

Research on the Current Situation and Countermeasures of Pre-service Teachers' Professional Ability Training

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Abstract: Teachers' professional ability is the ability and ability of teachers to successfully complete a certain task formed in educational and teaching activities. From the structural analysis, it mainly includes teaching design ability, classroom teaching ability, modern educational technology ability, reflection ability, ability, ability to organize extracurricular activities and teaching research ability. Education theory and practice has proved that the teacher's professional ability is the external performance of teachers' comprehensive quality, is the core of evaluation teachers professional factors, although professional ability is more through post-service education and self learning, but the starting point of pre-service education stage and foundation role cannot be ignored, before teachers' professional ability level of basic education quality plays a important role.

Keywords: Pre-service; Teacher education; Teaching strategies

1. Investigation on the status quo of pre-service teachers' professional ability

For a normal professional 2020-2022 graduating students each 500 (scope involves liberal arts majors) in the "about the professional ability sampling survey", when asked "as a teacher in the 21st century, what do you think is the most lack of quality", 76.27% of students think the lack of necessary teaching skills will be the biggest obstacle for the teacher, specifically:

1.1 Serious lack of basic skills in classroom teaching

The basic skills of the lecture can be summarized as five words — speaking, writing, writing, painting, acting. Some colleges and universities can only offer one "teacher" oral English "course, and focus on theory teaching, so students have few opportunities for practical exercise. Therefore, 92.7% of students think that" such courses are far from achieving the purpose of cultivating teachers' professional skills and skills ". Before the educational practice, 98% of the students did not have the experience of "going to primary and secondary school education internship", 73.6% of the students never had the experience of "simulating classroom and organizing teaching" during the four years of study, 89.6% of the students did not know what to "say" to "lecture", and 92.5% did not know how to write "teaching design". Through the interview with the leading teachers, the main problems of the basic teaching skills of normal university students are: poor language expression ability, lack of appeal, multilingual disease; poor writing ability, do not know how to use the main blackboard writing and auxiliary blackboard writing; rigid teaching, even at a loss, lack of body language auxiliary effect.

1.2 Low ability of modern educational technology

Graduated students computer grade rate reached 96.7%, but the understanding of computer aided teaching (CAI) and master rate is less than 4.0%, 67.4% of graduating students admitted to the basic content of education technology and theoretical basis completely don't understand or understand, 12.6% of students said they had developed mainly electronic lesson plans and small courseware teaching software (mainly during the education practice), but also admitted that the level of making courseware is very low. Students who were able to use multimedia classrooms, online classrooms, voice laboratories and other teaching systems accounted for 21.5%, 2.6% and 12.8% of the survey, respectively, and even 62.7% of students did not use simple audio-visual teaching tools such as slides and projectors.

1.3 Lack of innovation and scientific research capacity

From 2020 to 2022, 0.89.4% of the graduating students published academic papers, surveys or experimental reports during the

school study, and the graduating students knew nothing about the educational research methods, because there were no relevant courses offered during the school. However, previous graduates with poor scientific research ability have had a negative impact on the education and scientific research of the general education system in the corresponding areas. Statistics show that in the cities where the surveyed teachers are located, 16% of junior middle school teachers have published academic papers, and less than 5% in rural areas.

1.4 Poor ability to organize and manage education and teaching

In school, less than 5.0 percent of the students took the courses related to the role of “head teacher”, and less than 10 percent studied the courses related to “school management”, while 97 percent of the students did not attend any class or school activities in primary and secondary school. During the internship, only 1% of the graduating students had personally organized class activities or team activities. The low level of professional ability makes most senior graduates have to make up for the lack of pre-service education after two to three years of practical pre-service teaching, which is undoubtedly a huge loss for basic education.

2. The main problems existing in the cultivation of the professional ability of pre-service teachers

2.1 Poor foundation: the curriculum setting and teaching of education major are not reasonable

From college discipline construction and development of the overall layout, education professional course is both high normal support discipline, and the development of the academic characteristics, from pre-service teachers should have literacy, this kind of course is their education theory knowledge and professional ability, should be in a crucial position in the curriculum system. Although in recent years some high school education professional courses in the past “small three” (pedagogy, psychology, subject teaching theory) on the basis of increase, but in the teaching plan can only account for 10% of the total hours (including education practice 4-6 weeks, 3% -4%), only for a third of foreign, national education professional courses including education practice generally in 20% -25%. In addition, the curriculum is unreasonable and arbitrary. Some current teachers urgently need to learn the courses, such as educational scientific research methods, educational evaluation, modern curriculum theory, class management, modern educational technology and teaching experiment and other courses can not be offered. In the courses that can be offered, except for the subject teaching theory, the rest are public courses or elective courses, from the school leaders to teachers and students generally as a “minor subject” processing, the degree of attention is far from enough, its due status can not be reflected. More importantly, the curriculum content is lack of refining, emphasizing theory over application, can not reflect the reality of primary and secondary education, lagging behind the basic education curriculum reform, repeated and rigid problems.

2.2 Lack of role models: teachers’ teaching demonstration and guidance are ineffective

Good demonstration is an important condition of professional ability, in fact, in the absence of specialized training, normal teaching behavior is mostly reference to the university classroom behavior, even their primary and secondary school teachers’ teaching behavior, which requires teachers interdisciplinary teachers in the teaching process pay attention to provide students with good demonstration, make pre-service teachers can constantly draw from the daily teaching beneficial “nutrient”, promote the formation of their own professional ability and improve.

2.3 Insufficient training: the teaching practice link is weak

People’s various abilities must be exercised and improved in the corresponding social practice activities. Therefore, participating in teaching practice is the key to the formation of pre-service teachers’ professional ability. At present, the relatively weak teaching practice link is the “common problem” of senior teacher colleges and universities.

3. Countermeasures to improve the professional ability of pre-professional teachers

3.1 Adjust the value orientation, highlight the normal characteristics

For a long time, there has been a debate about “academic” and “normal”. At present, the relatively consistent view is that academic and normal are unified, normal is the direction, academic is the level, and both are equally important to the development of normal education. However, the reality that the talent training mode formed under the guidance of the original value orientation is too professional is difficult to change at the time being. There is an obvious tendency to emphasize “academic” and “normal education” in the direction of running a school. The curriculum mode based on subject curriculum is a good example.

3.2 Restructure the curriculum system of education major and optimize the teaching content

Curriculum system is the blueprint of talent training, which directly determines and affects the structure of students’ knowledge and ability. In view of the disadvantages of high teacher education courses, less class hours, lack of operability and practical training

skills, the author believes that the course categories should be added first, and then an organic system should be formed. On the basis of the original curriculum, namely, primary and foreign educational works, domestic and foreign educational works, and educational psychology, basic technology and method courses, such as teaching design, homeroom teacher work, modern educational technology, educational management; and operational practical courses, such as teaching materials, teacher skill training course, educational practice and educational practice. The course is a combination of compulsory and elective courses, lectures, seminars and practical training. Secondly, increase the number of teaching hours, so that the education professional courses account for $1/3 - 1/4$ of the total hours of senior teachers.

3.3 Strengthen the teaching practice link, deepen the reform of educational practice

The basic education in the 21st century requires more and higher professional ability of pre-service teachers, and practice is the source of ability generation, and scientific planning and organization, diversified forms and content, and effective time guarantee are the prerequisite for efficient teaching practice. To this end, we should reform the teaching mode of the professional ability training combined with the course, so that students can get the training of practical operation while learning the theory. In addition to the special teaching skills training courses to carry out practical activities, pedagogy, psychology, subject teaching theory and other courses can take $1/4 - 1/5$ of the total class hours, about 8-10 hours as teaching practice time. Combined with the teaching content, the use of modern education technology and means, with case teaching, case teaching, simulation classroom, skills competition or to primary and secondary school extracurricular tutors and class teacher form of activities, truly education theory and education practice, classroom teaching and skills training, teacher demonstration guidance and students practice repeatedly. In addition, the assessment method of this kind of course should also be in line with the principle of checking students' theoretical knowledge and practical operation, and should be arranged scientifically and reasonably, to avoid the single form.

3.4 Attach importance to the training of university teachers' professional ability, and enhance the teaching demonstration

Universities should have masters, and teachers from universities should become role models among masters. Therefore, it is necessary to completely change the low professional ability of senior teachers, lack of demonstration in classroom teaching or even cannot guide students to practice. In particular, teachers of educational courses should pay attention to the training and improvement of their vocational skills, encourage educational scientific research and experiments, guide them to exposed to rich and vivid basic education practice, interpret educational theory with their own high level teaching, set up by example, and fully reflect the application value of educational theory.

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