A Study on Teachers' Teaching Skills-Oriented Training of Professional Qualities for Teachers' College Students

Xin-quan WU\textsuperscript{1,a}\textsuperscript{a} and Bin HUANG\textsuperscript{1,b,*}

\textsuperscript{1}Quzhou University, Quzhou, Zhejiang Province, China
\textsuperscript{a}mathview@163.com, \textsuperscript{b}departmentofmath@sina.com

*Corresponding author

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Abstract. This paper makes a concrete analysis of the teachers' professional qualities in the Outline of Vocational Skills Training for Teachers in Normal Universities (for trial implementation). Guided by the training of teachers' teaching skills, it discusses the problems faced by teachers' colleges in the process of training teachers' teaching skills at the present stage, and probes into the corresponding countermeasures accordingly.

Introduction

In the Opinions of the Ministry of Education on Promoting the Reform of Teachers' Education Curriculum, it is clearly pointed out that the links of educational practice should be strengthened, the basic vocational skills training of normal students should be strengthened, the educational internship should be strengthened, and more opportunities for observing the lectures of famous teachers should be provided. Only by improving teachers' educational concept, paying attention to the cultivation of teachers' temperament and creating a good educational and cultural atmosphere can we stimulate normal students' interest in educational practice and establish long-term and lifelong beliefs in teaching. In the process of practical investigation, it is found that in the process of cultivating normal students, some normal colleges and universities at present lay stress on the study of cultural courses with discipline system as the core, while there are still many deficiencies in the training of actual classroom teaching. This has directly led to the general reflection of normal school students' practice and employment. Many students' practical ability is weak, their understanding of textbooks is not deep enough, and their ability to grasp the classroom is insufficient, which is often manifested by adequate coverage of professional knowledge, unsatisfactory classroom teaching effect, insufficient enthusiasm for students' learning and insufficient teaching quality. Therefore, how to improve the quality of teacher skill training for normal students can be discussed from the following aspects.

Teachers’ Educational Ideas Seeking Change

UNESCO pointed out in its report "Learning to Survive" that "the responsibility of a teacher is now less and less to transfer knowledge, and he must concentrate more time and energy on effective and creative activities". Teachers' educational ideas must seek breakthroughs. They should take traditional teaching tasks and professional knowledge as the basis, combine classroom teaching objectives with the social skills that normal students must possess, so that students can not only master relevant professional knowledge through classroom learning, but also know how to use relevant skills to improve the knowledge they have learned. Step by step processing, so that more students can understand and accept. With the liberalization of teacher recruitment examination, more and more people who are interested in the education industry will continue to join the ranks of teachers, which constitutes a direct competitive relationship with the existing normal students. Therefore, it is necessary for teachers themselves to set up correct educational concepts, define their responsibilities as teachers, and be able to timely understand and analyze the changes in social needs, understand
relevant industry norms and standards, design teaching contents and innovate teaching modes, so as to make their teaching activities have new vitality, at the same time, train normal students to enter the society in the future. After that, it can show strong competitiveness. Teachers should be the imparters of teachers' professional knowledge, but also the excavation of their future professional ability.

**Analysis and Exploration of Teachers' Professional Quality**

Teachers' teaching objectives can be divided into classroom teaching objectives and professional training objectives. The goal of classroom teaching is to start from the structure of the course, teachers need to complete the teaching of knowledge of relevant teaching units; the goal of professional training is to start from the discipline system of the profession, teachers need to complete the training program suitable for the profession. As the basis of normal students' training, classroom teaching is the basis. Through the specific teaching and analysis of teachers, students can grasp the relevant knowledge, at the same time, they have a more intuitive contact with the process of explanation and the teaching methods used by teachers, and can be continuously edified and influenced in the process of learning, and have a specific contact with the process of how to impart knowledge. As a future teacher, it is not enough to stay on the basis of knowing or understanding. How to inherit and develop the knowledge and skills taught by teachers is the key. Therefore, the construction of relevant teaching assistant units has become very important, in the form of lecture presentation, micro-lecture and modern educational technology training, the proportion of modules is getting higher and higher. However, in the actual teaching process, some problems have also been exposed: for example, the disconnection between theory and practice, the students have not understood and familiar with the new education model, and the lecture link shows a rigid copy, the purpose is not clear, and can't be further optimized on this basis; at the same time, there is a lack of coherence in the modern educational technology learning link, in order to master one. Technology and specialized courses, students in the learning process showed blindness, do not know why to learn, what the purpose of learning, what role is.

Teachers' sense of achievement in teaching refers to the psychological joy and satisfaction they get after they complete relevant teaching activities. It is the intrinsic motivation for teachers to improve themselves, and it is also the motivation for teachers to carry out educational reform and innovation. The important source of teachers' sense of teaching achievement is mainly divided into two aspects: the external affirmation of teachers' own abilities and the affirmation of students' abilities. The affirmative evaluation of teachers' own abilities comes from their own teaching and academic research or various awards, which plays an important role in promoting the growth of teachers; as the training of normal students, the affirmative evaluation of students has become an important indicator to measure teachers' abilities and levels, which also directly affects teachers' sense of self-achievement. At this stage, some teachers only focus on their own development. Due to the influence of professional titles and treatment, the service focus of some teachers in teaching and academic research has shifted from students to themselves. In the process of learning and growing up, students will have a sense of distance with teachers. This sense of distance is not only emotional distance, but also gradually radiates into the learning of the curriculum, which makes students gradually feel tired of learning and resistance to the curriculum, and the quality of teaching cannot be guaranteed.

Teachers' self-social value mainly includes teachers' professional ethics, teachers' professional attitude and teachers' professional skills. As a teacher training, how to depict the future teachers' professional ethics, attitudes and skills is the core issue of teacher training. Professional ethics and attitudes, in daily teaching activities, are focused on training and cultivation, mainly to cultivate students' love of education, sense of honor in the teachers' profession, the idea of masters and the spirit of suffering and enduring hardship. In addition to highlighting the spiritual level of training mode, there are some deficiencies in the training of teachers' skills, mainly reflected in the relevant teaching module settings and practical links. Emphasis is placed on theory rather than practice, and the related educational probation and teaching practice remain on the surface or are not dealt with
carefully enough. Classroom has become the main battlefield for teachers and normal students, and it is inadequate to enter the practical training base outside school and the practical links of primary and secondary schools at the front line.

**Ways to Cultivate Teachers’ Teaching Skills**

Based on the analysis of teachers' professional quality, the improvement of teachers' skill training quality can be discussed from several aspects in the process of practice.

Firstly, teachers' colleges and universities must clarify what specific contents teachers' teaching skills actually contain in the actual teaching activities, so as to solve the blindness of normal students' training. In the Outline of Vocational Skills Training for Teachers of Teachers in Teachers' Colleges (Trial Implementation) issued by the former State Education Commission, it is clearly pointed out that teachers' teaching skills should include the following four aspects: Putonghua and oral expression ability; three-character and written expression ability; teaching work ability; and class teacher's working ability. Among them, language and written ability are the basic skills of teachers, while teaching ability and class teacher's working ability are improved. As the training of normal students under the discipline system, the mastery and cultivation of professional knowledge has become the main aspect. From the perspective of professional training programs of some normal universities, the knowledge structure and mastery degree have become the main indicators to measure the quality of normal students. The evaluation of normal students has become the mainstream through the scores of the paper examination. The emphasis of training based on practical ability is only on the quality of normal students. Form, there is this link in the training program. Therefore, the misunderstanding brought to the teachers is to complete the classroom teaching work and teach professional knowledge; the misunderstanding brought to the students is to complete the corresponding credits of the course, and complete the graduation smoothly through the accumulation of credits. The key problem of this phenomenon is that there are errors in the understanding of four aspects of teachers' skills. The only concern is whether students can understand and master relevant professional knowledge, and the main goal is to graduate smoothly. This is obviously different from the requirements of the "Teachers' Vocational Skills Training Program for Students in Normal Colleges (Trial)". Educating and educating people is better than idea. Teachers' colleges and universities should start from their own reality, first of all, make clear their own goals and orientations of running schools, combine with the requirements of the syllabus, and solve the slack and misunderstanding in the training of teachers' skills from the perspective of teachers; at the same time, credit assessment is only a way, as the training of teachers' students, we should have a thorough understanding of the needs of teachers' quality in each region and introduce industry standards. Through comprehensive evaluation and assessment, the quality of normal school students can meet industry standards and social needs.

Secondly, teachers colleges and universities must design targeted and scientific assessment programs for teachers' skills. Around the four aspects mentioned in the Outline of Vocational Skills Training for Teachers of Teachers' Colleges and Universities (Trial Implementation). At present, only Putonghua Examination has a unified standard and examination method nationwide, and other aspects have not formed a unified industry standard. Specific assessment methods and standards are formulated by each normal university itself, which has emerged nationwide. There is no uniform standard. In fact, this has put forward higher requirements for normal colleges and universities. It requires that in the process of training normal students, we must firmly grasp the demands of all kinds of primary and secondary schools in the region for teachers' quality. Combining with our own school-running orientation, we can constantly formulate and modify the talent training program, so that the relevant provisions formulated are in line with the social needs.

Thirdly, the implementation of teachers' skills in normal universities must be carried out concretely and the effect of training should be highlighted. How to set up and manage teacher skills courses is a very systematic project. At present, teachers' skill courses in some normal universities are only stayed in the teaching and research groups within the departments of various specialties, and are carried out
and managed within the scope of some teachers. According to the requirements of the talent training program for normal students, relevant courses are offered for teaching. Its purpose is to accomplish teaching tasks only, lacking clear task objectives and scientific management methods. From the perspective of teacher's career orientation, normal students are trained to meet social needs, focusing on the combination of theory and practice. Graduates should possess relevant knowledge and professional skills. From the point of view of normal students 'self-cultivation, it needs the cooperation of all departments of the whole school, involving the educational administration department, the teacher skills department, the teacher development center, the study and work department, the League Committee and the departments of each secondary college, etc. However, in practical work, there is no effective connection and communication between parts of some schools. Each department pays more attention to this part of their work and does not show sufficient attention to other links, which directly leads to many links disjointed and many management departments involved in the whole process of training normal students, but due to the lack of efficiency. The unified planning and scientific management make the work efficiency between departments low, and even shift responsibilities from each other.

Fourthly, teachers' colleges and universities should further highlight the role of teacher skills courses in the training of normal students. At present, many normal colleges and universities around the quality of teachers and skills of the relevant curriculum types are less, class hours are insufficient, the opening time is often concentrated in sophomore and junior, and related major courses have a cross-cutting learning time. From a disciplinary point of view, teachers pay more attention to the teaching of professional knowledge, but ignore the teacher skills curriculum, which makes the teacher skills curriculum in a very embarrassing position. At the same time, due to the lack of class hours and the single teaching mode, normal students gradually lose interest in learning teacher skills curriculum, and lack of sufficient awareness and attention to teacher skills curriculum, which directly leads to. Teachers' skill curriculum has been diluted and neglected.

Conclusion

With the development of society and the intensification of educational competition, how to cultivate qualified normal graduates who can be competent for future jobs is a problem that many normal universities must face at present. Only by renewing and perfecting the educational concept and system, exploring and innovating the educational means and methods, expanding and enriching the educational environment and resources, can we truly realize the principle of "learning for application" in the training of normal students and meet the demands of the society.

References


