

# Reflections on Improving the Teaching Practice Ability of New Teachers

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**Abstract:** New teachers are the fresh blood of colleges and universities, their arrival not only enriches the faculty, but also enriches the world of knowledge. Proper work connection is of great significance to the whole college and the new teachers who have just entered the workplace. However, it is still worth thinking about how the new teachers can quickly integrate into the experienced teachers team, how to give full play to the role of fresh blood, and how to work with them to contribute to the education cause and build a dream life.

**Keywords:** Teaching practice; New teacher; Teaching ability; Learning and improvement

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## 1. The characteristics of new teachers

### 1.1 High education but weak teaching level

The characteristics of new teachers are one in ten thousand, under strict screening conditions, they are selected from many competitors, break through the encirclement to take up new positions, they have superior academic conditions and outstanding personal ability. However, stepping into this position is only the first step, whether they have the teaching ability required by the position is the biggest test for them, and some teachers with teaching experience can quickly adapt to the position as long as they do a good job. However, in most cases, many new teachers have relatively weak teaching experience, and the change of identity is not overnight, but needs to be gradually integrated into the teaching work over a period of time. If you want to form your own teaching style and teaching method, you need to constantly summarize from listening to lectures and preparing lessons in the future work time, and polish out your own teaching habits over and over again, so as to realize the transformation from a student to a qualified teacher.

### 1.2 Valuing scientific research over teaching

Scientific research is one of the important indicators to evaluate teachers' teaching performance. However, some teachers pay too much attention to scientific research rather than teaching, spend most of their time on scientific research or project, neglect the polishing of the courses they teach, and neglect the communication with students. As a result, some classes are careless, the quality of courses is reduced, and the teaching process is boring. This kind of situation whether in the old teachers or new teachers will have different degrees of appearance, therefore, we should always remind ourselves, do not forget the nature of teachers, excellent teaching ability is the premise of scientific research, in teaching to improve the quality of teaching as the center of work, do a good job of teaching and educating people, while taking into account the task of scientific research, can not pay attention to one or the other.

### 1.3 The lack of systematic lesson preparation and teaching

New teachers with no teaching experience may encounter various problems in the course preparation. For example, when they consult and learn the lesson plans of predecessors, they can understand most of the contents, but for some parts not mentioned in the lesson plans, new teachers cannot make a comprehensive and systematic analysis of the course in a short time. Therefore, in the course preparation process, it is easy to appear the situation that does not fit the actual situation of students, the course connection is not close, the lack of systematization, or the course case is not rigorous.

## 2. Some reflections on improving the teaching practice ability of new teachers

In order to better improve the teaching quality of new teachers, we can cultivate and learn from the following aspects.

## **2.1 Participate in pre-job training**

Pre-job training is the fastest way to help new teachers integrate into the new environment. It is necessary for the school to introduce new students when conditions permit. In this process, new recruits can learn professional knowledge of many different subjects and enrich basic skills. No matter what environment they have worked in before, pre-job training can help them realize the transition from the old environment to the new environment. This transition is not only a renewal of the external environment, but also a buffer period for them psychologically. For example, during the training period, the daily life is arranged from morning to night. Under the scientific training program, the new students can sort out various aspects such as life practice, theoretical learning and physical exercise, which has a very positive role for the new students to adjust their status and start their new work. At the same time, during the training process, new teachers can know and understand each other, and initially form their own circle of friends, which is convenient for them to exchange learning and teaching experience in the future work. Therefore, if conditions permit, in order to better improve the teaching quality of new teachers, necessary pre-service training activities can be added to promote new teachers to integrate into the new teaching group in a scientific way as soon as possible.

## **2.2 Improving their own quality**

The most important thing for teachers to improve their teaching ability is to start from themselves, learn to learn independently and improve themselves. New teachers should realize that there are certain shortcomings when they first enter the classroom. Therefore, while completing daily teaching work, they should read more books related to their own profession or about the improvement of teaching ability. First of all, in the study of professional-related books, although teachers have a certain knowledge reserve of the major they teach, they may not have a certain understanding of some difficult problems or deeper knowledge. Therefore, in order to learn deeper knowledge in the textbooks, teachers can register for some courses related to their own majors during spare time or holidays. As the old saying goes, “review the old and know the new”, teachers should always maintain a modest and progressive learning attitude, perhaps in learning other teachers’ courses, they will get new teaching methods, new inspiration and so on. Secondly, knowledge about the improvement of teaching ability is mainly reflected through diversified teaching methods. To improve teaching ability, solid professional knowledge is fundamental. At the same time, teachers should have other knowledge besides professional knowledge, such as how to activate the classroom atmosphere, how to narrow the distance with students, and how to teach students with different backgrounds according to their aptitude. The skills and flexibility in the teaching process are not in the teaching materials, but in the accumulation of teachers’ teaching experience day by day. Therefore, new teachers should not only listen to the courses of their own profession, but also try to listen to the courses of different teachers and different subjects, and learn the teaching attitude, language expression and ways of interacting with students from excellent teachers. No matter the learning of professional ability or teaching ability, there is only a starting point and no end. Teachers should constantly summarize, combine their own classroom practice, sort out what they have learned, and finally integrate it into their own teaching habits to form their own teaching style.

## **2.3 Teaching competition**

In every semester or at the end of the semester, there may be large and small teaching competitions and other activities, new teachers can play the role of audience in the early stage to learn from excellent colleagues, see how they do in the process of teaching posture, language expression, teaching plan courseware, time control and other aspects of the competition, and they should be good at summing up and learning from each other. In the later stage, if they have a certain teaching ability, new teachers can also actively participate in the teaching competition, because the actual combat can best train themselves, carefully prepare, carefully teach, carefully listen to experts’ opinions, and carefully summarize in the competition one by one. In this process, it is a test of their teaching ability, so as long as they are brave and seriously treat every training opportunity. I’m sure I can get a lot.

## **2.4 Visit and learn**

In the process of work, if conditions permit, the unit can organize teachers to visit and learn, lead teachers to go out, learn and understand the teaching style of different teachers, and absorb excellent teaching experience. For example, in the course of teaching some practical courses that require students to do something, the teachers of our school may compress the practical courses due to the shortage of class hours in the daily teaching process, or they may still focus on the passive acceptance of the teaching by the teachers, and finally the course is completed, but the students’ absorption of knowledge is mediocre, failing to achieve the purpose of improving the students’ hands-on practical ability. However, under the opportunity of visiting and learning, teachers may see different teachers’ different teaching methods for practical courses. For example, teachers in other universities handle practical courses by returning the class to students, leading them to explore and discover by themselves, and

fully cooperating with students to the extent permitted by conditions. In this way, teachers can not only relieve the pressure of teachers in teaching, but also enable students to learn independently. Experience the joy of learning in the process of discovery. Therefore, different course processing methods can inspire new teachers. Visiting and learning different teaching methods in different schools can not only help teachers broaden their horizons, but also promote the communication between teachers, learn from each other and make progress together.

## **2.5 Scientific research serves teaching**

Subject research is important, but both new and old teachers should pay attention to the fact that teaching is the main work, and scientific research is based on teaching. Teachers find some problems in the daily class process or teach a certain amount of courses, and teachers have their own reflections and new discoveries on the course, then scientific research papers or topics are the crystallization of knowledge generated in the teaching process. After drawing the research conclusion with the curriculum research results, it is more important to apply the research conclusion to solve the practical teaching problems. Only in this way can a virtuous circle be formed and the continuous development of education be promoted.

## **2.6 Teaching supervision**

From the point of view of the school, we should strengthen the supervision and incentive of the new teachers, and evaluate their teaching ability regularly from many aspects. Moderate pressure and encouragement mechanism can promote their improvement. This will help new teachers integrate into the new teaching environment and improve their teaching ability.

## **3. Conclusion**

This paper analyzes the characteristics of new teachers and their shortcomings in teaching, and puts forward some reflections and suggestions on improving the practical teaching ability of new teachers. New teachers play an important role in teaching work, and they need to enhance their teaching ability from various aspects for the first time in the classroom. The process of improving teaching ability requires a certain amount of time, and scientific methods are necessary. Therefore, the weaknesses of new teachers can be found from the perspectives of their characteristics, lesson preparation ability, teaching content, teaching method, language expression ability, classroom order and teaching form, and corresponding solutions are proposed for these aspects. As a new teacher, they should be positive, dare to take the initiative to find and solve problems, and at the same time seek advice modestly, and always be responsible for the educational cause.

They are fresh blood in the teacher team and a powerful source of strength. Therefore, as long as we deal with the problems such as lack of experience of new teachers in a scientific way, we will certainly help them improve their teaching practice ability as soon as possible and consolidate the basic strength of education. There are many imperfections in the thinking of helping new teachers to improve their teaching ability. Therefore, more scholars are needed to summarize their experience and jointly help the continuous development of education.

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