

Research on the Construction of Primary School Educational Practice Teaching System Based on Teachers' Professional Certification Standards

Jing Xie

Primary Normal School, Longnan Teachers' College, Longnan, Gansu, 742500, China

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Abstract: The establishment of the undergraduate major in primary school education in normal colleges is in line with the development trend of international primary school teacher education and the urgent need for high-quality professional primary school teachers in the reform of the basic education curriculum in China. Aiming at the lack of professional sentiment and skills of undergraduate teachers, the reform of its practical teaching system is imperative. Taking the training of general undergraduate elementary school teachers as an example, it is necessary to construct a new undergraduate practical teaching system for primary education majors, which includes three complete parts of the target system, content system and guarantee system; and further elaborates the whole process of this new type of practical teaching system. Design, full openness and comprehensive training.

1. Introduction

In 2017, the State promulgated the “Implementation Measures for Normal University Teachers' Professional Certification (Interim)”, which opened the chapter of teacher professional certification. Teachers' professional certification is an external evaluation carried out by the specialized education evaluation and certification institution on the quality of normal professional training in accordance with the certification standards. It aims to prove whether the professional can reach the established quality of training in the current and foreseeable period of time. standard. In the “Primary Education Professional Certification Standards” (hereinafter referred to as the standard), the practice teaching puts forward “the practice teaching system is complete, professional practice and educational practice are organically combined.” Practical teaching is to help students deepen their professional knowledge understanding, form professional practice ability and develop Become a key link of professional affection. Primary education students need to master not only the basic theories, methods, and skills of education and teaching, but also the ability to improve education and teaching through the implementation of educational practice activities. Although our school has been committed to the reform of practical teaching in recent years, the proportion of practical teaching is also increasing, but there are still shortcomings.

2. Requirements for Practical Teaching of Professional Certification Standards for Teachers

The concept of “student center, output orientation, continuous improvement” runs through the whole process of teacher professional certification, and is also an action guide for the practice teaching reform of primary education majors. Focusing on the students and consolidating the guarantee of teachers' education for people's satisfaction. In the allocation of educational resources, the organization of classrooms and the implementation of teaching, students are at the center, practical teaching goal positioning highlights the development needs of students, is guided by the development results of normal students, and focuses on what students have learned and what they can do after graduation. , Reverse design practice curriculum system, “Compared with the core competence and quality of normal graduates, we need to evaluate the quality of training of professional professionals in normal universities and apply the evaluation results to teaching improvement”, forming a “evaluation-feedback-improvement” closed loop to promote the training

of normal professional talents The continuous improvement of quality guides the normal colleges and universities to focus on the normal development of teachers and establish a quality assurance mechanism based on continuous improvement of output.

The Ministry of Education has formulated professional certification standards for secondary education, primary education, pre-school education, vocational education, and special education, and implements three-level monitoring and certification. Taking the primary education major as an example, the first-level standard is relatively simple. In addition to the requirement of educational practice time of not less than 18 weeks, only the number of educational practice bases, per student education practice funds, and teaching facilities that support practical skills training are made. Brief regulations. The second and third levels of certification standards have special provisions for “practical teaching”: “Practice teaching system is complete, professional practice and educational practice are organically integrated. Educational apprenticeship, educational practice, and educational research pass through, covering teachers Moral experience, teaching practice, class management practice, teaching and research practice, etc., and organically link with other education links. Educational practice time accumulates no less than one semester. The school centrally organizes educational internships to ensure the class hours of normal students during internships. “ The level 3 standard also requires guaranteeing the type of lesson during normal students' internships. After analyzing the special regulations for practical teaching proposed by the certification standards, we believe that a complete practical teaching system should have the following characteristics from the three dimensions of content, time and space:

The content of practical teaching should be fully accredited. The standard not only requires that the training objectives of the primary education major should meet the school's positioning, but also further makes “practice teachers, learn to teach, learn to educate, and learn to develop” for the graduation requirements of the major. Four rules. It is not difficult to find out that each aspect is closely related to the educational practice ability of primary school teachers. In the process of training normal students after the school is upgraded to undergraduate, the cultivation of educational practical ability is more focused on the training of normal students' teaching skills, that is, corresponding courses and practical trainings are arranged in “learning to teach”, and other aspects are not enough. The second and third level certification standards clearly state that practical teaching should cover teachers' moral experience, teaching practices, class management practices, and teaching and research practices. That is to say, a complete practical teaching system must not only focus on the cultivation and training of normal students' teaching ability, but also reasonably incorporate the content of teacher's moral experience, class management, teaching and research practice into the curriculum of practical teaching, and other Organic links in education. This will not only enrich the content of practical teaching, extend and deepen the connection between practical teaching and other links, but also make the form of practical teaching more diverse.

The time for practical teaching shall be quantitatively stipulated in the scientific and coherent certification standards. The first level requires education practice time of not less than 18 weeks, while the second and third level standards require education practice time of not less than one semester. The amount of time for practical teaching is relatively easy to implement, and it is worth paying attention to the time allocation of practical teaching. At present, the main forms of education practice for normal students are educational apprenticeships and educational internships. Educational internships are usually arranged in the 7th to 8th semesters of universities. Educational apprenticeships are usually conducted in a decentralized form, which is highly variable and arbitrary. Therefore, pay attention to the issues of scientificity and continuity in the timing of practical teaching. According to the rules of learning “from shallow to deep, from near to far,” break the “blocky” practice mode of one-time intensive internship and form probation and study. Effective and coherent “linear” practice chains for internships.

The space for practical teaching should be expanded to extend the cultivation of normal students. In addition to the teaching of ontological knowledge and conditional knowledge, more attention should be paid to the cultivation of practical knowledge of normal students. With the development of learning theory, especially situational learning theory, people have realized that knowledge has

the attribute of individual and situational connection. The acquisition of practical knowledge requires the interaction between the individual and the situation, and in the process can form a variety of cognitions, experiences, and the knowledge and ability to adapt, improve, update and create the environment. Although the certification standards in the “Practical Teaching” section do not directly indicate the specific space and field for the implementation of practical teaching, the practical knowledge to help normal students through “educational probation-educational practice-educational study” necessarily requires the creation of various simulations. Teaching situations or looking for real teaching situations. Therefore, practical teaching can occur both in simulated educational situations inside the school and in real educational situations outside the school. To create conditions for the acquisition and development of normal students' practical knowledge, it is necessary to expand the teaching space. Whether it is the construction of a practice base outside the school, the construction of an educational training platform within the school, or the on-site teaching used in theoretical courses, it is a concrete manifestation of the expansion and extension of the practice teaching space.

3. Construction of the Practice Teaching System for Primary Education Majors under the Standard of Teacher Professional Certification

The positioning of teachers' professional certification in the practice teaching target system is to “implement the party's education policy, face the major strategic needs of national and regional basic education reform and development, and build teachers and teachers, and implement the relevant national teacher education policy requirements, in line with Positioning of schools for running schools. “Practice teaching is the connection between students' mastering of professional basic knowledge and participation in the social division of vocational labor, focusing on training students' professional technical ability and professional ethics. Under the concept of “student-centered, output-oriented, continuous quality improvement”, the goal of practical teaching of primary education majors must not only conform to the overall training goal positioning of the colleges and universities, but also reflect professional characteristics and highlight professional advantages. The content system of practical teaching. The highly professional professional characteristics of teachers make practical teaching an important content of teacher education. A reasonable practical teaching system is the premise and basis for achieving the goal of talent training. Taking Luzhou College as an example, the school's primary education major is divided into two fields: liberal arts and science. According to the requirements for personnel training in the certification standard for teachers' majors, a practical teaching content system for primary education majors has been formed.

In the basic teaching practice module, first, build a training system for information technology learning, training, and application, so that students can master the methods and skills of applying information technology to optimize subject classroom teaching; second, “three words and two words (painting)” refers to Pen, brush, chalk, Mandarin, and stick figure skills training, consolidate the basic skills of normal students to teach. This stage is cognition and experience, focusing on the first to third semesters of freshman to sophomore. At this stage, students' position on their roles is relatively vague. Practical teaching mainly provides students with a preliminary understanding of their careers through lectures, observations, and short-term apprenticeships to form professional concepts.

Among the professional practice modules, first, teachers' basic occupational skills mainly refer to teachers' teaching ability and education ability. The teaching ability mainly includes teaching design, classroom management and curriculum development; the education ability mainly includes the work of head teacher, student psychological counseling, and young pioneer work. Secondly, the experimental teaching is primarily science popularization experiments aimed at students in elementary education.

In the comprehensive practice teaching module, students use social practice, education and teaching, post-employment internships, and graduation design to enhance students' professional knowledge, professional interests, and professional emotions, cultivate students' professional

capabilities and qualities, help students develop skilled professional skills, and establish stability Professional conviction; the emphasis is placed on the improvement of students' ability and expected development in the teaching module of innovation and entrepreneurship practice. This stage is practice and reflection. In addition to social practice scattered in each semester, the others are concentrated in the seventh and eighth semesters. Students perform intensive post internships for no less than one semester (18 weeks). Tasks include education and teaching activities in various subjects in primary schools, class management, psychological counseling, and young pioneer activities. In the whole process of apprenticeship, internship, and study, instructing normal students to learn and analyze information about their own practical activities, self-diagnosis, and self-improvement from different perspectives such as student learning, curriculum teaching, and subject understanding; through special courses, scientific research activities, internship topics, and graduation thesis and other mixed research practices, master the general methods of research and education practice, experience the process of experiencing research, teachers guide students to carry out scientific research activities in teaching practice, and initially learn critical analysis and innovative research to solve education and teaching problems. The four modules are interconnected, forming a gradual practice process of cognition and experience, observation and discussion, practice and reflection.

Practice teaching management system. In accordance with the provisions of the Teacher Education Curriculum Standards (Trial), the Opinions of the Ministry of Education on Strengthening the Educational Practices of Normal Students, and the Standards for Primary Education Professional Certification, practice teaching management standards, credit ratios and time Arrange the number of class hours to meet the requirements, and combine the college and professional status to build a three-level college-department-teaching and research office with a clear system and effective monitoring of effective teaching management. Construct a three-level practical teaching management system of college-department-teaching room. The Office of Academic Affairs conducts the top-level design on behalf of the school, formulates the corresponding practical teaching management system, methods, and measures, and conducts macro management of practical teaching. The heads of the various teaching colleges and the teaching and research offices where the courses are located are responsible for the organization and implementation of specific practical teaching. Formulate and strictly implement the system of evaluation and improvement of educational practice, continuously optimize the model of educational practice, and continuously improve the effectiveness of educational practice.

Practical Teaching Evaluation System Curriculum evaluation reflects the degree of achievement of curriculum goals and the learning effectiveness of normal students. It is an effective monitoring of the achievement of graduation requirements in the curriculum and teaching links and directly determines the learning results of normal students. The practice teaching system should also pay attention to the construction of the evaluation system to ensure the effect of practice teaching. First, the practice teaching evaluation system is sound, covering responsibilities to people, standard science, diversified methods, standardized processes, objective results, and correct orientation, forming a complete closed-loop cycle of evaluation information collection, sorting, analysis, feedback, and improved course evaluation. . Second, teachers of practice teaching conduct self-assessment and self-assessment of assessment results, and submit evaluation results (qualitative or quantitative) based on objectives. The teaching supervision organization or responsible person shall review the results of the teacher's self-examination through defense, review and other forms to form the final evaluation report.

4. Conclusion

Practical teaching is an indispensable teaching link for normal students to develop their morality and ability, and directly affects the achievement of graduation requirements. The elementary education major attaches great importance to practical teaching work, "establishing a sound and complete practical teaching system, which can organically integrate subject professional practice with educational teaching practice." The specific arrangements are scientific and reasonable to meet

the needs of normal students in experiencing primary school education and teaching, which is conducive to the improvement of normal students' practical ability and the generation of practical wisdom, forming the basic ability of primary education and teaching.

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