

Improvement Strategy of Normal College Students' Teaching Practical Ability Based on Core Literacy

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Abstract. The educational goal of cultivating students' core literacy put forward by China at present is the further extension of quality education and the further interpretation of the cultivation of people with all-round development. To understand the current situation of training normal college students' teaching ability under core literacy is helpful to improve our normal education and improve the quality of teacher training. Based on the author's learning and practical experience, this paper first analyzed the new requirements of core literacy for teaching, and then put forward the training strategy of teaching ability of normal college students based on core literacy.

Introduction

In recent years, the UNESCO, OECD, EU and other international organizations, as well as the United States, France, the United Kingdom, Japan and other countries have successively introduced their own unique core literacy systems for the 21st century. The release of these core literacy systems has made outstanding contributions to the promotion of educational reform in various countries, which is the guarantee of quality education for students and the improvement of civic literacy[1]. In this situation, the Ministry of Education first put forward the idea of "core literacy" in "deepening the curriculum reform in an all-round way and carrying out the fundamental task of creating a person by virtue", which embodies the idea of education reform based on the development of students' core literacy. Therefore, in order to overcome the educational tendency of attaching importance to knowledge and neglecting emotion, and to promote the development of education in a benign way, a new round of curriculum reform with the theme of cultivating students' core literacy has been launched[2-3].

The New Requirement of Core Literacy to Teaching

New Requirements for Teaching by Cultural Foundation. The cultural foundation emphasizes the cultivation of the humanistic heritage and scientific spirit of the students, and the teaching content is not merely centered around the traditional teaching materials and the subject contents. Therefore, the traditional teaching concept should be changed from knowledge center to literacy center. But this transformation does not mean to separate the relationship between knowledge and literacy, and does not mean that teaching should abandon subject knowledge. The relationship between literacy and knowledge is complementary[4]. The development of literacy lies in the cultivation of the mode of thinking, which is embodied in the process of learning the subject knowledge. Therefore, the teaching goal of "literacy" is to transcend the previous teaching goal, and its essence is to help the students to acquire knowledge in the course of deep study and to transform the subject knowledge into the active knowledge. In this process, teachers should have solid professional knowledge, and design teaching content and teaching methods according to the requirements of core literacy, so that students can improve their own cultural heritage and scientific spirit in their in-depth learning.

New Requirements for Teaching by Social Participation. Social participation emphasizes the cultivation of students' responsibility and practical innovation literacy. In order to cultivate these qualities, teachers must make clear this view, that is, the formation of these literacy is based on the active participation of students in the classroom, and must be based on the high level of students' participation in the classroom. Therefore, teachers should integrate the cultivation of students' sense of social responsibility into the existing teaching contents, break through the original teaching methods, and let students realize the importance of responsibility and the beauty of innovation in the process of situational learning and creative learning[5]. Teachers should actively communicate with students, stimulate students' enthusiasm to participate in class by situational design, and attract students' attention by asking questions effectively, which is the concentrated embodiment of teachers' ability to carry out teaching. The ability of teaching implementation is the key ability for teachers to carry out teaching activities. Under the requirements of the cultivation of social participation in core literacy, teachers should improve their ability of teaching implementation to promote the integration of teaching and learning, and improve the depth of students' participation in the classroom.

New Requirements for Teaching by Independent Development. Independent development emphasizes learning to learn and the cultivation of healthy life. Learning to learn requires students to have a positive learning attitude, strong interest in learning and good study habits; moreover, it requires students to be diligent in reflection, and to be reasonable for their own learning state, as well as to learn to process judgment information, emphasizing students' pleasure and good learning. Healthy life requires students to have positive and healthy psychological quality, living habits and behavior style, so that they can correctly understand themselves and carry out reasonable planning. The teaching under the independent development emphasizes the students' independent development and the improvement of the students' lifelong learning ability. Constructivism theory holds that students' learning process is the process of students' autonomous construction of knowledge[6]. Teaching should give full play to students' autonomy and guide students to self-evaluation and self-planning. Teachers should change their original evaluation methods, pay attention to the guidance of students' independent evaluation, and help students face up to their own strengths and weaknesses. Therefore, teachers should improve their teaching evaluation ability.

Cultivating Strategy of Normal College Students' Teaching Ability Based on Core Literacy

Improvement of the General Education Curriculum. The accumulation of profound cultural knowledge will enrich the culture of normal college students, and improve the students' passion for education, education talent and teaching spirit, so normal colleges should create classical general education courses and improve the culture of normal college students. Normal colleges should construct general education curriculum from the following aspects: First, construct general education curriculum with school-based characteristics. At present, the general education curriculum is short of overall planning; moreover, the curriculum content is messy, and the general education curriculum system with normal characteristics has not been formed, so the space for general education to play a role is limited. Normal colleges should make clear the goal of general education, enrich the contents of general education, strengthen the relationship between the courses of general education, and seek for a greater space for the development of general education base on the characteristics of normal colleges. Second, improve the quality of general education management. At present, the general education courses are mostly evolved from public elective courses. Although there are many kinds of courses, they lack the overall planning and strict design, and the quality is not high. Therefore, schools should change the previous extensive management model, set up special curriculum institutions, and allocate special funds to improve the quality of general education curriculum construction[7]. Third, we should enrich the general education learning form, and set up dual-line learning path. Dual-line learning benefits from the development of Mooc, which is a mixed learning model of classroom learning and network learning. The introduction of online open courses can not only make students' learning forms more flexible, but also help them to understand students' learning trends in time by means of data tracking technology,

collect teaching feedback information quickly, and improve the contents of general education courses in time.

Students-Oriented and Diversified Teaching. In order to achieve the professional guidance to normal college students, teachers as educators should pay attention to integrating teaching theory into practice and to adopting various teaching models to realize the win-win situation between theoretical knowledge learning and professional skill acquisition of normal school students. Teachers' teaching mode is the generalization and sublimation of teachers' practical experience in teaching. The rational use of various teaching models to complete teaching tasks is the embodiment of teachers' teaching art. The same teaching mode can not be applied to the whole teaching activity, so teachers should not only master the relevant theories of teaching mode, but also make a reasonable analysis of the applicable scope of various teaching models. First of all, teachers should clear out the important and difficult points of the teaching content and choose the appropriate teaching content. When analyzing the teaching contents, teachers should ensure that they can meet the needs of normal college students; on the other hand, they should pay attention to the contents of teaching which are beneficial to students' self-study. Secondly, we must arouse the normal college students' study enthusiasm, and create the teacher-student interaction classroom. All the choice of teaching mode is to guide students to participate and arouse their learning enthusiasm. At present, teachers can use situational teaching, inquiry teaching, case teaching and other methods to help normal college students to experience teaching, so that normal college students can learn to arouse students' interest in participating in class and in learning and observing[8]. Finally, in teaching, we should encourage students to carry out cooperative learning, and group learning, so that to let students feel the value of cooperative learning through communication and cooperation; we should cultivate the consciousness of group learning and learning community in a subtle way.

Cultivate a sense of responsibility for core literacy education. Higher normal colleges and universities should guide students to understand the basic concepts advocated by the core literacy, master advanced educational theories and educational concepts, so that they can adapt to the requirements of educational reform after graduation, and promote the development of educational reform at the same time. Therefore, higher normal colleges and universities should make students deeply understand the educational goals and theoretical connotation of core literacy through compulsory courses, elective courses and other forms. The sense of responsibility of teaching is an important subjective factor that affects the teaching ability of normal college students, and it also affects the students' initiative and participation in education. In the face of the new requirements of the core literacy reform, normal college students, as future teachers, should take the responsibility of cultivating the core literacy, make clear the educational goal of the core literacy, and actively explore effective strategies to promote the development of students' core literacy. Therefore, schools and teachers should inspire the students' professional feelings and lead them to establish the sense of responsibility of core literacy[9].

Improve the Core Literacy Learning Environment. The first is to build the core literacy teaching training platform. The network practice platform of core literacy teaching covers abundant teaching resources of core literacy education. Normal college students can browse educational information anytime and anywhere by mobile phone and computer to receive teaching and training. The construction of network training platform for core literacy education should include three modules, namely, the resources of core literacy education, the evaluation of teaching ability of core literacy education, and the training of teaching ability of core literacy education. The core literacy education resource plate is the teaching resource database, so the normal college student can browse the core literacy reform dynamics, collects the discipline teaching material, and watches the excellent teaching video, so that they can save the student's study time and the experience effectively, and protect students from the interference of inferior learning resources[10]. The second is to optimize the core literacy education practice environment. In the process of teaching practice, we should let the normal college students participate in the final examination, understand the students' assessment standard, observe the compilation of the final examination questions, and be familiar with the examination process, and enrich the teaching evaluation experience of the normal

college students. At the same time, we will strengthen cooperation with primary and secondary schools, and establish educational practice base. The improvement of normal college students' teaching ability comes from the accumulation and reflection of their own practical experience. The establishment of educational practice base in cooperation with primary and middle schools can provide more practical training opportunities for normal college students.

Summary

In the educational reform under the guidance of "core literacy", teachers' teaching ability is an effective guarantee to promote the development of students' core literacy. In the same way, as the reserve force of future teachers, the level of teaching ability determines the quality of teachers in the future. Therefore, it is of great significance to explore the new development and requirements of teaching under the core literacy, and to investigate the current situation of teaching ability of normal college students under the core literacy, which is of great significance to improve the quality of talent cultivation and promote the development of students' core literacy in normal colleges and universities.

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