

# Research on the training mode of pedagogy professionals in colleges and universities in the new era

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**Abstract:** At present, the social and economic development changes with each passing day, our country has increasing demand for high-quality pedagogical talents. Training the professional talents needed for the development of education in our country has become the important work of the profession of pedagogy in colleges and universities in the present stage. Based on this, this paper analyzes the feasibility countermeasures of the training mode in order to promote the progress and development of education in our country based on the training requirements of education professionals in colleges and universities from the new times and the present situation of education professionals in colleges and universities.

**Key words:** University education; Pedagogy major; Personnel training

In the educational reform in the new era, education major in colleges and universities should set up the goal of personnel training towards the society and serving the society, strengthen the pertinence of education and teaching in colleges and universities, so that students can apply theoretical knowledge and practice in the study of social needs, so as to improve the effect of personnel training. Based on the current situation of education training mode in colleges and universities in the new era, in view of these problems, this paper puts forward two approaches for the research of education training mode in colleges and universities in the new era, namely, innovating teaching mode by using Internet resources and optimizing evaluation system to promote teaching reform, so as to promote the effectiveness of education training.

## 1. The requirements for the training of college education professionals in the new era

### 1. Good ability to combine science and practice

The organic combination of theoretical knowledge and practical skills is an important requirement for educational professionals in colleges and universities in the new era. Colleges and universities should simultaneously teach pedagogy theory courses and pedagogy skills to help students lay a solid reserve of pedagogy knowledge and practical skills, so as to improve students' comprehensive application ability. In the future, high-level pedagogy professionals can not only carry out front-line teaching work in grassroots schools, but also carry out management and academic work in education management, education research and other departments, as well as deal with emergencies in the teaching process flexibly and efficiently with the educational wisdom combining science and practice.

### 2. Have the consciousness of innovation and development

At present, the key to the core competitiveness of talents in all walks of life in China is the consciousness and ability of innovation and development. Because people who know how to innovate often have good logical thinking ability and professional technical level, excellent theoretical knowledge reserve, and innovation and development are complementary to each other. The development of education has the characteristics of relatively stable, which also leads to the lack of advanced curriculum knowledge, the solidification of teaching mode and other problems. Therefore, only with a good sense of innovation and development, can pedagogy professionals get rid of the limitations and constraints in traditional education and teaching, so as to make use of educational resources in the new era to realize the innovative development of pedagogy curriculum in the new era.

### 3. All-round development of professional literacy

Cultivating students with all-round development of moral, intellectual, physical, American and labor is one of the basic educational concepts in China. This concept applies not only to primary and secondary schools, but also to higher education. Pedagogy major trains the front-line workers of future teaching, therefore, more attention needs to be paid to the students' all-round development. Teachers of education in colleges and universities should cultivate talents who are physically and mentally healthy and willing to provide enthusiasm for the education cause of our country through education teaching activities. At the same time, pedagogy professionals in the new era also need to have efficient learning ability, good teamwork ability, expression and communication ability. Among them, learning ability not only refers to the students' learning during their study in colleges and universities, but also includes the continuous learning after working. In particular, a well-developed pedagogy professional should become a bridge of communication between school leaders, students, parents, teachers and colleagues after entering the workplace. This is a challenge to the professional quality of students majoring in education. The acquisition of teamwork ability lays a foundation for teaching and research work with other teachers after work. Therefore, in the teaching process of education majors in colleges and universities, we should pay attention to the improvement of students' comprehensive quality, so as to realize the all-round development of education professionals' professional quality.

## 2. The current situation of education professional training mode in colleges and universities in the new era

### 1. There are some differences between training goals and actual needs

In the new era, the ultimate goal of education professional training in colleges and universities is to enable students to quickly adapt to their jobs and carry out corresponding teaching, management or academic work when they graduate and start working. Therefore, the goal of education training should be matched with the actual education work. The society is developing in the direction of diversification, the education reform and quality education are continuously and deeply promoted, and the work demand of educational posts is also rising, but the training goal of many educational professionals in colleges and universities is still relatively simple. In the education industry, students majoring in education have always been the favored talent resources in the industry. However, some college education majors limit their talent training goals to schools, educational research institutions and educational administrative departments, only focusing on the cultivation of students' professional theoretical knowledge and skills, and lack the cultivation of students' actual teaching ability. The unique characteristics of the university have not been formed in the education major, and the phenomenon of homogenization of personnel training has appeared. However, pedagogy professionals should be involved in a broader field of education. At the same time, although some education majors in colleges and universities are committed to deepening the reform of the education system, they are affected by the inertia of the inherent traditional education concepts. Before setting the training goals of education talents, some colleges and universities blindly copy the previous experience, especially when they do not accurately understand the real employment needs of the local education industry and employers, which is reflected in the survey of the local education industry and employers. Nor do they have a specific target, and then they will be biased in the development of training programs. In the end, there is a mismatch between the training talents and the employing units, which has an adverse effect on the employment and career development of the education professionals in colleges and universities.

### 2. The teaching model, method and evaluation mechanism are outdated

At present, the teaching mode, methods and evaluation mechanism of education majors in some colleges and universities are outdated. First of all, most of the pedagogy majors in colleges and universities still use the traditional teaching mode to carry out teaching activities. Teachers are the absolute leaders of classroom teaching, and they teach students pedagogy related knowledge and skills through infusing teaching methods. The evaluation mechanism of summative results based on final examination results is still used. This traditional education system tends to make students' performance in class very silent, lack of good teacher-student interaction, and then reduce students' interest in pedagogy-related courses, which is very unfavorable to the improvement of students' knowledge and skills. At the same time, in classroom teaching activities, it is difficult for students to have time to think about the knowledge taught by teachers. As a result, some students with higher theoretical knowledge and those with weaker theoretical knowledge will gradually widen the gap in learning status and learning methods. In addition, due to the lack of teacher-student interaction in the classroom, students have more and more questions and doubts about the course, and their self-confidence will be hit to a certain extent. Secondly, the current management and evaluation mechanism construction of teachers is also lagging behind, which makes teachers lack of motivation in teaching reform. Some teachers only passively study the reform of teaching mode and make "paper" results in teaching and research work for the need of professional title evaluation, while in actual teaching, they still use the traditional teaching mode. The teaching management and evaluation mechanism for teachers has not realized scientific evaluation, and it also hinders the concrete implementation of the reform of teaching mode and method.

## 3. The new era of college pedagogy professional personnel training model countermeasures

### 1. Make use of Internet resources to innovate teaching models

At present, the new teaching resources and means represented by Internet technology and platform have achieved certain development and results in college education and teaching. Therefore, the major of education in colleges and universities should conform to the trend of The Times, based on the characteristics of the teaching and construction of the major of education, and actively apply Internet resources to the innovation and development of teaching mode, so as to achieve the dual improvement of teaching quality and talent training effectiveness. This requires teachers to actively explore the teaching mode of making full use of Internet resources. On the online teaching platform, teachers use video micro-lessons, MOOCs and other ways to carry out pedagogy teaching. In offline classroom teaching activities, teachers should attach importance to students' main role in teaching, and use flipped classroom, group cooperation and inquiry to stimulate students' enthusiasm for independent learning. Teachers can divide students in a class into several study groups to cultivate students' teamwork and communication skills. At the same time, a variety of teaching methods should be adopted in class, such as project teaching method and case teaching method. Teachers will collect and organize typical cases or actual projects on the Internet in advance and share analysis with students in class, so as to promote students to actively express their own opinions in class and improve their independent thinking ability. Compared with the original teaching mode where teachers completely control the classroom and students passively follow the rhythm of the teacher, this teaching mode can stimulate students' interest in learning pedagogy knowledge. In addition, teachers can also use the Internet resources to assist teaching activities and further expand the classroom teaching space. Through the online teaching platform, teachers release teaching resources related to classroom teaching before class, require students to complete the corresponding preview by self-study before class, guide students to familiarize themselves with the important and difficult knowledge of course teaching in advance, and let students complete the corresponding test exercises. On this basis, the teacher can also make targeted preparations according to the students' learning situation on the online platform, and analyze and answer the students' problems in the preview in class. Such a teaching

mode not only effectively improves the pertinency of pedagogy teaching, but also focuses students' attention on teachers' questions. To promote students to develop the habit of independent learning, and then enhance the vocational competitiveness of students after graduation, in order to achieve the purpose of training high-quality pedagogy professionals.

## 2. Optimize the evaluation system to promote teaching reform

In the new era, the training of pedagogical professionals in colleges and universities also requires colleges and universities to continuously optimize the evaluation system in order to promote the in-depth advancement of teaching reform. The scientific evaluation system can play a positive feedback role in teaching, help teachers to find problems, improve the teaching mode, so as to improve the teaching quality of pedagogy courses. In this regard, teachers can innovate the online intelligent teaching evaluation system, and use it to collect evaluation results and related data analysis. A scientific evaluation system should include the following contents: First, the evaluation of the course learning results of pedagogy students, which specifically refers to the process evaluation results of students' online preview evaluation, classroom activity performance evaluation, after-school homework evaluation, as well as the summative evaluation results of final exams, thesis reports, etc., to help teachers accurately understand students' learning status and learning efficiency. The number of students taught by teachers is often large, which reflects the advantages of online intelligent teaching evaluation system, through the Internet technology to summarize the results of student evaluation, reduce the time cost of teachers in this work, so that teachers will be more time and energy to solve difficult problems. In addition, in the evaluation of teachers' curriculum teaching, on the one hand, we should pay attention to the diversity of evaluation and evaluate from the perspective of students, so as to urge teachers to pay attention to their own words and deeds. On the other hand, the evaluation should be carried out in combination with the interaction between teachers and students in daily teaching activities, so that the feedback of students can form a loop efficiently, and the teachers can also timely realize the shortcomings of their own teaching concepts and modes, so as to reform the teaching modes and methods more targeted. In addition, on the basis of the evaluation between students and teachers, colleges and universities should strengthen the evaluation of teachers' teaching and research work, which is not limited to teachers' achievements in teaching and research and academics, but also to evaluate teachers' teaching and educating achievements, such as the employment rate of students taught by teachers, which can test whether the talents trained by education teachers in colleges and universities meet the needs of social industries to a certain extent. So as to realize the sustainable development of education personnel training in universities.

## 4. Conclusion

All in all, education determines the future development of a country to some extent, and as the main position of education personnel training, the major of education in colleges and universities should constantly improve the teaching quality and innovate the teaching mode in accordance with the needs of social development of The Times, its own school-running orientation and the country's demand for education professionals. Improve students' ability to combine science and practice, awareness of innovation and development and all-round development of professional literacy, so that students after graduation into work, make due contributions to the development of education in our country.

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