A Study on the Cultivation of Practical Teaching Ability for Normal University Students Based on the Perspective of Core Literacy

Rong Wang*
Yuzhang Normal University, Nanchang, Jiangxi, China, 330103

*E-mail: 546794162@qq.com

Abstract. Teaching is a humanistic, interactive and creative activity. The practical teaching ability of normal university students plays an important role in the realization of students' knowledge transformation, knowledge transfer and innovative creativity. At present, the number of teachers at all levels in China is about 30 million, but the proportion of teachers with higher theoretical level and stronger practical teaching ability is still low, which brings some obstacles to the realization of the goal of quality education in basic education. According to the questionnaire survey on the practical teaching ability of 600 students in 80 normal universities in 20 provinces, 67.9% of the current normal students are lack of professional growth ability and teaching quality is stable due to many practical reasons, such as the overall level of practical teaching ability of normal students is low, the development of practical ability training channels is insufficient, and the lack of pre job training attention. Therefore, we should strengthen the training and training of the practical teaching ability of normal students. Based on the perspective of nuclide cultivation, this paper explores the training strategies of normal students' practical teaching ability under the big data analysis mode, and puts forward three corresponding development strategies of practical teaching module, assessment mode and interdisciplinary humanistic quality.

Keywords: Core Literacy, Data-base Analysis, Normal Students, Practical Teaching Ability, Countermeasures

1. Introduction

The training and education of normal students in China has experienced decades of exploration and development. However, compared with countries who have more complete teacher growth systems, such as Germany and the United States, the training quality of normal students in China has been in a
state of long training period, low training results and education output rate. Questions above are not only far from the requirements of quality education, but also far from the normal universities educational aim. The author conducted a questionnaire survey on the practical teaching ability of 600 normal university students in 80 normal universities within 20 provinces of China. The results of the questionnaire are shown in Table 1[1].
Table 1. Questionnaire survey on the students’ practical teaching ability

| Lack of practical teaching ability | Lack of practical teaching methods and modes | Lack of teaching attention by school/teachers | Primary and secondary school departments are not cooperating |
|-----------------------------------|--------------------------------------------|---------------------------------------------|----------------------------------------------------------|
| 78.2%                             | 70.1%                                      | 81.1%                                       | 78.8%                                                    |

The results show that there are three main problems in the training results of the practical ability of the normal students in China: first, the unreasonable time and proportion of the subject theory teaching and the practical teaching result in the lack of practical teaching and effectiveness; second, the single and old practical teaching mode of the normal students lacks the sense of times and passion; finally, the one-sided static and lack of practical teaching assessment mode make it difficult to monitor the growth track and level of students' teaching practice ability. Nowadays, the concept of core literacy puts forward new requirements for normal students including practical ability and classroom organization ability. We should learn from the educational growth system and successful experience of normal students in Germany, America and other countries. From the perspective of core literacy, we should diversify the training channels of practical ability of normal students in China through big data technology, according to the professional objectives We should integrate the teaching content, build a modular and hierarchical teaching mode and cultivate the comprehensive ability of interdisciplinary humanities, effectively improve the professional level of normal students, cultivate the practical ability and educational innovation ability of normal students, and really undertake the task of deepening the reform of quality education[2].

2. The main problems existing in the cultivation of practical teaching ability of normal students in China

2.1. The teaching mode of emphasizing theory but neglecting practice is the main reason for the insufficient expansion of students' teaching practice and the limited acquisition of teaching ability

Today is an era of information, science and technology and network as the core of times characters. Nowadays, primary and secondary school students grow up in the era of network. The way of learning thinking and communication tends to be more network and era oriented. The traditional classroom teaching form and limited textbook knowledge in the past have been difficult to meet the requirements of the times and personal development of students. Based on the computer application ability and the teaching ability and requirements of new forms such as micro class, network teaching and flipped classroom, higher requirements are put forward for the teaching skills, teaching ability and educational information ability of normal students, and more requirements are put forward for the novelty, substitution sense and comprehensive quality of new teachers in modern teaching classroom. Modern normal students are facing a more severe employment cycle Environment and professional growth pressure[3]. However, according to the author's research results of 600 normal students including mainstream primary and secondary school disciplines, 82.3% of normal students are still teaching professional theoretical knowledge, accounting for 86.5% - 93.2% of the classroom capacity, and only 7.8% - 13.5% of the class hours of information-based teaching practice and classroom practice adopt
the big four centralized system, and a pair of multi tutor guidance system makes it flat. Each student has less than 3 class hours to walk on the stage independently, not only the arrangement of practical education class hours is too short, the effective guidance of the instructor is limited, but also the effect of practical education is very low, so it is difficult to achieve the growth of skills and accomplishment in many aspects, such as training students' ability to control knowledge, learning situation, classroom presentation skills, skills and teachers' psychological accomplishment. This kind of emphasis on Theory The phenomenon of neglecting practical teaching is more and more prominent in remote areas and economically underdeveloped areas. The current teaching mode of emphasizing theory and neglecting practice in normal schools is the main cause of insufficient expansion of students' teaching practice and limited acquisition of teaching ability.

2.2. The students' poor subjective initiative and the lack of self-consciousness of social practice are the important reasons for the insufficient cultivation of practical teaching ability

Today is an era of rapid development of computer information technology\(^4\). China's education reform has actively carried out reforms at various levels in accordance with the trend of the times, and has actively explored teaching concepts, teaching ideas, teaching contents and teaching methods, especially the information-based teaching ability has become the core of the comprehensive quality of Contemporary normal students. At present, normal colleges and universities have actively responded to the requirements of national quality education and specialized personnel training, and carried out diversified teaching reform and exploration. In recent years, through the means of employment guidance center, education practice platform, teaching competition and so on, normal students' language expression, classroom communication, team cooperation, teaching innovation, blackboard writing ability and other teaching skills have been better improved However, due to the high ratio of teachers and students and the restriction of the current management system of normal universities, the current normal students are mostly oriented training, with a clear graduation destination, which makes up to 67.5% of normal students' willingness to take the initiative in the acquisition of knowledge related to teachers' job-related abilities, the core competitiveness of employment, the comprehensive ability and other aspects of the initiative to improve decline, and students' subjective initiative Poor, the lack of self-awareness of social practice is an important reason for the lack of practical teaching ability.

2.3. The assessment of practical teaching is one-sided and static, lack of dynamic and process, and difficult to achieve comprehensive monitoring and vertical growth

According to the author's assessment structure of the comprehensive scores of normal students in 80 normal universities, 89.7% of normal universities have not yet incorporated the teaching practice into the comprehensive assessment system. Only Beijing Normal University, Northeast Normal University and other ministerial normal universities have clear requirements for the students' teaching practice ability, which are mainly concentrated in the limited aspects in Table 2. See the performance and problems for details Table 2. This one-sided, static, lack of dynamic, process-based assessment mechanism of practical teaching, in the current situation of strong self-consciousness of students, it is difficult to achieve a comprehensive monitoring of the vertical growth of normal students' practical teaching ability\(^5-6\).

Table 2. Teaching practice ability requirements
Perfection of school system construction | Rich practical teaching methods and modes | Strong teaching attention by school/teachers | Departments cooperating |
---|---|---|---|
28.2% | 18.1% | 21.1% | 18.8%

3. Big data analysis in the perspective of core literacy

3.1. The Ministry of education strengthens the legislation construction of practical ability teaching and improves the implementation of practical teaching awareness and teaching ability training in normal universities through the deterrent nature of legal laws and regulations

At present, the normal colleges and universities in China have put forward many teaching reform measures on the growth of normal students' comprehensive literacy and the promotion of teaching professional competence, but they are all meeting spirit requirements and development requirements. Up to now, there is not a specific law and regulation on the cultivation of normal students' practical teaching ability in China. Under the guidance of the current utilitarian teaching ideology, there is no binding force of legal regulations\(^\text{[7-8]}\). It is difficult for the administrators and students of normal universities to realize the important value and social significance of the development of teaching practice ability. Therefore, in the superstructure, the author believes that the Ministry of education should speed up the construction of teaching legislation related to the teaching practice ability of normal university students, and improve the implementation of the practical teaching awareness and teaching ability training of Normal University through the deterrent force and compulsory binding force of legal laws and regulations. So that normal colleges and universities attach great importance to the teaching practice ability of normal students from the top to the bottom, implement it in teaching activities, implement it in action, improve and improve it in practice, and implement the practical teaching ability education of normal students in daily teaching activities.

3.2. Strengthen the proportion of practical teaching assessment, the construction of training system, and the exploration of teaching practice activities, so as to form social joint forces and truly achieve the purpose of supervision and promotion

Under the current teacher training strategy, the development of teaching ability and comprehensive quality level of normal students is not only related to the individual development of students, but also to the promotion of quality education level of primary and secondary schools in China and the great cause of realizing a well-off society in an all-round way. The outline of the national mid-term and long-term education reform and development plan (2010-2020) and the meaning of the plan of excellent teacher training issued by the Ministry of education.

The "opinions" above clearly require that the practice teaching should be carried out throughout the whole process of normal students' training, and the objectives should be set in sections to ensure the practice effect and the "double tutor system". However, in the executive level, due to various reasons and the restriction of the management mechanism of the separation of universities and primary and secondary schools, there is a relative lack of ways and platforms for the cultivation of the practical
teaching ability of normal students, which is formalism. Therefore, to improve the practice quality and teaching practice ability of normal students, we must start from the following three aspects: first, to build an integrated training system. The competent department of education must coordinate the teaching arrangement between universities and primary and secondary schools in the region, so that normal students can have more diversified and effective teaching practice opportunities and forms. Through visiting class teachers, special lectures, school-based courses, educational practice and other forms, normal students can fully participate in the daily teaching of local primary and secondary schools, so that normal students can obtain various abilities Second, we should strengthen the proportion of practical teaching assessment. Only through the restriction of the proportion of examination can we make the school, teachers and students really pay attention to it, can we improve the understanding of the teaching practice ability of normal students, give students the right of independent choice and more practical guidance in the daily teaching process, not only can we improve the enthusiasm of students' practice, but also can we improve the overall development and characteristics of students' practical teaching ability Long term development, in addition to education internship, practice supervision and management and other forms, can also exercise and improve teaching skills through competition, "double tutor system" construction for students' theoretical learning, design and production of computer multimedia courseware, recording and editing of teaching video materials, defense and other forms. The formation of this kind of extensive social education resultant force has really achieved the purpose of supervision and promotion.

4. Conclusion

Teaching is a two-way activity. The current development of education requires normal students to have higher professional quality and competence. Therefore, strengthening the exploration of practical teaching ability is an important point to implement the national mid-term and long-term education reform and development plan (2010-2020), and also the key to enhance the future competitiveness and development of normal students. From the perspective of core literacy, based on big data technology, the author analyzes the current cultivation of practical teaching ability of normal students in China, and puts forward development suggestions and teaching suggestions, hoping to make a definite contribution to the subsequent teaching of normal universities and the growth of practical teaching ability of normal students.

Acknowledgments

This work was financially supported by Teaching Reform Research Key Project of Yuzhang Normal University (Grant No. YSJG-2019-01) fund.

References

[1] Zhu Gui qin. Research on the cultivation of practical teaching ability of normal university students based on big data analysis from the perspective of core literacy [J]. Research on education development, 2017 (12).

[2] Li Hong ling. Sampling investigation and cultivation of teaching practice ability of mathematics normal students [J]. Journal of Xichang University (NATURAL SCIENCE EDITION), 2019 (4).
[3] Jin Nai ru, Yang Zhen yu. Training strategies of teaching practice ability of normal university students [J]. Journal of Social Sciences, Jiamusi University, 2019 (4).

[4] Zeng Bai sen, Liang Jian, Xie Yong qi. The construction of teaching ability training mechanism for normal students based on high energy practice theory [J]. Innovation and entrepreneurship theory research and practice, 2019 (18).

[5] He Xing bei. The current situation and Countermeasures of English Normal Students' teaching practice ability [J]. Global market, 2019 (26).

[6] Li Jing fang, Zhan Xiao jun. Practical exploration on the cultivation of teaching ability of Normal University Students under the guidance of "learning to teach" [J]. Journal of Hubei University of science and technology, 2019 (4).

[7] Zhang Ren song, Yao Qing xia. Research on the current situation and cultivation of teaching practice ability of Normal University Students -- Taking the primary education major of Y University as an example [J]. Modern vocational education, 2019 (25).

[8] Wang Miao miao. Research on the cultivation of independent research-based practical teaching ability of special teachers and students [J]. Modern communication, 2019 (12).