

Study on the Function of Teaching Implementation Skills Cultivation on Normal University Students by Normal University Students' Associations

--Taking the Four Normal University Students' Associations of H Normal University as the Example

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Abstract: Socialism with Chinese characteristics has crossed the threshold into a new era and the construction of a great modern socialist country has put forward new higher requirements for the construction of teachers. The survey team has conducted a survey on the cultivation and improvement of members' teaching implementation skills in the four normal university students' associations of H Normal University by means of questionnaire and interview. Meanwhile, based on the situation reflected by the data, constructive suggestions are put forward for the future cultivation and construction of normal university students' associations, so as to give full play to the effect of The Second Class and provide reference value for the association cultivation of normal university students in China.

1. Introduction

In January 2018, the state council of CPC central committee issued Opinions on Comprehensively Deepening the Reform of Teaching Staff Construction in the New Era, which presents new higher requirements for teaching staff construction. Teachers undertake the historical mission and epochal responsibility of spreading knowledge and cultivating talents. As the reserve forces of education, the training and development of normal university students are related to the quality of future teachers. As an important part of the Second Class, the normal university students associations provide a good platform for practical learning and skill cultivation. Teaching implementation skill is an important component of normal university students teaching professional skills, an important training content of normal university students' associations.

2. Study Design

Adopt the combination of questionnaire and interview method. The questionnaire method uses the self-designed questionnaire 'self-evaluation of teaching implementation skills of normal university students by the normal university student associations' to test the influence of normal university students' associations on teaching implementation skills. Likert six-point scoring method was adopted in the design of the questionnaire, which assigned values of 0, 1, 2, 3, 4 and 5 to the six choices of 'no improvement at all', 'no special improvement', 'slight improvement', 'some improvement', 'big improvement' and 'a lot of improvement', respectively. The higher the score, the better the improvement effect of the project for the interviewee; Conversely, the improvement effect is worse. After the project analysis, factor analysis and expert argumentation, the formal questionnaire was made.

The formal questionnaire consists of four parts, including the status quo of the normal university students' associations operation, the status quo of the members' participation in the association activities, the influence of the normal university student associations on the teaching implementation skills and the development status of associations. Among that, the third part

contains four dimensions, which separately are ‘classroom interaction ability’, ‘subject knowledge imparting ability’, ‘classroom management ability’ and ‘classroom expression ability’. In the context of interaction, communication, cooperation and dialogue between teaching participants in the teaching process, the ‘classroom interaction ability’ refers to the teaching ability that teachers continuously initiate teaching activities to cooperate with students so as to meet students' learning requirements, complete teaching tasks and achieve teaching objectives ^[1]. The ‘ability to impart subject knowledge’ refers that teachers impart theoretical knowledge to students by means of explanation ^[2]. ‘Classroom management ability’ is the ability to establish an effective classroom environment, maintain classroom interaction and promote classroom development ^[3]. ‘Classroom expression ability’ is the ability that teachers express their thoughts, feelings, knowledge and beliefs outwardly through language and facial expressions, and it is the main means for teachers to impart knowledge and educate students ^[4].

The formal survey was conducted in H normal university, involving four undergraduate grades and nine basic disciplines. A total of 210 questionnaires were handed out and 102 were effectively recovered. In terms of questionnaire reliability, the overall α coefficient of the questionnaire is 0.924, which is good.

In order to make up for the lack of in-depth questionnaire survey and other problems, interviews were conducted on the teachers of teaching theory and the main leaders of four associations. The interviews involve the comparison between the normal university students' associations and the teaching theory classroom, the analysis of characteristics, shortcomings and advantages, the development of teaching implementation skills training, the problems and the future planning etc.

3. Analysis Result

3.1 Operation Overview of Normal University Students' Associations

Most of normal university students' associations in H university have more than 150 members, and they carry out various kinds of activities, mainly including normal university students skills training and skills competition. Most of the activities are held once a week, which has strong vitality. The evaluation of associations students is generally good, and the frequency of participating in activities is high, however the problem of some members' insufficient participation also exists.

3.2 Self-Evaluation Overview of Teaching Implementation Skills of Normal University Students

In the section ‘the influence of normal university students' associations on teaching implementation skills’, 20 items are covered. The average score of each item reflects the improvement degree of normal university students in this item, as shown in table 1.

Table 1 the Self-Assessment and Scores of Normal University Students' Teaching Implementation Skills Made by the Normal University Students' Associations

| Dimensions and Mean Value | Item Number | Evaluation content | Mean Value(M) |
|--|-------------|---|---------------|
| Classroom Interaction Ability 3.08 | 1.1 | Able to adopt various methods to develop interaction activities | 3.17 |
| | 1.2 | Diversity of classroom interaction objects | 3.04 |
| | 1.3 | Able to give full play to the classroom interaction to achieve the teaching effect | 3.07 |
| | 1.4 | Able to deal with the teaching problems in classroom interaction | 3.01 |
| | 1.5 | Able to give full play to the teacher's guiding role in the classroom interaction | 3.11 |
| Impartion ability of subject knowledge 3.26 | 2.1 | Able to use multimedia and teaching aids to show students the contents of the class | 3.46 |
| | 2.2 | Able to explain the important and difficult knowledge in various methods | 3.13 |
| | 2.3 | No intellectual errors in the course of teaching | 3.18 |

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|-------------------------------------|-----|---|------|
| | 2.4 | Able to lead the learner to the classroom situation | 3.21 |
| | 2.5 | Know the important and difficult knowledge of subject | 3.25 |
| | 2.6 | Able to summarize the content after the class | 3.36 |
| Classroom managing ability 3.23 | 3.1 | Ability to manage classroom discipline | 3.19 |
| | 3.2 | Ability to respond to classroom emergencies | 3.11 |
| | 3.3 | Ability to motivate students' learning motivation | 3.25 |
| Teaching Expressing ability 3.21 | 4.1 | Teaching posture and attitude | 3.46 |
| | 4.2 | Emotional involvement in the teaching | 3.37 |
| | 4.3 | Language expressing ability | 3.33 |
| | 4.4 | Mandarin level | 3.25 |
| | 4.5 | Chalk writing level | 2.95 |
| | 4.6 | Penmanship level | 2.87 |

The M values were used to calculate the overall level of ‘influence of normal university students’ associations on teaching implementation skills’, with an average value of 3.19, indicating that normal university students’ associations have a general effect on the cultivation and improvement of teaching implementation skills. The training of ‘classroom interaction ability’ in the associations of normal university students is slightly deficient. Although the associations of normal university students can simulate the real classroom interaction environment to some extent, there is still a gap between that and the real classroom interaction situation. For the teaching ability of subject knowledge, the training of normal university students’ ability to use multimedia and other teaching aids has a good effect, however, the correctness and teaching ability of subject knowledge need to be improved. The cultivation effect of ‘classroom management ability’ also has a good effect and the members’ classroom expression ability’ has been improved, however, the improvement degree of ‘two words and one sentence’ is relatively low.

3.3 Differences between Community and Organizational Variables under the Influence of Normal University Students’ Teaching Implementation Skills

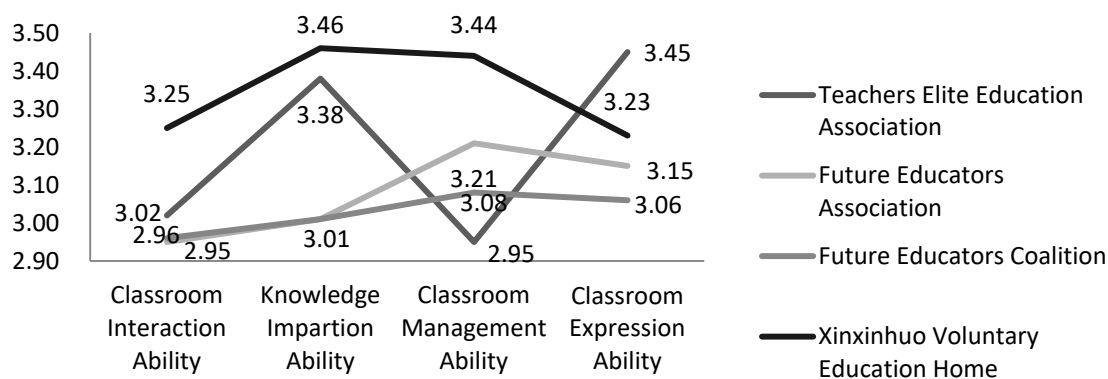


Fig. 1 Self-assessment Scores of Teaching Implementation Skills of Normal University Students in Different Associations

According to the scores comparison results of different normal university students’ associations members in four dimensions (Graph 1), the differences in each dimension of the different normal university students’ associations are mainly related to the nature and operation mode. Xinxinhua Voluntary Education Home is a public welfare student club which aims to provide voluntary education services for the children of migrant workers. Because some of the regular activities have the chance to contact the real students group, the teaching implementation skills of the association members are generally improved to a high degree, especially the dimensions of ‘knowledge impartion ability’ and ‘classroom management ability’. Future Educators Association is an academic-research students’ association aiming at cultivating outstanding government-funded normal university students and future educators, which pays attention to the theoretical training and lectures related to teaching skills, and has less opportunities of teaching practice than the other three normal university student associations, as the result, the improvement effect of ‘classroom management ability’ and ‘classroom expression ability’ is more prominent. The Teachers Elite

Education Association is a professional student association, which adopts the form of ‘overall planning and guidance by the general committee and independent arrangement by the branch’. The weekly regular activities are carried out in each branch of the school, emphasizing the teaching practice, highlighting subject characteristics and paying more attention to the cultivation of the ‘knowledge imparting ability’ of the subject. Future Educators Coalition is a voluntary service organization that provides professional teacher training services for all the normal university students, whose members got development, through internal self-training and teaching practice in each college, in ‘classroom presentation skills’ and ‘classroom management skills’.

3.4 Influences of Normal University Students’ Teaching Implementation Skill on Different Grades

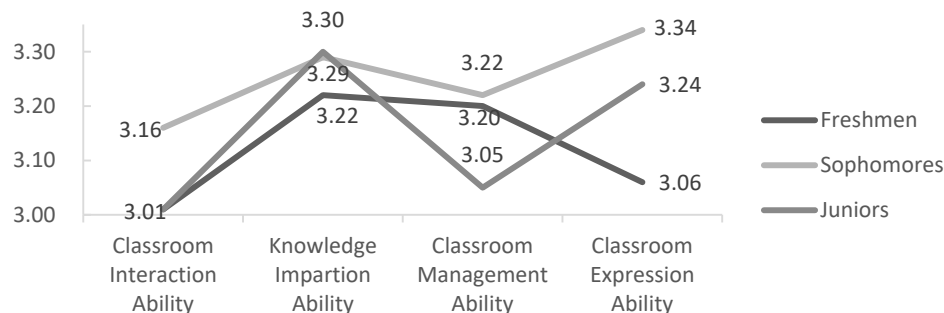


Fig. 2 Self-assessment Scores of Teaching Implementation Skills of Normal University Students in Different Grades

46 of the respondents are freshmen, 41 sophomores, 14 juniors and 1 senior. As the quantity of senior is insufficient, it is not considered. According to the statistical results (Graph 2), the members self-assessment scores of these three grades on teaching implementation skills show a trend of ‘lower -- high -- low’ with the growth of grades. It indicates that after two years’ training in the normal university students’ associations, the teaching implementation skills of the normal university students have improved rapidly, and they are generally satisfied with the normal university students’ associations. Due to the short time of freshmen being the normal university students’ association members, their improvement of teaching implementation skills is not obvious.

With the deepening of self-knowledge and accumulation of knowledge and experience, as well as the pressure of Teacher Qualification Certificate Examination, educational practice and job hunting, the normal university students’ associations cannot meet senior’s demand for improvement in teaching implementation skills. The above data shows that the golden time for the teaching skills improvement of normal university students is the first and second year, and the improvement in the last two grades is limited, besides, the pertinence and effectiveness of associations’ activities lag behind the growing teaching implementation skills demand of the members.

4. Suggestions and Prospect

Based on the above questions as well as the questionnaire analysis and interview contents, the author puts forward three suggestions, firstly, the normal university student associations should make a systematic activity plan according to the content of teaching implementation skills, so as to guarantee the pertinence and target of the activity training; Secondly, the micro-classrooms and other teaching resources can be opened to the normal university students’ associations periodically, so as to provide hardware guarantee for the associations and organizations of normal university students to carry out activities and realize resource sharing. If the resources such as micro-classrooms are limited, the relevant opening system can be set up to open to the associations periodically. Finally, the study arrangement of theoretical courses teaching in each college can be appropriately advanced, so that the time of theoretical learning and practical application can be as close as possible, which is conducive to the further digestion and absorption of normal university students, furthermore, the effect of practical application will be relatively good. Apart from the

above, carry out the 'professional teacher guidance system', let the professional teachers of the subject teaching theory participate in the community activities in a real sense, and also provide intellectual and theoretical support for the associations teaching activities.

Although the data of a normal university can reveal the common problems of some normal university students' associations, it cannot represent the problems of all normal university students' associations in China and has certain limitations. In the future, the research scope can be further extended to many normal university students' associations in different normal colleges and universities and make the inter-school comparison and analysis.

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