learning theory and integrating ideological and political education into teachers' teaching, this will inevitably become the exploration and practice of pre-service teachers' training under the requirements of "curriculum ideological and political" and related system standards. Only by integrating ideology and politics into the teaching practice of pre-service teachers can we further improve the level of ideological cultivation of pre-service teachers and achieve the real demands of higher education.

#### Acknowledgements

2015 special project of Shaanxi Provincial Department of education "system construction and implementation strategy of preschool teachers' professional ability training"(15JK1789)

#### References

- [1] Li, Changji. MKT Study on the Training of Bilingual Pre-service Teachers in Mathematics in Ethnic Areas. *Education Watch*, vol. 8, no. 35, pp. 92-93+97, 2019.
- [2] Wu, Lijun., Shan, Hao., Cui, Chunrui., Cheng, Yue. Study on the Training Mode of Pre-service

Teachers from the Perspective of Core Literacy —— A Case Study of Primary School Chinese Reading Teaching. *Journal of Hebei Northern University (Social Sciences Edition)*, vol. 35, no. 05, pp. 110-113, 2019.

[3] Dong, Zehua., Cui, Yunyan. Teaching Excellence through Performance Evaluation —— Review of the 2018 International Conference on Teacher Performance Evaluation. *Educational Development Studies*, vol. 39, no. 18, pp. 78-84, 2019.

[4] Xia, Yangyan., Cheng, Jinkuan. Training and Inspiration of Elite Teachers in Mathematics and Science in England —— Based on the Future Teaching Scholar Program. *Journal of Teacher Education*, vol. 6, no. 05, pp. 105-111, 2019.

[5] Zhang, Wengui. An Analysis of Quality Assurance Measures for Pre-service Teachers in Australia in the 21st Century. *Journal of Teacher Education*, vol. 6, no. 03, pp. 91-99, 2019.