

# Discussion on the Practical Teaching Reform Method of History Major Under the Teacher Qualification Examination System

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**Abstract:** With the full implementation of the teacher qualification examination system, new requirements have been put forward for many students majoring in unpopular fields. Since 2002, the passing rate of teacher qualification examination is generally low, especially in history major. In order to adapt to the current development and improve the passing rate of teacher qualification certificate of history major, it is urgent to reform the current practical teaching of history. This time, we refer to relevant books, combined with the actual situation of the actual development, and put forward specific reform measures for the current history teaching, aiming to pursue the cultivation of talents with double collection of theory and practice, and boost the progress of relevant industries such as historical research.

**Keywords:** Teacher Qualification Certificate System; History Major; Practice Teaching Reform; Method

The key to implement quality education and improve education quality is to improve teachers' professional quality. With the reform of new teacher qualification examination, the state has strict requirements for teachers' professional quality. Similarly, the assessment standard of history major has been improved. At present, in order to improve the teaching quality of teachers, the teacher qualification examination system is proposed. It has to be said that this system is both a challenge and an opportunity for students. Nowadays, there are few candidates for the history major in universities, and the need to obtain the teacher qualification certificate to carry out teaching and other work, so the competition is greatly reduced. However, it is also a challenge, and few people have passed the teacher qualification examination. The main reason for this phenomenon is that the current teaching of history major can not keep pace with the current pace, so the reform of practical teaching is the key to solve the problem.

## 1. Problems in the teaching of history

With the continuous development and progress of economy and society, people pay more and more attention to education, so it is a general trend to establish teacher qualification examination system. However, there are many problems in the teaching of history major, which makes it difficult to adapt to the current form, mainly in the following aspects.

### 1.1 The teaching mode is too traditional

The current history teaching mode is relatively rigid, adopting the traditional teaching mode, that is, the teacher is the main body of the classroom and ignores the main position of the students, and adopts the teacher's "indoctrination" learning, which leads to students' lack of initiative and poor ability of independent thinking; contrary to the current theory of cultivating all-round development of talents, the teaching effect is not good. Most of the students throw all the questions to the teacher, and

they develop a kind of inert thinking and are not willing to take the initiative to think; under the premise of comprehensively promoting the teacher qualification examination system, this will undoubtedly make it difficult for students to pass the examination. After graduation of history major, the proportion of students who join the education industry is the largest. If it is difficult to pass the examination, they will face unemployment and can't find a job, which aggravates the history becoming a cold major. The inevitability of the industry will lead to the reduction of enrollment and even the complete cancellation of history major in colleges and universities, which will make the history research talents empty and the industry development lag behind.

## **1.2 Curriculum emphasizes theory over practice**

Under the background of the implementation of the teacher qualification examination system, there are mainly two aspects for the graduates to put forward the test; one is to conduct a written test, that is, to investigate the theoretical knowledge of the major, and on the other hand, to conduct an interview. It is the examiners who, through simulating the real teaching scene, assess the examinee's teaching plan, language organization and expression, as well as on-the-spot emergency response and so on. Only by passing the examination in both aspects can they pass the teacher qualification examination and issue the teacher qualification certificate. However, the current curriculum is obviously influenced by the traditional thinking, emphasizing the teaching of theoretical knowledge and practical. The curriculum is very few, and some universities even do not have it; therefore, it is difficult for students to adapt to the current form, out of touch with the current needs.

## **1.3 Simplification of teaching content**

At present, all colleges and universities can strictly grasp the importance of learning the professional knowledge of history, so the current learning content is mostly related to the history of professional courses; but in the current written examination, there are three specific examination subjects, including "Comprehensive Quality" subject, "Educational Knowledge and Ability" subject, "Subject Knowledge and Teaching Ability". The last of these subjects mainly emphasizes the application of professional theoretical knowledge, but the former two subjects focus on the knowledge that the education industry should have generally, including professional ethics, students' psychological education and teaching technology application. Therefore, the current demand is not only reflected in the reserve of professional knowledge of history, but also for candidates, in order to further improve the requirements of professional quality and flexible adaptability, as well as to understand the psychology of students after work, which is also the basic ability of a professional teacher to cultivate excellent students; however, the current teaching content is not enough, which makes the examinees' individual ability outstanding but comprehensive ability deficient.

# **2. New ideas on practical teaching of history major under the teacher qualification examination system**

## **2.1 Adding practical courses to make up for the vacancy**

At the same time, we can add related practical courses according to the examination situation every year. Through the students' continuous practice in the course, we can make clear the problems that they may encounter in the examination or in the future work, make self-learning adjustment, and constantly improve and optimize their ability, so as to understand the relevant requirements of interview assessment in teacher qualification examination and carry out targeted practice; of course, this kind of practice course can be carried out through the real situation experience of communication with affiliated schools, or be carried out in the form of on-site teaching simulation according to the situation. The way is not limited to the pursuit of diversity, which is more conducive to mobilize students' learning enthusiasm, in order to accelerate the internalization of knowledge and improve their comprehensive ability.

## **2.2 Expanding teaching scope and paying attention to comprehensiveness**

The current teaching content should not only pay attention to the study of the theoretical knowledge of history. In order to pass the examination of teacher qualification certificate, the basic knowledge of pedagogy and psychology must also be included in the daily course learning. As a teacher, you should not only undertake the function of professional knowledge

of education, but also flexibly deal with other problems that may arise in teaching. For example, the treason of students, the temptation of interests and so on, the correct handling of the above situation is for all teachers' requirements, which should be reflected in the curriculum content of colleges and universities. Only in this way can we become a teacher in the context of the current teacher qualification examination system and cultivate a new generation of successors for the motherland.

### 2.3 Innovating teaching mode and strengthening participation

To actively explore the path to improve students' participation in the classroom, we can adopt the form of "split class". This teaching mode is mainly through the teacher releasing the learning content in advance, so that the students can learn and understand themselves, and teacher will explain the important knowledge points in class, and form different learning groups to solve the problems that they do not understand. Finally, the teacher summarized and evaluated the key points. The characteristic of this classroom is that the initiative in the classroom is handed over to the students, and the students' sense of participation will be stronger. Compared with the teacher's "teaching", students' passive "learning" will get more obvious teaching effect, and it will help students internalize knowledge and improve their ability. At the same time, more communication with students or teachers is also conducive to the improvement of students' language organization ability and on-the-spot adaptability when they participate in the teacher qualification examination, so as to improve the passing rate of the candidates' teacher qualification examination.

## 3. Conclusion

The above analysis starts from the background of the current teacher qualification examination system, deeply summarizes the problems existing in the current history major under the background, and puts forward corresponding solutions to the current main problems. Starting from the three aspects of enriching the teaching content, it broadens the knowledge range, innovates the teaching mode and fully carrying out the practical teaching reform of history major. It enables college students to understand the current social needs, in order to get back their dominant position in class, no longer relying on teachers when encountering problems, and with actively thinking, attention is paid to the combination of practice and professional knowledge. On the one hand, the teacher qualification examination can be successfully passed, on the other hand, their comprehensive strength is improved. It also helps to teach students to promote the further optimization of history curriculum, cultivate more talents to join the industry, and form a good atmosphere of attaching importance to history and respecting history.

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