

A Study on the Strategies of Improving the Practical Ability of the Public Funded Normal Students

Xia Jiang¹, Fanrong Liu²

1. Primary Education College, Changsha Normal University, Changsha 410100, China;

2. Yanqian Elementary School in Liuyang City, Liuyang 410315

Abstract: This paper takes public funded normal students as the research object, With post internship as the research background, According to the performance of the public funded normal students' teaching design ability, teaching implementation ability and teaching evaluation ability, The optimization strategy is put forward from the three levels of public funded normal students, instructors and training institutions, In this way, it can help public funded normal students to improve their teaching practice ability and promote the development of rural education.

Keywords: Primary education; Public funded normal students; Post internship; Teaching practice ability

Introduction

Junior high school starting point public funded normal students refers to junior high school graduation as a starting point, In order to change the shortage of teachers in rural areas of our country, we aim to train a large number of qualified and excellent rural teachers through professional teacher education. The publicly- funded normal students in this paper include two levels, namely, the "2+4" segmented six-year undergraduate and the "2+3" segmented five-year junior college.

"Post internship" is an important part of the practice course system of public-funded normal university students. According to the requirements of the Ministry of Education on the training of free normal college students, the last year of school education, The training institutions will send the public funded normal students back to Peixian District for post internship..Liu Jie, Jiang Rong (2012) and Fu Yao (2021) analyzed the post internship of normal university students, which provided a certain basis for the research of this paper.

We investigate and analyze the current situation of teaching practice ability of public funded normal students in junior middle school. According to the survey data analysis results of each sub-dimension, There are some differences in the teaching practice ability of public funded normal students in each dimension. This paper puts forward the improvement strategies from the three aspects of the public funded normal students, teachers and training institutions.

1. The personal level

1.1 Clarify the identity and work content of public funded normal students

During the internship period, public funded normal students have the dual identity of intern and teacher. They should reach an agreement with front-line instructors and get along as teachers in front of students, so as to ensure their authority in front of students and carry out educational practice smoothly. As an intern, the target of my work is to train teachers and leaders of colleges and practice units. First, I need to prepare lessons, try lectures, attend classes, listen to classes, evaluate lessons, research lessons and correct homework, so as to improve their own teaching practice ability. The second is to establish a harmonious and friendly relationship with the front-line instructor, and humbly ask the instructor for ideas and methods to solve various problems encountered.

1.2 Strengthen their own professional basic skills

public funded normal students in junior high school have excellent academic performance and solid basic knowledge. After entering higher education institutions, students should continue to maintain good learning habits, actively learn all kinds of knowledge, consolidate the knowledge foundation, strengthen their professional basic skills, and improve their teaching practice ability.

1.2.1 Optimize the "10 minutes before class" activity

According to the survey, the language expression ability of public funded normal students needs to be improved. They can effectively use the "10 minutes before class" activity to build a platform for language expression ability practice. The main ones are as follows: (1) Basic Putonghua practice, practice Putonghua level test 50 recitative works, help public funded normal students pass the Putonghua level test;(2)

Language expression skills training, reading sharing, speech, story telling, recitation, textbook drama performance, etc., to stimulate interest in language expression, let them have the desire to express.(3) Teachers' basic skills training, oral composition, impromptu speech, micro lessons, lecture, etc., which can be used as an extension and powerful supplement to classroom teaching, Strengthen the basic teaching skills of public funded normal students.

1.2.2 Actively participate in normal university students skills competition

there are some problems in the curriculum standard analysis ability of publicly-funded normal university students, the ability to independently write teaching design scheme, the ability to create the best teaching situation, the ability to doubt classroom teaching, the ability to feedback classroom teaching, and the ability to end classroom teaching. Therefore, They should actively participate in various skills competitions held by the school, and strive for opportunities to improve the practical ability of normal students. Participants can not only consolidate their knowledge and skills in the process of preparation, but also develop new knowledge and skills. Secondly, training in real classroom teaching situations, On the one hand, public funded normal students can strengthen their existing teaching practice ability, on the other hand, they can also expose existing problems. Through reflection and summary of teaching experience or teacher guidance, they can improve the weak links, stimulate the learning drive, and strengthen their basic teaching skills.

1.3 Establish the consciousness of teaching practice ability development

Teaching practice ability development consciousness is the compass to carry out teaching practice activities, and teaching practice activity is an important means to improve the quality of education and teaching. Without clear teaching practice ability development consciousness, it is difficult to have high quality teaching practice activities.

1.3.1 Develop and implement personal career plans

College students' career planning is to establish college learning tasks and future career goals through self-evaluation and external environment evaluation, and evaluate, feedback and adjust the possibility of realizing tasks and goals, so as to make arrangements and action plans. Normal university students should help students develop their personal career planning awareness according to the talent training program and complete the academic planning during the university period.

1.3.2 Seize the opportunity to improve teaching practice ability

Teaching practice ability needs to be guided by the educational concept, through continuous practice, can be effectively improved. Under the premise of ensuring safety, public funded normal students should seize the practical opportunities provided by the school and society, bring theoretical knowledge to practice and test, and promote the improvement of teaching practical ability through theoretical learning and practical practice.

2. Advisor level

2.1 Clarify the duties of front-line instructors

At present, many front-line instructors are guided according to their own experience, and the guiding effect is uneven, so it is necessary to clarify the responsibilities of front-line instructors. In terms of teaching practice ability, the supervising teacher has two main responsibilities: The first is to assess the teaching practice ability of public funded normal students. In the early stage, we can learn about the existing teaching practice ability level of them through the way of showing classes, and provide guidance and support for educational practice. In the later stage, we can test the harvest and growth of public funded normal students' education practice through the results demonstration class, and also build up their self-confidence for entering the job. The second is to help public funded normal students improve their teaching practice ability. This is reflected in three aspects. The first is to ensure the number of public funded normal students to attend lectures, evaluate lessons, attend classes and research courses, and to give public funded normal students sufficient opportunities to practice. The second is to teach them how to prepare, attend, listen to, evaluate and research courses, to help public funded normal students master the basic ideas and methods of preparing, attending, listening to, evaluating and researching courses, and to promote the improvement of teaching practice ability; The third is to pay attention to the process evaluation of public funded normal students, find out the shortcomings of public funded normal students in time, and guide them to improve constantly, so as to ensure the quality of education practice.

2.2 Clarify the guidance content of front-line teachers

During the internship, fewer students improved their ability to independently compile teaching design schemes and analyze curriculum standards. The main reason is that the instructor of the practice school mainly gives guidance to the classroom teaching, and lacks the early guidance and the later summary. Therefore, the guidance of front-line teachers needs to be more comprehensive, closely related to various sub-dimensions of teaching practical ability, and combined with the actual situation of public funded normal students to provide targeted guidance.

2.3 Strengthen the communication between tutors

The implementation of the collaborative education of the two instructors is the result of the joint action of the two subjects rather than a unilateral effort. At present, the most prominent problem at the level of instructors is the lack of communication and cooperation between the front-line instructors and the instructors of the training institutions, resulting in unimpeded information, which has a fault in the guidance of public funded normal students and affects the play of their substantive effectiveness. Therefore, a good way of communication should be adopted between the college instructor and the first-line instructor to strengthen the exchange. This can not only strengthen the communication between first-line teachers and college instructors, improve the teaching and training system, but also optimize the cooperation between the two sides, and promote the exploration of collaborative education mode needed for the reform and development of rural education, which is mutually beneficial and win-win.

3. Training institution level

3.1 Practical courses are put in place

Curriculum is the key to training the public funded normal students. Most of the public funded normal students surveyed believe that the school should implement practical courses according to quality and quantity, and give students more opportunities to understand the real teaching situation in the front line and improve their teaching practical ability.

3.1.1 Optimize the teaching curriculum system

According to the particularity and training orientation of public funded normal students, training colleges should deeply study their curriculum, pay attention to the cultivation of practical teaching skills, actively enrich practical courses, and strive to improve the teaching practice ability of public funded normal students. According to the personnel training program, coordinate the proportion of professional basic courses, professional courses and public courses, as well as the proportion and time of teaching hours and practical hours in theoretical courses. In order to achieve a virtuous circle of "theory - practice - theory - practice" and promote the improvement of teaching practice ability of publicly-funded normal university students, the paper closely follows the sub-dimensions of teaching practice ability and deeply implements it into practical courses.

3.1.2 Implement assessment and evaluation plans

Assessment is an effective yardstick to measure the teaching practice ability of public funded normal students. Training colleges should develop strict and standardized assessment and evaluation according to the talent training plan and focus on improving teaching practice ability, and implement it into curriculum teaching. On the one hand, it can monitor and manage students' learning, on the other hand, it can help teachers better understand the real level of students, so as to help students improve their teaching practice ability.

3.1.3 Build a skill competition platform

Training colleges should build more skills competition platforms and actively carry out teacher skills competition activities. The teacher skills competition can adopt a hierarchical system, namely, five categories, such as basic teaching skills, language, multimedia courseware, simulated classroom and practical innovation, and the stepped mode of preliminary, semi-final and final. The graded teacher skills competition system can effectively stimulate the willingness of public funded normal students to train independently, and also stimulate the enthusiasm of public funded normal students to compete with other students, so as to achieve mutual improvement. Students' active participation can also promote teachers' enthusiasm for guiding practice, thus forming a good situation of "promoting training by competition, promoting learning by competition and promoting teaching by competition".

3.2 Targeted pre-job practical teaching and training

There are some problems in the analysis ability of curriculum standards, the ability to independently write teaching design scheme, the ability to create the best teaching situation, the ability to doubt classroom teaching, the ability to feedback classroom teaching, the ability to end classroom teaching, the ability to scientifically and reasonably control the structure and total amount of homework and the ability to express language, which need to be improved.

3.2.1 Conduct pre-job training seminars

According to the requirements of public funded normal students' professional foundation and internship work, with teachers' comprehensive quality, classroom teaching management and skills, and internship safety education as the main goals, through training, we guide public funded normal students to prepare for education practice, clarify the internship content of public funded normal students, and solve the confusion and confusion of public funded normal students.

3.2.2 Optimize pre-job micro-training

Microtraining has a unique advantage in improving the teaching practice ability of publicly-funded normal university students, and col-

leges generally offer microtraining in the third academic year. Micro-practical teaching can be broken through one by one according to each sub-dimension of teaching practical ability in order to achieve teaching training objectives. Microtraining course teachers should improve the classroom management system, implement effective monitoring and management of students' microtraining, conduct timely assessment and evaluation, and give appropriate guidance, so as to help public funded normal students effectively improve their teaching practice ability.

3.3 Improve cooperation with Peixian District Education Bureau

We should give full play to policy advantages, make use of social forces, strengthen cooperation with Peixian district education Bureau, build joint training bases, and actively explore collaborative education models that meet the needs of rural education reform and development. When sending public funded normal students back to Peixian District for education practice, we should make clear three points with Peixian District Education Bureau: First, we should pay attention to the choice of education practice base. The education practice base should ensure that it is willing to accept interns and pay attention to practical training; The education practice base can accommodate a certain number of students to practice; Education practice base must have strong hardware conditions and first-class teacher team. The second is to ensure the practical training effect of them. Third, we should fully believe in the public funded normal students, and actively provide them with teaching opportunities, so that they can give full play to their teaching initiative, so as to enrich their teaching experience and promote the development of their teaching ability.

4. Conclusion

From the overall level, the teaching practice ability of publicly-funded normal college students is good at this stage, but there are still some problems. The article thinks that the publicly-funded normal university students should clarify their own identity and work content, strengthen their basic skills, and establish the development consciousness of teaching practice ability; The instructors should give targeted guidance to the students, and the instructors of training colleges and practice schools should communicate with each other. The practical curriculum system and training of training institutions should be continuously improved to meet the teaching practice requirements of public funded normal students. Through the efforts of normal students, teachers and training institutions, the teaching practice ability of public funded normal students in primary education will certainly be improved, and the development of rural education will be promoted, thus promoting rural revitalization.

References

- [1] Cai Hua. Inheritance and Innovation of the education mechanism of rural primary school teachers in China -- A study on the "starting point of junior middle School, public funding training" model in Hunan Province [J]. Teaching and Administration, 2013(36):49-51.
- [2] Zhi Shize. An analysis on the content of "Human Teacher" training for public funded normal students in junior middle school [J]. Exploration of Educational Science, 2022(03):11-16.
- [3] Liu Jie, Jiang Rong. Investigation and research on five-year government-funded Orientation Training of normal school students in Hunan Province -- A case study of Hunan First Normal College Journal of Hunan First Normal University, 2012(01):11-15+24.
- [4] Fu Yao. Implementation Status and optimization strategy of rural "post practice" for normal university students [D]. Bohai University, 2021
- [5] Liu Yuanyuan. Empirical Research on teaching practice ability of full-time master students [D]. Shenyang Normal University,

About the author:

Xia Jiang (1979-), Female, Shaoyang, Hunan, Lecturer, Doctoral Candidate.

Fanrong Liu (2002-), Female, Hunan Liuyang, Liuyang City, Zhenyanqian Primary School, Bachelor's Degree.

Funded Projects: Hunan Provincial Teaching Reform Project "Triple Comprehensive Education" Concept-based Reform and Practice of post internship for Primary Education Publicly Funded Normal University Students (HNJG-20231485); Changsha Normal University 2022 Teaching Reform Research Project (Changshaitong [2022] 61): Research on post internship for Primary Education Major Students of public funded normal students.