

Problems and countermeasures faced by normal university students in applied undergraduate colleges to improve their professional ability

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Abstract: With the continuous deepening of education reform in our country, the requirements of teachers in the field of teachers also gradually improve. Application-oriented undergraduate colleges must keep up with the pace of The Times and actively explore and practice the education mode of strengthening the comprehensive ability of normal university students in professional knowledge foundation, teaching skills and practical operation skills. By analyzing the problems faced in the process of improving the employability of normal college students, this paper puts forward specific and feasible implementation strategies, hoping to provide a strong reference for universities to optimize the training program of normal college students and improve the quality of talent training.

Key words: undergraduate; Normal university students; Professional ability; Up

Introduction

In the context of the rapid change and development of today's society, education, as a major plan of the country and the party, has become increasingly important. As an important position for cultivating high-quality, professional and application-oriented talents, application-oriented undergraduate colleges shoulder the heavy responsibility of providing high-quality education teachers for the society. As the main force of the future teachers, the comprehensive improvement of the professional ability of normal university students is not only related to the career development of individual students, but also directly affects the overall quality and level of China's education cause.

1. The problems faced in the process of improving the professional ability of normal university students

(1) The curriculum emphasizes theory over practice

In the practice of the education and training system of normal college students, colleges and universities play an important role in guiding normal college students to build a solid knowledge foundation and professional skills through the designed curriculum structure. However, at present, the curriculum of some application-oriented undergraduate colleges emphasizes the imparting of theoretical knowledge, and relatively neglects the cultivation of students' teaching practice ability. This imbalance will not only affect the adaptability of normal university students to the future education career, but also limit their overall development in the professional field.

(2) Some students pay more attention to textual examination than quality

With the implementation of the professional qualification certification system of normal university students, the way that normal university students obtain the teacher qualification certificate has changed fundamentally. Specifically, with the promotion of teacher professional certification, some normal students generally face the challenge of preparing for the teacher certification exam from their junior year. Some students even regard the examination of the teacher's certificate as the primary goal of the undergraduate stage, leading to their excessive focus on the preparation process, while ignoring the learning of other important knowledge and skills, as well as the cultivation of personal comprehensive quality and educational character. Although this single pursuit mode can help most normal university students eventually obtain teacher certification, it may also weaken their growth in teaching practice ability to a certain extent, making them appear inexperienced or one-sided in the future education post.

(3) Lack of student practice facilities

In the aspect of cultivating students' practical teaching ability, application-oriented undergraduate colleges have special fund support, but the investment of these funds is slightly insufficient compared with that of theoretical teaching. This unbalanced allocation of funds has limited the construction and improvement of practical teaching facilities, resulting in limited conditions for practical teaching in some colleges and universities, and it is difficult to effectively improve the quality of practical teaching, thus affecting the effectiveness of the overall practical teaching. Although some other colleges and universities have set up a series of educational practice bases in the process of development, the management mechanism and operation rules of these bases have yet to be perfected and optimized. The existing educational practice resources still need to be further extended and expanded to meet the needs of normal university students for diversified and high-quality practical teaching environment.

(4) Students lack long-term career planning

Some normal university students do not have a clear understanding of their career development prospects, only because of their parents or because they think that teachers are a secure job. This situation will lead to some normal university students in the process of learning, have a negative psychology, low concentration in learning, lack of ability development, the future career will be hindered. It can be said that

if students have unclear learning goals during school and lack long-term career planning, it will affect the development of their professional skills, and they are often confused when applying for jobs and miss opportunities in the job market.

2. The promotion strategy of professional ability of normal university students

(1) Optimize the curriculum system and improve professional ability

Strengthen practical teaching links and increase the proportion of practical courses. In view of the particularity of normal education, application-oriented undergraduate colleges should readjust the class time allocation and credit setting of practical courses and theoretical courses, and enhance the weight of practical courses to highlight its core position in the training of normal students' skills. At the same time, it is necessary to strengthen the development and implementation of comprehensive skills training courses, especially the special training for classroom teaching ability, to ensure that normal university students can grasp the basic teaching skills.

Optimize the course structure and balance the proportion of elective and compulsory courses. In order to realize the double improvement of individual development and overall quality of normal university students, schools can appropriately reduce the scale of compulsory courses and leave more space for elective courses. By expanding the scope of elective courses, increasing the duration of elective courses and other measures, the curriculum system will be more flexible and diversified, meet the interests and needs of different normal students, and promote the balanced development of normal students' knowledge and ability.

Strengthen the internal connection and cohesion between courses. The curriculum system design should follow the law of education and teaching, fully consider the cognitive characteristics of normal students and the process of knowledge accumulation, and scientifically arrange the sequence and logical relationship of courses. Establish close functional links between professional theory and practice, educational theory and educational practice to ensure that theoretical courses provide solid theoretical support for practical courses, and practical courses can provide timely feedback and deepen theoretical understanding.

(2) Increase capital investment and optimize teaching facilities resources

Schools should ensure adequate funding. Colleges and universities should take the initiative to broaden the sources of funds to ensure that the construction of teachers' major gets stable financial support. At the same time, a certain proportion of daily teaching operation funds should be clearly allocated to maintain the smooth progress of teaching activities, and special attention should be paid to the adequacy of daily teaching operation funds and educational practice funds to ensure that they are not lower than the average level of the school, so as to provide a solid material foundation for the comprehensive development of normal university students.

The modernization and upgrading of the teaching facilities of normal specialty. This requires universities to develop scientific and reasonable facility construction planning, and give priority support in policy and funding. Specifically, schools should increase investment in modern teaching platforms such as smart classrooms, microclassrooms and comprehensive skills training rooms, and strive to build high-quality teaching ability training centers to provide advanced teaching simulation and practice environments for normal university students. In addition, we should also pay attention to the synchronous upgrading of teaching hardware and software resources to ensure the advancement and practicability of teaching facilities.

Strengthen the resource guarantee of normal profession. This includes enriching educational book resources in libraries, reference rooms and other learning places to ensure that every normal student has access to sufficient and diverse learning materials. At the same time, we should keep up with the development trend of education and build a perfect digital resource system such as teaching material resource bank and teaching case bank to meet the urgent needs of normal university students for modern teaching resources. In addition, colleges and universities should actively build information-based teaching platforms, promote the deep integration of information technology and classroom teaching, and improve the information-based literacy and classroom teaching ability of normal university students through technical means, laying a solid foundation for training high-quality teachers in the new era.

(3) Create practical opportunities and strengthen skill training

First, enhance the openness and accessibility of the practice platform. Establish a comprehensive and open practical training system for normal university students, improve relevant management systems, and ensure that all normal university students can use high-end training resources such as microclassrooms and comprehensive skills training rooms without barriers. Secondly, enrich and expand the form and content of skill training. In view of the single form of current training, the teacher's major should actively innovate, not only limited to the traditional "three lessons", but also introduce diversified competitions and activities, such as "three characters and one word" competition, courseware design competition, teaching skills competition, etc., to promote training with competition, to replace training. Finally, extend and optimize the time schedule for skill training. In view of the long-term and systematic upgrading of teaching skills, the normal major should extend the practice time appropriately on the basis of the existing education practice cycle, and provide more practical training opportunities for normal university students. At the same time, we encourage qualified teacher majors to extend the "three lessons" of education to the outside, add the link of post practice, and establish a perfect post practice system.

(4) Consolidate teaching skills and improve classroom teaching ability

Strengthening the teaching foundation is the basis of improving the professional ability of normal university students. Normal university students need to lay a solid foundation in professional knowledge, which includes not only a deep understanding of subject knowledge, but also a mastery of educational theory. Through systematic course learning and practical experience, normal university students should be familiar with various teaching theories, such as constructivism learning theory and behaviorism teaching theory, which

will help them flexibly use different teaching strategies in practical teaching. Regular teaching seminars and academic exchanges are also important ways to strengthen teaching skills, which can help normal students maintain sensitivity and adaptability to the latest educational research and teaching methods.

Improving classroom teaching ability is the core of normal university students' professional ability. Classroom teaching is not only the imparting of knowledge, but also the process of teaching interaction and management. Normal university students should pay attention to improving their teaching design ability, learn to formulate clear teaching objectives, arrange teaching content reasonably, and design effective teaching activities. The success of classroom teaching also depends on good teaching communication skills. Normal students need to learn how to interact effectively with students to stimulate their interest and sense of engagement. In addition, classroom management ability is also an aspect that cannot be ignored. Normal university students need to master classroom management skills, such as making classroom rules, dealing with student behavior problems and mobilizing classroom atmosphere, so as to ensure the orderly conduct of classroom teaching.

(5) Guide students to establish a correct employment concept and help students make career plans

With the rapid development of society, the employment environment is increasingly complex and changeable, so normal university students need to abandon the traditional concept of "iron rice bowl" and establish a diversified employment concept. This means encouraging students to recognize the broad prospects of the education industry, including but not limited to primary and secondary teaching, education training, education research and other fields, as well as paying attention to emerging positions such as educational technology and online education. By guiding students to focus on market needs, personal interests and long-term development, we help them form a positive, open and pragmatic attitude towards employment.

Career planning is an important guarantee for normal university students to achieve their career goals. Schools should provide systematic career planning education, including self-cognition, career exploration and other links. Through professional assessment, career counseling, internship and training, we help students understand their own character, interests, abilities and values, and clarify their career orientation and development direction. At the same time, students are instructed to make detailed career planning plans, including short-term and long-term goals, as well as skills improvement, learning plans and practical activities required to achieve these goals.

In the specific implementation process, schools can also take the following measures to strengthen this strategy: first, strengthen the cooperation with employers, establish internship training bases, to provide students with more practical opportunities and employment information; Second, invite industry experts and outstanding alumni to conduct career planning lectures and sharing sessions for students to share their career experiences and success stories; The third is to establish a career planning profile to track students' career development and provide them with ongoing guidance and support.

3. Concluding remarks

The improvement of professional ability of normal university students in applied undergraduate colleges is not only related to the personal growth and development of students, but also an important force to promote the progress of education and promote the harmonious development of society. Through the implementation of a series of strategies, such as guiding students to establish a correct view of employment, strengthening career planning education, deepening practical teaching reform, and improving teachers' professional quality, colleges and universities can cultivate high-quality normal students with solid professional knowledge and good professional quality. In the future, application-oriented undergraduate colleges should continue to uphold the education concept of "student-centered and employment-oriented", and constantly explore and improve new paths and new methods to improve the professional ability of normal university students, so as to contribute their own strength to cultivating more outstanding talents and promoting social progress.

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