

A Study on the Optimization Measures of the Training Mode of English Normal Students in Tibetan Universities under the Teacher Admission System

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Abstract: In recent years, with the continuous promotion of the teacher admission system, colleges have begun to think about the quality of the training of normal students. What kind of normal students should be trained and what mode should be adopted to achieve the training of normal students is worth exploring. The training mode is the key to the quality of the training of normal students, so colleges must seize the opportunity of the reform of the teacher admission system, and constantly optimize and adjust the training mode of normal students.

Keywords: Teacher Admission System; Training Mode; English Normal Students in Tibetan Universities

1. Problems in the cultivation of undergraduate English normal students in Tibetan universities

The training objectives of English normal students in Tibetan universities are inaccurate. Specific training objectives can lead local colleges to improve the quality of training normal students. The current training objectives are too general, and the requirements for some training objectives are vague. It is difficult for most students to clearly know what standards they should meet to become qualified teachers as a normal student. The training objectives including what kind of normal students should be trained, what qualities normal students should have, and their training methods are relatively vague. In the teaching of professional skills training, it is not combined with the requirements of teacher admission. It is only to meet the requirements of professional knowledge and ability of normal students under the credit system, which makes the learning concept of normal students deviate, that is, the development of professional ability is not important, and the completion of credits and smooth graduation are the most important. Now many normal students think that they can become a teacher as long as they pass the teacher qualification exam, there are also many schools that recruit teachers in this way, so they don't pay attention to some teachers' teaching skills, teachers' abilities and so on.

The training of English normal students in Tibetan universities is not professional enough. As a student of English normal major, the college should take into account the curriculum of normal major and of English major when formulating the training plan. The two professional training plans should be equally distributed. However, at present, there are many specialized courses for English, and there are relatively few courses for normal teaching. Especially, some courses for teachers' skills may not be available, which leads to students' strong English professional ability, but they can't become a qualified teacher, and don't know how to teach students, which are problems that need to be paid attention to in the training of English normal students.

The practical teaching of training English normal students in Tibetan universities is weak. The ability of practice is the most concentrated reflection of the comprehensive quality of normal students, and it is also the necessary ability for normal students to become teachers. The level of practice has a direct impact on the professional development of teachers in the future. However, there are still some problems in practical teaching. For example, the teaching time is not long. The practical

teaching of English normal students is to go to some schools in the first half of their senior year. It takes more than two months, less than 20% of the total class hours. The teaching practice time is too short to reach the teaching goal of teaching practice. In addition, practical teaching is more theoretical. For the teaching practice of normal students, students generally study theoretical courses with few opportunities for practice. For the courses related to practical skills, teachers' basic teaching skills and teaching methods are basically taught to students in the form of theoretical courses, there is no real teaching opportunity for them to practice.

The evaluation method of English normal students in Tibetan universities is single. On the basis of the examination of normal students, Tibetan universities mainly focus on the examination results, and set the examination qualification line based on the examination results. It encourages students not to work hard to learn teaching skills, as long as they "pass" the examination, and does not assess the ability of normal students to transform theory into practice. This examination form inevitably leads to normal students only paying attention to theoretical study, neglecting the training of professional practical ability. It is difficult to reflect the true level of normal school students by taking the examination results as the main form of assessment, which will inevitably lead to the phenomenon of "high scores and low abilities". In this way of assessment, students focus on how to pass the exam and get high scores, rather than mastering knowledge and improving professional ability, resulting in the lack of learning motivation of normal students.

2. Measures to optimize the training mode of English normal students in Tibetan universities

In accordance with the reform of the teacher admission system, colleges should constantly refine the training objectives of normal students, highlight the characteristics of teachers, strengthen local characteristics, and meet the needs of local education for teachers. The training objectives are the most important criteria to judge the quality of training. The teacher admission system provides the goal of professional development for normal students, provides a reference standard for normal students from identity determination to teacher professional access, and provides lifelong motivation and guidance for the professional development of normal students, with the purpose of promoting the high-quality, strong foundation and characteristic development of normal students. Therefore, the training objectives of normal students in local colleges should follow the important indicators of teacher qualification access, integrate the important concepts of the reform of teacher admission system, and develop comprehensive and integrated training objectives for the development of normal students, which not only promote the professional development of normal students themselves, but also provide excellent teachers for local basic education.

Colleges should "reserve a place" for characteristic development and highlight the local adaptation ability of normal students while following the teacher admission standard. According to the long-term goal of cultivating high-quality teachers, we can establish the phased goal of training normal students. Based on the actual needs of local education for teachers and the advantages of the school's own resources, the college should find out the target orientation and give full play to its own advantages, mainly including highlighting the characteristics of teachers, and strengthening the local characteristics, so as to promote the development of its own characteristics. Colleges should take full account of the regional environment, clarify the training tasks of normal students, select training objectives suitable for their own development, and strengthen the localization of normal students' training.

Major setting is the bridge between the training of normal students in local colleges and the demand for teachers in local education. Showing the characteristics of English majors and normal majors is the development trend of building a new training mode for normal students. Based on this, the author suggests that we should constantly optimize the setting of normal majors. We should consider the classification of specific disciplines, also divide the majors by referring to the elementary education segment, so as to promote normal students to understand the basic theory in depth, and highlight the dual-professional characteristics with a reasonable educational knowledge structure and discipline expertise. The division of majors should break the barriers, strengthen the cooperation between the two majors to ensure the dual-professional characteristics of normal school students.

Higher education attaches great importance to the educational practice of normal students, which means that the educational practice ability of normal students at the present stage is the weak link in the training of normal students. Therefore, the author suggests combining the requirements of the teacher admission system for the practical ability of normal students, integrating the educational resources of local colleges, so that the educational practice of normal students runs through the whole training process. Colleges can adopt the cross-training of normal students by stages, that is, the integration of theory and practice by stages. For freshmen, they begin to carry out practice in the first year, which teaches them about professional ideas, and encourages normal students to observe and learn in school; For sophomores, normal students conduct individual internships; For junior students, comprehensive training of basic teaching skills, and training of theoretical thinking paradigm and practice logic should be taken; In the fourth year, students should diagnose and reflect on the basic problems of practice, and fill in the gaps of knowledge. Through the integrated teaching practice, we can ensure that theoretical learning is not separated from practice.

Under the requirements of teacher admission system, local colleges should match the training evaluation and admission evaluation standard of normal students, monitor the whole process of normal students' training, and comprehensively evaluate the quality of normal students' training. The evaluation of the training quality of normal students depends on whether the knowledge and ability of normal students and their comprehensive quality meet the criteria for teacher admission. The evaluation mechanism of normal students should be based on the process and emphasize the development. Therefore, the evaluation of normal students should link continuity and periodicity, set specific and clear evaluation indicators according to the task difficulty of the learning period, guide normal students to set phased objectives, test the achievement of the phased objectives with specific evaluation indicators, and effectively meet the graduation requirements of normal students. In addition, a cooperation mechanism should be established. The college should track the requirements of the employment units on the admission of normal students for a long time, form an evaluation report on the overall admission ability of graduates, and timely adjust the structure and scale of the training of normal students.

3. Summary

As a future teacher, the quality of training normal students is related to the development of education. Carry out a reform for training mode of normal students is the demand of teacher education development and the inevitable trend of education development. At present, the reform of teacher admission system poses new challenges to the training mode of normal students. Therefore, the training mode of normal students needs to be continuously optimized to adapt to the reform of teacher admission system.

References

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