

Research on Vocational Skills Training of Teachers in Normal Colleges and Universities

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Abstract—At present, teachers' vocational skills training acquired by normal university students is far from enough to make normal university students qualified professional teachers. In the actual teaching process, it fails to impart more efficient knowledge to students. Teacher professionalization enables teachers to achieve teaching objectives more effectively in teaching, and teacher skill training is one of the important ways of teacher professionalization. Teachers' skill training emphasizes the combination of educational theory and teaching practice to improve teachers' education and teaching level and the quality of personnel training, so that normal students can get a higher level of teacher's skill quality.

Keywords—*teachers' skills training, necessity, ways and methods*

I. INTRODUCTION

Teaching vocational skills refer to the solid and complex teaching behavior system formed by teachers' practice using the existing teaching theory knowledge. Teachers' professional skills are the necessary educational and teaching skills for every qualified teacher. They play an extremely important and positive role in achieving good teaching effect, realizing teaching innovation and summing up teaching experience. Teachers' teaching skills include teaching design, classroom teaching, homework correction and after-class guidance, teaching evaluation, teaching research and so on.

II. NECESSITY AND SIGNIFICANCE OF TEACHERS' VOCATIONAL SKILLS TRAINING

On the one hand, vocational skills training in teaching can achieve the teaching purpose and obtain effective and feasible teaching methods in classroom teaching, so as to accomplish the established teaching tasks excellently and creatively; on the other hand, it can show the functional system of knowledge, skills, psychological characteristics

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and personality characteristics to ensure the completion of teaching tasks. Teachers' vocational skills training makes teachers more professional in the teaching process, and can achieve a higher level of teaching, so that students can get the best classroom teaching experience [1].

From a superficial point of view, teachers' vocational teaching skills are one of the necessary guarantees to enable each teacher to convey classroom knowledge to students with higher efficiency in classroom teaching [2]. From the deep analysis, it is the external manifestation of every excellent teacher's profession, personality, character and professional quality, and an important symbol of teachers' teaching ability.

It is undeniable that teacher professionalization is an important way for teachers to become excellent teachers. It refers to the process of transformation in which teachers become members of the teaching profession and play an increasingly mature role in teaching. Professionalization makes "teacher" not only a profession, but also a profession. Teachers' vocational skills training is to enable each teacher to get professional training, is the necessary way for each teacher to professionalize [3].

If every teacher wants to form his own teaching style and reach the level of artistic teaching, he must follow the law of the development of teaching skills and constantly explore and innovate on the basis of mastering teaching skills.

The all-round development of human beings is one of the basic principles of Marxism, the theoretical cornerstone of China's educational policy, and the highest value goal pursued by the Training Institute of teaching skills in the new period [4]. The most fundamental of all-round development of human beings is the all-round development of human labor ability, that is, the full and unified development of human intelligence and physical strength. From this point of view, if a teacher only has theoretical knowledge but lacks practical teacher vocational skills training, and in the actual teaching process, not all classes will be carried out in accordance with the scheduled teaching plan, there may be a phenomenon that theoretical knowledge can not solve problems in practice; conversely, the same is true, if only a classroom has practical teaching. Without experience and

theoretical knowledge, mistakes like empiricism will also occur. From this point of view, teachers as a profession, theoretical knowledge and practical experience are indispensable.

III. AN ANALYSIS OF THE PRESENT SITUATION OF PROFESSIONAL SKILLS TRAINING OF TEACHERS IN TEACHERS' COLLEGES

Firstly, the relevant laws and policies on skill training of normal university students are not clear. In 1992, the Outline of Vocational Skills Training for Teachers in Teachers' Colleges and Universities (Trial Implementation) issued by the former State Educational Commission stipulated four major training contents for normal college students nationwide: speaking Putonghua and oral expression, writing standard Chinese characters and written expression, teaching work and class teacher's working skills. In fact, apart from Putonghua, Putonghua is under the unified guidance and assessment of the Language Committee. In addition to strict standards, the division of other teachers' skills training projects is not detailed enough, the training methods are not diverse enough, and the criteria for assessing the quality of teachers' skills are not sound enough. This is why colleges and universities do not know where to start in training the professional quality of normal students.

As far as the courses offered by normal university students and related materials are concerned, although most of the universities have offered relevant professional courses for normal university students and carried out a series of activities for teachers' vocational skills training, there are often the following problems: insufficient hours for relevant theoretical courses, short time for educational practice, and no systematic and organized development of one. Series of training activities, in addition, what is more, they are mere formality and so on. Because of various factors, the professional courses open to normal students in Colleges and universities can't play their due role [5].

On the other hand, although colleges and universities attach great importance to the training of teachers' professional skills to a certain extent, due to the lack of funds, equipment and appropriate teachers' resources in the school, the training of teachers' skills only stays on the surface of theoretical knowledge and can't be fully practiced and practiced. For example, some colleges and universities lack micro-classrooms, and micro-teachers are important training places for teachers' professional skills, such as training normal students to make their own teaching plans, language expression ability, classroom performance ability and so on. In the absence of such a place, normal students may not be able to obtain better vocational skills training for teachers to a certain extent.

IV. HOW TO IMPROVE TEACHERS' SKILLS OF NORMAL STUDENTS

In training high-quality teachers, we should use good

educational tools and make good use of all the resources around us. From both theoretical and practical perspectives, teaching skills include: selection of teaching methods, design of classroom teaching skills, organization and management of classroom skills, demonstration teaching skills, consolidation of teaching results, imparting learning skills, special training of teaching language skills, etc. Educational skills section includes management of students' skills, motivation of students' skills, communication and cooperation skills, correction and punitive science. Normal school students can train themselves according to their own situation and in light of weak areas, practicing teachers' skills in writing lesson plans, lecturing, writing skills and so on. The training of these basic skills requires long-term persistent practice. Lifelong learning is the concept we pursue. Under the new social background, the establishment of normal students' learning outlook, values and outlook on life is very important for their future work and life. Teachers and students should make full use of the opportunity to attend classes and observe excellent teachers' classes to form their own teaching style before they take part in work.

Now the endless teacher skills competitions show the direction of self-development for normal students to improve their teacher skills. More participation in skills competitions can make normal students realize that some of their problems are not designed logically, not mobilizing the enthusiasm of students, poor practical ability and so on [6]. Teachers' students need to exercise their classroom control ability for a long time, which requires teachers' students to use micro-classrooms, constantly optimize their teaching methods, deepen their teaching centers, and improve their teaching strategies. Trial lecture is the best way to exercise basic skills. In the summary after each lesson, it will be able to improve its own classroom shortcomings. After basic skill training, we should challenge innovation. Teachers from ancient times to present do not use the same textbook, and tens of millions of students have been educated. Under the historical background of the new curriculum reform, we should design new ideas and explanatory textbooks so as to stand out from the crowd. Different cases can arouse the enthusiasm of students. Nowadays, normal school students can obtain new information from various channels, and can also create new content and forms of expression. Innovation should come from life, and then return to textbooks.

V. THE METHODS OF TEACHERS' VOCATIONAL SKILLS TRAINING FOR NORMAL STUDENTS

A. *Microteaching method*

In normal school, students can make full use of the micro-classroom provided by the school for normal students, complete their own preparation for lessons, make teaching plans, record their own lectures using the recording equipment of the micro-classroom, and find out their own shortcomings when watching their videos after class.

B. The training method of breaking through customs

Teachers can use the training method of breaking through barriers in the training of professional courses, so that they can grasp the weak modules of students and carry out targeted training. Students can also take professional courses more seriously and meticulously.

C. Mirror practice

Students can observe their own teaching attitude by practicing in front of a big mirror, and realize the shortcomings of their teachers' language. So we can improve ourselves.

VI. CONCLUSION

As a normal school student, we should correct vocational goals and teaching attitudes, strengthen teachers' sense of responsibility, in order to become an excellent people's teacher. Teachers' training and development can't be separated from the joint efforts of schools, teachers and themselves. Teachers' concept of self-improvement is constantly updated. Colleges and universities should create a good atmosphere for teachers' skills improvement and implement the program for teachers' skills improvement. Normal students consciously improve their skills and comprehensive abilities, and can make the best development

in the new round of curriculum reform. With the development of social education reform, teachers' skill upgrading plays an important role in education. Facing the shortage of teachers' skills, teachers' students must constantly improve teachers' skill level and promote the sustainable development of teachers' career.

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