

Reform of Teaching Practice Ability Cultivation of Normal Colleges Students

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Keywords: Normal college students; Teaching practice; Ability cultivation

Abstract: At present, there exists the thought of attaching importance to the academic theory but neglecting the practice in the idea of educating normal college students, which causes that teaching practice ability of normal college students is not ideal. The teaching practice ability of normal college students is not only an important symbol to measure the quality of normal college students, but also an important factor affecting the quality of basic education. Therefore, it should be attached great importance to. This work first introduced the connotation of teaching practice ability of normal college students, then analyzed the problems existing in the cultivation of teaching practice ability of normal college students, and finally put forward the reform countermeasures.

1. Introduction

The level of teaching practice ability of normal college students in China is an important measure of the quality of normal education, and also a key factor affecting the smooth transition of normal college students from quasi-teachers to teachers. With the formulation of new curriculum standards, the changes of new curriculum content, curriculum structure, curriculum implementation mode, curriculum evaluation and curriculum management put forward new requirements for teachers' teaching practice ability [1]. Normal college students have shown the phenomena of maladjustment in the practical teaching practice, such as the mismatch between the knowledge learned and the actual needs of teaching, the lack of proficiency in the teaching design process, the poor ability to organize and manage the classroom and the lack of recognition by the normal colleges and the trust of parents [2-3]. Based on the present situation of normal college students' teaching practice ability, this work tried to put forward some reasonable suggestions on how to improve the normal college students' teaching practice ability.

2. The Connotation of Normal College Students' Teaching Practice Ability

The ability refers to the subjective conditions necessary for the successful completion of a certain activity. Ability is the personality psychological characteristic that affects the activity efficiency directly and promotes the smooth completion of the activity. The teaching practice ability of normal college students is an organic unity composed of many abilities, which are composed of basic practice ability, professional practice ability and innovation practice ability, showing a pyramid-shaped hierarchical structure. The basic practical ability refers to the basic ability required by normal college students to engage in teaching practice activities, such as observation ability, analytical ability and language ability. Professional practical ability refers to the practical operational ability required by normal college students to engage in teaching practice activities, for example, educational ability, teaching ability, management ability and self-development ability are also necessary abilities for normal college students [4]. The innovation practice ability is at the highest level in the teaching practice ability system structure of the normal college students, including the innovation thinking ability, the teaching research ability and the self-realization ability.

3. Problems Existing in the Cultivation of Teaching Practice Ability of Normal College Students

3.1 Stereotyped Teaching Methods.

The teaching method used in educational courses of colleges and universities in China is mainly the teaching method. Teachers impart the basic knowledge and theory to normal college students by the single teaching method, but ignore the teaching experience and practice of normal college students. As a result, the cultivation of teachers' role consciousness and the improvement of teaching practice ability of normal college students are greatly discounted.

3.2 Unreasonable Courses.

There exists some problems in the courses design of teachers education in China, such as the unreasonable courses structure, the lack of integration among courses, the high proportion of subject courses and the low proportion of educational practice courses in the specialty courses of education. At present, the educational courses related to the teaching practice ability of normal college students include pedagogy, psychology, discipline teaching theory and modern educational technology [5]. These courses often overemphasize the subject standard and the content is bald and closed, which only attaches importance to the internal logic of each discipline but ignores the horizontal links among different subjects.

3.3 Lack of Integration between Theoretical and Practical Courses.

At present, most of normal college students feel that there is little connection between the courses and the teaching practice at the undergraduate stage, and the phenomenon that the theory and practice are separated from each other is still serious. In the teaching practice link, most normal college students reflect that there are few opportunities of teaching practice, the time of teaching practice shrinks continuously, and the teaching practice lacks the guidance of professional teachers, so they can only explore slowly on their own.

4. The Reform of Teaching Practice Ability Cultivation of Normal College Students

4.1 Actively Innovating the Idea of Cultivating Normal College Students.

Actively innovating the idea of cultivating normal college students is the prerequisite to promote the teaching practice ability of normal college students. Therefore, teachers of colleges and universities must innovate the training ideas of cultivating normal students so as to lay a solid understanding foundation for optimizing the cultivation of normal college students' teaching practice ability. On the one hand, it is necessary to actively change the idea and concept of "attaching importance to academy but neglecting normal education" and to insist on "paying equal attention to academy and normal education and emphasizing teachers' ability" in the cultivation of normal college students. In the process of cultivating college students, firstly, the cultivation idea of normal college students should be scientifically adjusted according to their future employment direction and their own characteristics. The reality of basic education requires normal college students to have profound professional basic knowledge, broad scientific and cultural knowledge and solid teaching practice ability [6]. Therefore, in the process of cultivating normal college students, the characteristics of overemphasizing "academy" should be reversed to realize the transformation of "paying equal attention to academy and normal education and emphasizing teachers' ability". On the other hand, it is necessary to change the students' evaluation concept of "scores first" and to establish the cultivation idea of "all-round development" actively. In the past, the academic scores occupied a very important part in the cultivation and evaluation system of normal college students, which is also an important reason why teachers and students do not attach enough importance to the teaching practice ability of normal college students [7]. Therefore, the cultivation idea of "all-round development" should be actively established, and students should be paid attention not only to the mastery of theoretical knowledge, the cultivation of the realistic quality and the professional identity of the basic education, but also to the cultivation of the

teaching and practice ability, the establishment of the concept of lifelong learning and the cultivation of the professional ideal of dedicating to the cause of education.

4.2 Continuously Optimizing the Curriculum System of Normal College Students.

In the process of optimizing the cultivation of normal college students' teaching practice ability, adjusting and optimizing the curriculum system of normal college students should meet the following requirements: firstly, the cultivation of teaching practice ability should be taken as the core so as to actively enrich the practice teaching curriculum and improve the teaching practice ability of normal college students. The proportional relationship and time arrangement among practical courses, basic courses and professional courses should be coordinated well, and at the same time, the specific contents of practical courses with the core of improving teaching practical ability should be carefully chosen supplemented by strict and standardized assessment and evaluation. In addition, teachers in colleges and universities should also innovate the implementation methods of practical courses in order to attract students to participate widely in practical courses, so that their teaching practice ability can be improved in the process of orderly participation and benign interaction. Secondly, in order to cultivate teachers' quality, it is necessary to continuously optimize and integrate specialty courses and strive to improve the basic knowledge of normal college students. Basic specialty knowledge is an important basis for normal college students to be competent in teaching work, and the improvement of teaching practice ability of normal college students can not be separated from the mastery of basic specialty knowledge [8]. Therefore, it is necessary to adjust and optimize the specialty courses of normal college students. Based on studying traditional pedagogy and psychology, "vocational education" should be properly added so as to cover teaching apprenticeship and teacher vocational skills cultivation courses. Thirdly, the promotion of all-round development of students should be regarded as the goal to expand the basic courses and consolidate the basic knowledge of science and culture of normal college students. Courses should be set up in accordance with the overall requirements of "wide caliber and specialization" to constantly consolidate the basic knowledge of normal college students. What is more, the proportion relationship between compulsory courses and elective courses should be appropriately adjusted. Students should be allowed to choose basic learning courses flexibly according to their own learning interests in order to promote their comprehensive quality and ability.

4.3 Enhancing Teachers Strength of Normal College Students.

In the process of cultivating normal college students' teaching practice ability, teachers play many roles, such as the guide of teaching practice ability cultivation, the normative person of teaching skill cultivation and the promoter of improving teaching practice ability. Therefore, enhancing teachers strength of normal college students is also an important condition to optimize the teaching practice ability of normal college students. On the one hand, the assessment and evaluation system of college teachers should be actively adjusted so as to encourage teachers to continuously strengthen the professional basic knowledge and teaching practice ability. For a long time, the assessment and evaluation system of teachers in colleges and universities focuses on the academic ability and scientific research achievements of teachers, but it is obviously insufficient to cultivate and attach importance to teachers' teaching practice ability, which leads to the problem of weak practical ability of teachers in colleges and universities [9-10]. Therefore, colleges and universities should actively adjust the assessment and evaluation system, guide and standardize teachers to constantly improve their professional basic knowledge and teaching practice ability, so as to lay a solid foundation for improving the teaching practice ability of normal college students. On the other hand, the cultivation courses for improving the teaching practice ability teaching competition activities should be actively carried out, especially to promote the teaching practice ability of teachers in colleges and universities. In view of the fact that teachers in colleges and universities pay more attention to academic research and the teaching practice ability needs to be improved, measures such as developing special cultivation courses and organizing special teaching competition activities can be taken [11]. In the process of carrying out these courses and activities,

the emphasis should be tilted to practical professional teachers in order to promote and influence the teaching practice ability of these normal college students by improving the practical teachers' teaching practice ability.

5. Summary

The cultivation of teaching practice ability of normal college students needs to proceed from the aspects of talent cultivation plan and subject professional development, to unify the plan from different dimensions such as practice, ability and innovation and to comprehensively design from the inside and outside the class, the theory and the practice, knowledge and skills learning and practical innovation experience accumulation. Through practice, the ability of independent thinking, cooperating with others, overcoming difficulties and adapting to society of normal college students should be cultivated and improved. In addition, the cultivation of basic teaching skills of normal college students will not be completed overnight, and the cultivation of teaching practice ability is also a long process. It is not enough for normal college graduated to grow from beginners to matures and experienced teaching talents by the cultivation of colleges and universities, but also needs the common understanding and support of the whole society.

Acknowledgement

1) The strategy of improving the teaching practice ability of normal students in the perspective of core literacy sight. The 13th Five-Year Plan for the teaching science of Liaoning Province, the general project of 2017 (JG17DB014)

2) The normal students' "online, offline" combination of rural voluntary education activities mechanism exploration, 2018 national college students innovation and entrepreneurship plan project (201810167359)

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