

Reflections on Strengthening and Improving Teacher Education in Local Colleges and Universities in the New Period

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Abstract: Education is the foundation of a strong country, and teachers are the foundation of a strong education. The Party and the government have always attached great importance to teacher education. With the introduction of a series of documents, the construction of teachers has been raised to an unprecedented height. Faced with the new requirements of the new era, how to examine the current teacher education and how to construct the new teacher education system is a major issue that needs to be faced directly. And this problem is more urgent for the local colleges and universities which are trained as normal students. This topic combines the investigation of teachers' education specialty in many universities to study the development path of teachers' Education Specialty in local universities in the new era.

1. Introduction

Local colleges and universities in China are in a critical period of development. There are still many problems in the training mode of teachers' specialty talents and the training of students' teaching ability, which are mainly manifested in the conservative aging of educational ideas, the single training mode of practical ability, the insufficient effectiveness of teaching means, and the unclear occupation orientation of teachers' students. In view of the above problems, this paper puts forward that local colleges and universities must take measures to adjust the training objectives of talents, reform the traditional teaching mode, carry out effective practical activities in depth, and innovate and develop new teaching methods. In the new era, the Ministry of Education once again emphasizes the comprehensive improvement of the quality of primary and secondary school teachers and the construction of a high-quality professional teaching team. It is the duty and mission of local applied universities to revitalize normal education and improve the quality of teachers.

2. Main Problems in the Construction of Teacher Education Specialty in the New Period

Based on the investigation of teachers' education specialty in many local universities, the following problems in the construction of teachers' Education Specialty in the new period are summarized:

2.1. Attention is weakened

Influenced by the comprehensive development trend of higher education and the policy of allocation and quota allocation for college students, the integration of normal universities becomes more and more obvious. These changes are mainly manifested in the expansion of non-normal specialty and the increasing direction of personnel training, which results in the deviation of the teacher-oriented orientation of teacher education specialty. Influenced by market demand and employment pressure, schools at all levels pay less attention to normal education than before. Especially, the idea of running a school, the goal model of training talents and the content of education of grass-roots colleges are constantly shifting between normal and non-normal schools,

which leads to the failure of both sides and the competition with traditional comprehensive universities. China also does not have an advantage.

2.2. The quality of students is worrying

In recent years, the first volunteer enrollment rate and enrollment registration rate of teachers' major have steadily increased, showing a good momentum, but there are also obvious problems. Compared with traditional comprehensive universities, it is difficult for teachers' major to attract excellent students. The proportion of rural students is on the high side, accounting for more than half. Mental health is worrying. In the recent mental health screening of normal school students, the detection rate of mental health problems is very high. This will directly affect the quality of future education.

2.3. Desalination of normal character in course setting

The curriculum is the core and foundation of professional education. Influenced by the trend of school-running integration, the development of transformation and the teaching staff, there are many problems in the curriculum of normal education at present.

The traditional teacher-training courses are weakened, especially the educational courses such as pedagogy, psychology and subject teaching methods, which are heavily on the small side. The professionalism can not be compared with comprehensive universities, and the teacher-training nature is not strong.

The curriculum of normal and non-normal specialty repeats. There is little difference between normal and non-normal courses. For example, most professional compulsory courses offered in the normal direction of Chinese Language and Literature specialty are also offered in the non-teacher direction; the names, contents, hours and even teachers of the compulsory courses offered in the normal and non-teacher areas of computer science and technology specialty are basically the same.

The content of curriculum is out of touch with the content of basic education. In recent years, the reform of basic education has been intensifying, and the teaching content has changed a lot. However, normal education still remains on the original basis, and the basic content and framework have not changed much, which leads to the lack of close connection between normal education and primary education.

2.4. Internal heat and external cooling in educational practice

Normal education belongs to applied education, and practice plays an important role in personnel training. In this regard, normal colleges and universities attach great importance to the practice of normal students and actively promote it. But in the docking with local primary and secondary schools, there is a cold shoulder problem. Primary and secondary schools are not enthusiastic about accepting interns. They often restrict or refuse to accept internships on the grounds of affecting their normal work and enrollment rate. Even if they accept interns, they seldom give interns the opportunity to lecture. In some local colleges and universities, the number of practice bases is too small, and many students can not get the opportunity to go to the platform.

2.5. Insufficient professional teacher resources

In the process of transforming normal universities into comprehensive universities, teachers' staffing constraints have neglected the construction of teachers' ranks. The number of teaching methods teachers is insufficient, and most of them are young teachers. On the one hand, the lack of basic education teaching experience, practical experience and professional competence makes it difficult to meet the needs of normal students to train their teaching skills; on the other hand, the proportion of newly added teachers graduating from normal universities is decreasing, and most teachers have not received systematic teacher education, but at the same time undertake both normal and non-teacher education. In the course teaching of Fan Major, the teacher-oriented nature of teacher-training courses has been diluted and diluted obviously.

2.6. Low willingness to teach

In recent years, the employment situation of normal university students in local universities has shown the following characteristics: from the perspective of career choice, cross-industry employment and entrepreneurship have become the norm. From the perspective of teaching orientation, the structural contradiction between supply and demand of teachers in urban and rural areas is still quite prominent. Few urban students come to rural areas to teach. Most of the students who have taken special post teachers in the past three years come from rural areas. From the point of view of teaching intention, many normal students do not want to engage in teaching profession after graduation.

3. Reflections on Strengthening and Improving Teacher Education in Local Colleges and Universities in the New Period

3.1. From the government's perspective

Implementing the Action Plan for the Revitalization of Normal Education. In-depth analysis of the current development trend of basic education, in close connection with the new requirements of the Party and the state for the construction of the teaching staff in the new era, the importance of teacher education should be highly strengthened, and teacher education as an important part of the development of higher education should be upgraded to an important position.

To guide the scientific orientation of normal universities as a whole. To construct a teacher education system with key universities as the guide, Provincial Normal Colleges as the main body, and high-level non-normal colleges as the participants, guide normal universities to determine the direction of professional construction according to the study section and region, and re-plan the discipline and specialty construction according to high school education, junior middle school education, primary school education.

We will deepen the reform of enrollment for teachers' majors. Teachers' major should be included in the early batch enrollment. During the process of enrollment, interviews, teachers' professional aptitude and psychological personality evaluation should be added. The best senior high school graduates who love education, have good potential and are willing to teach for a long time should be selected to apply for the teacher's major. To expand the proportion of free normal students and attract high-quality students to the normal major by means of training, directional training and secondary selection after enrollment; to explore the specialty of preschool education and primary education, to recruit six-year undergraduates from junior high school graduates, and to focus on nurturing kindergartens and primary schools with excellent professional accomplishment and teaching ability. Learning teachers.

Promote the establishment of cooperative education mechanism. Under the leadership of governments at all levels, a four-in-one cooperative education mechanism for teachers' colleges, local governments, primary and secondary schools, and educational and scientific research departments should be established, and regional normal students training, teachers' professional development, basic education teaching research and reform, co-construction of famous schools, and co-construction and sharing of teacher education curriculum resources should be carried out in a coordinated manner. The acceptance of normal students' practice as a political task of primary and secondary schools around the country makes clear requirements and regulations for primary and secondary schools to receive and guide normal students' educational practice.

We will improve the quality assurance system. In accordance with the requirements of professional certification of teachers' colleges, we should fully consider the factors such as the history, distribution area, training level and service orientation of teachers' colleges and universities, and start professional certification of teachers' colleges in light of actual conditions, so as to promote the improvement of educational quality of teachers' colleges and universities.

3.2. From the perspective of universities

Stick to the determination of running a normal school. Faced with the development trend of

higher education integration, normal colleges and universities should adhere to normal education and strengthen the attributes of normal education.

Reconstruct the normal education system. Committed to meet the needs of social development in the new era of teacher training, reconstructing the training objectives of normal students, reconstructing the ability system of normal students, comprehensively deepening the comprehensive reform of teachers' major, highlighting the training of professional and practical abilities, taking the road of specialization and refinement, focusing on cultivating high moral, profound academic and superb skills. Teachers in the new era of integration of sex.

Deepening the reform of personnel training mode. To reduce the impact of the comprehensive development and transformation development of colleges and universities, we should reform the traditional college setup mode, and integrate the teacher education specialty into the Teacher Education Institute for centralized management. primary school teachers are trained by teachers' education institutes; junior middle school teachers can take the following steps: first completing professional courses in professional institutes, then going to teachers' education institutes for one to two years to receive professional training of teachers; or first training in teachers' education institutes, and then studying in professional institutes in sophomores or juniors of universities. For the training of high school teachers, we can explore the integrated training mode of undergraduate and postgraduate stage design, segmented assessment and organic convergence.

Deepening curriculum reform. We should increase the proportion of educational courses and strengthen the assessment of normal students' skills. According to the concept of general teachers' training, we can carry out the training mode of comprehensive students of physical chemistry, history and geography, and liberal arts, and adjust the curriculum of liberal arts and sciences. In line with the development trend of elementary education reform, we should intensify curriculum reform and strengthen the cohesion with elementary education.

Strengthen practical teaching. Encourage qualified normal universities to set up affiliated kindergartens, primary and secondary schools, or co-construct kindergartens and primary and secondary schools with local governments; deepen the reform of practical teaching links, allocate educational probation, educational practice and educational research sciences to the whole process of training, so as to achieve the unity of theoretical learning and practical perception; and implement the integration of University teachers and excellent teachers. Teachers in primary and secondary schools jointly guide the dual tutor system of normal students, and expand the scale of mutual employment with teachers in primary and secondary schools.

4. Conclusions and Perspectives

Local colleges and universities should attach great importance to the construction and promotion of the connotation of teacher education, vigorously implement the revitalization project of teacher education, and take sustained, long-term and in-depth measures to effectively promote the profound reform of teacher education. Local schools are based in the region, not forgetting the original intention, making great efforts to cultivate high-quality application-oriented talents, continuously delivering excellent teachers to local basic education, continuing to raise the banner of teacher education for the whole country, revitalizing the region and serving the grass-roots level, and contributing to the revitalization of education in the new era. Taking teacher education as a basic and strategic project for the implementation of the fundamental task of establishing morality and cultivating people, and the realization of the development goal of building a high-level undergraduate education, we should closely focus on the fundamental task of revitalizing teacher education and building a new normal school with local characteristics, so as to realize the importance of modernization of national education and satisfactory education for the people. Guided by the strategic deployment, guided by the certification of teachers' specialty, guided by the reform, development and demand of basic education, we will effectively promote the connotation development, innovative development and characteristic development of teachers' education, and strive to make the background of teachers' education more distinct, more profound in culture, more prominent in characteristics, and constantly improve the level and quality of teachers' education.

Rise.

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