Practice and Exploration of School-based Training of Information Technology for Local University Teachers-Taking the Baicheng Normal University as an Example

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Abstract. In the teaching work of colleges and universities to promote information technology and promote the development of higher education, we must focus on strengthening teachers' computer operation level and network moral cultivation, guiding teachers to use computer technology to produce courseware, design web pages, open online forums, and use the Internet to publish. The article promotes the organic integration of information technology and the subject. However, the current school-based teacher information technology school-based training work still has problems such as unclear training objectives, incomplete training content, and some teachers' psychological quality to be improved. Based on a brief description of these issues, this paper will discuss the practical programs of university teachers' information technology school-based training from four aspects: defining training objectives, improving training content, cultivating teachers' correct attitudes, and doing a good job of testing the training results.

Introduction

Teachers are the foundation of the survival and development of a university. They are the main intellectual resources, academic resources and cultural resources of our university. They are the key conditions for the existence and development of universities. Only high-level teachers can cultivate high-quality students. Therefore, the cultivation of teachers' ability level has become the top priority of the training of teachers in colleges and universities. With the continuous advancement of the education informationization process and the continuous development of the professional development of teachers, the educational technology ability has become an essential quality and skill for college teachers. The cultivation and construction of the front-line teachers is the talent and intellectual support for the transformation and development of the school. Center for Faculty Developmentcommitted to creating and providing more opportunities for learning and communication for front-line teachers, designing and creating school-based training programs suitable for teacher development. Promote the professional growth of teachers and lay a solid foundation for building a team of teachers that match the development of transformation and connotation. To this end, a series of initiatives have been taken to help teachers combine the skills of information technology with classroom instruction. However, the current situation of the promotion and application of educational technology in colleges and universities still has problems such as lack of understanding, theoretical and practical integration, and how to improve the educational technology ability of college teachers and promote the professional development of teachers is particularly urgent. Taking Baicheng Normal University as an example, Taking baicheng normal university as an example, the author explores and studies the development, practice, achievements and existing problems of the school-based training project of information technology for teachers in local colleges and universities for reference.

The Main Results

Center for Faculty Development focuses on the transformational of development, the curriculum reform, and training of youth teacher, highlighting the teacher development philosophy of

people-oriented, returning to the teaching standard, and in-depth training activities such as teacher training and teaching seminars. In combination with the needs of curriculum reform, a group of teachers' teaching development trainers have been trained to talent think tanks for school-based training, consultation, and evaluation. Focusing on the "student-centered" teaching concept, a series of workshop training projects were carefully built, which laid a solid foundation for the solid implementation and continuous advancement of the teaching reform work of first-line teachers.combined with the transformation and development, we have planned and launched a series of off-campus training programs, introduced frontier education and teaching methods, promoted modern education concepts, and cultivated and enhanced the awareness of teachers in "transforming and promoting development" and "creating quality through curriculum reform". According to statistics, in 2018, more than 200 teachers went to high-level universities in China to complete refresher training, more than 500 teachers participated in the training in the school workshop, and more than 600 teachers participated in the online course training. The Center has made new breakthroughs in promoting the school-based practical workshops and the construction of school-based trainers[1].

The Current Situation of School-based Information Technology Training for College Teachers

In the era of big data, it is important to accumulate data. We want to use the data platform to do teacher growth portfolio, young teachers growth tracking research and other attempts, in order to provide data support for teacher development, data decision-making, with facts to speak . The main problem is a lack of manpower, with no dedicated educational technology teachers to handle such work. This comes back to the need for a professional team, many mature teacher development centers abroad have dedicated full-time staff. The center can not become a pure administrative service unit, can not only administrative personnel, also need to have teacher development division, trainer, consultant and so on professional personnel.The lack of systematic and procedural support for teachers and the school's resource allocation to the teacher development center are closely related. Lack of systematic, procedural support for teachers, school center for teachers' development of closely related to the allocation of resources. But at present, our center problem is shorthanded, lack of specialized teachers training issues such as communication, seriously affected the school of training activities to promote and quality[2].

The content of training needs to be systematized, practiced and normalized. At present, the content of information technology training for university teachers is too general. Most of the teachers' training departments spend a lot of time on theoretical knowledge, and there is little training on practical skills. The phenomenon of disconnection between theory and practice exists to a large extent. In addition, the current training methods are also problematic. Basically, the collective training method is adopted, and the work of decentralized training and on-demand training is insufficient. The content of the course is relatively scattered, which can not effectively improve the information technology operation ability and network moral cultivation of teachers.

In the end ,Some teachers are less involved in enthusiasm.In general, the current attitudes of trained teachers in information technology school-based training are divided into three types: active, negative, and panic. Most of the proactive trainees are young teachers who have a strong interest and enthusiasm for information technology school-based training activities, are willing to receive training and learn new knowledge, and like to apply information technology during class. Negative burnout teachers are usually dominated by negative emotions, with low learning abilities and a lack of sense of accomplishment. This is because many teachers generally suffer from emotional exhaustion such as insomnia, fatigue, impatience, and good anger. They lack sufficient enthusiasm for information technology training activities and are unwilling to apply information technology in teaching activities. Moreover, 50% of teachers do not realize the social value and personal value of their work, and respond negatively to preparing lessons and giving lectures. It can be said that work attitude and learning attitude are "perfunctory." In addition, teachers are helpless about information technology school-based training activities and effects as well as personal skills, and lack of

personal accomplishment. Most of the panic-resistant teachers are older teachers who have rarely used information technology equipment, are not good at using computers and network tools, and are even reluctant to use information technology because they are worried about damaging multimedia teaching aids[3].

The Practical Scheme of School-based Information Technology Training for Teachers in Colleges and Universities

First of all, It is important to Clear training objectives. It is necessary to guide trainee teachers to establish new learning concepts, constantly update and improve relevant theoretical knowledge and operational skills of information technology, cultivate modern educational thoughts and teaching concepts, and master new course teaching methods and modern teaching methods. In addition, according to the specific teaching content of each training course, the teaching objectives of this course should be formulated to strengthen trainee teachers' mastery and application of classroom knowledge, guide trainee teachers to skillfully apply computer network technology, quickly collect valuable information and process it, and combine the learned knowledge to organize and apply information technology.Secondly, attention should be paid to guiding all trained teachers to deeply understand the connotation of network, computer and information technology, and let the trained teachers realize that the English full name of network technology is network technique. This technology was born in the mid-1990s and is called Internet development. The third stage, also known as the Internet technique. Network technology has three characteristics, namely, integration, sharing and comprehensiveness. Its integration is manifested in network technology that can integrate all distributed network information resources to establish a unified network system. Sharing means that network digital resources can be shared through network technology, and information sharing and communication are promoted. The comprehensiveness of network technology means that the technology builds a very comprehensive network model, increases network functions, optimizes network service quality, and promotes the openness, commercialization, and scientificization of the network. Network technology promotes the development of information technology and related products, meets the needs of human beings for massive information, and helps to achieve digital resource sharing.In addition, the division training department should take "improving the information technology ability, innovation ability and professional quality of the trained teachers" as the overall training objective, and guide the trained teachers to improve their information acquisition ability, information analysis ability, information processing ability and information application ability. Operating office software such as Word, Excel and PowerPoint, video recording software camtasia studio and video conferencing video production software[4].

Improve training content.The division training department should do its best to train the trained teachers, optimize the training content and training methods, and guide the trained teachers to do a good job of teaching reflection, scientifically analyze the teaching problems, summarize the measures to solve the problems, and design a more complete teaching system and Its program. Moreover, the division training department should focus on carefully selecting training content, introducing training methods such as knowledge teaching method, case study method, scenario simulation method, role-playing method and expansion training method, further strengthening links to theoretical knowledge and practical skills training, and increasing school-based training. The weight of the actual practice drills was used to guide the trained teachers to use the spare time to study computer theory knowledge and classic cases, explore practical strategies, and continuously improve their information technology capabilities. Moreover, colleges and universities should regularly invite education experts to provide full-time on-the-job training and decentralized training for teachers, and adopt the "on-demand training" as the main method to improve the professional quality of teachers, pay attention to the opinions and needs of the trained teachers, and guide Teachers transform their knowledge into the ability to promote the development of education, stimulate the potential and enthusiasm of teachers, let teachers test the results of participating in training activities in the actual teaching work, and also organize various innovative activities for the

trained teachers to improve training. The vitality of education and cultural cohesion. In the process of participating in information technology competency training, a teacher is fully aware that as a teacher, he must not only have basic information literacy and information operation and acquisition capabilities, but also have the flexibility to process information and establish a "student's development as the foundation". The concept of work, a comprehensive understanding of "how to create and design multimedia courseware", "micro-course video selection, design and production", "how to use mobile information classroom interactive teaching aids" "create interactive classroom with technology" "information How to effectively improve the design ability of teaching resources, "the comprehensive application of office software" and "how to promote the organic integration of information technology and the teaching department", to further promote the deep integration of information technology and classroom teaching of front-line teachers, and help teachers to use modern information. Technology enhances the effectiveness of classroom teaching, thus effectively strengthening the personal computer operation ability and network moral cultivation[5].

On the other hand, colleges and universities should pay attention to the use of distance education technology, use online training to guide trainees to apply what they have learned, improve their information expression and application skills, strengthen their network morality, and master modern teaching models and information software. How to use it and ensure that the trained teachers can learn the relevant theoretical knowledge and operational skills of information technology at any time and place. The content of the training must be combined with the teaching practice, and the teaching is used for teaching. This is the purpose of information technology training. Whether it is face-to-face training or online training, the training content must be screened, processed, organized and designed. School-based training in underdeveloped areas should be based on the actual teaching situation and development needs of the region and the school. Don't be so arrogant and far-reaching, try to choose the most feasible way to pass the most appropriate knowledge to the teachers who need it most. School-based training should be established at the same time to establish an effective evaluation and feedback mechanism. It is necessary to evaluate the situation of teachers' learning and mastering information technology and the application of information technology in teaching, to provide guidance and suggestions, and to collect feedback from teachers on training content and training programs, and to strengthen training between teachers and teachers. The exchange, the real realization of training stems from the school-based needs.

Cultivating the correct attitude of teachers.Inspiring the internal motivation of teachers and enhancing teachers' awareness of independent development is the most important task of the teacher's teaching development center. The division training department should pay attention to the infiltration of details and actively guide the trainees to establish correct training concepts, enhance teachers' awareness of independent development, eliminate burnout and resistance, conscientiously attend classes, do their jobs, and explain topics, analysis cases and demonstrations. Operation, explain the knowledge and skills for the trained teachers, infiltrate the professional disciplines, and use the homework practice method to strengthen the information literacy of the trained teachers, so as to continuously shape the teachers' good psychological quality, guide the teachers to understand their work in depth, and establish lofty professional ideals and occupations. Dedication. Let teachers see the vision of the future, and more importantly, guide teachers to do their short-term and long-term career development planning, and clarify the development tasks and their development direction in different periods. Strengthen process management and establish a reward and punishment mechanism to promote the independent development of teachers.

Do a good job in the inspection of training results.Schools should comprehensively adopt a variety of means to do a good job in the examination of university teachers' information technology school-based training results, subdivide the evaluation procedures of university teachers' information technology school-based training results, improve the comprehensiveness and objectivity of the inspection mechanism, and subdivide the inspection process in college teachers. In the school-based training management practice of information technology, the training and assessment work is composed of a series of prioritized work, which generally includes the determination of evaluation criteria, implementation evaluation, comprehensive evaluation,

evaluation interviews and determination of improvement plans.

In determining the standards of teachers' network moral cultivation, it should be noted that the evaluation criteria must be objective, not too high or too low, and should be based on the acceptable level of completion of teaching work, while quantifying the standards as much as possible; It should be clarified that the teaching work at this stage is to compare the actual situation of the work with the evaluation criteria, determine the level of teacher network moral cultivation, and find problems that need to be improved; when conducting evaluation interviews, it should be honest communication to ensure college teachers The school-based training management of information technology was carried out in a positive manner. The original plan needs to be improved to make it more realistic when determining the improvement plan. Moreover, schools should pay attention to the use of the target assessment method, the grade method and the 360-degree performance evaluation method to implement the assessment of school teachers' information technology school-based training results. Among them, the target assessment method is a method based on the results of training and teaching work at a certain stage. It is the specific application of the principle of target management in the school-based training management of college teachers' information technology. It is related to the goal system of college teachers' information technology school-based training management and the improvement of teachers' computer technology operation skills. This method requires the sub-goal of the school-based training management of university teachers' information technology to be determined according to the management principle of teaching objectives and the responsibility system of teachers. The hierarchical method is widely used, and it is required to summarize many aspects reflecting the training effect into several items, such as teachers' learning attitude, network moral cultivation, computer operation skills, enthusiasm for teaching work, interpersonal skills, cultural knowledge, and learning ability. , innovation awareness, teaching practice skills, etc.; and each item has a good grade difference. There is a corresponding evaluation of all aspects of university teachers' information technology school-based training management. The sum of the evaluations is the total evaluation of teacher performance. The 360-deree feedback method can make the evaluation results of college teachers' information technology school-based training more objective, comprehensive and reliable, which can encourage all teachers to fully understand the importance of information technology, their own and their own work, and improve teaching. The method encourages all teachers to participate in the reform and optimization of the school-based teacher information technology school-based training work, strengthen the construction of the teaching staff, improve the overall teacher moral cultivation, and promote the development of college education.

On the other hand, schools should regularly participate in the evaluation of lectures, and after the end of the lectures, guide the trained teachers to comprehensively innovate teaching methods to enhance teachers' sense of innovation. For example, after the first university language lectures, the teachers of all Chinese teachers should be used to correctly use information technology to create a good teaching situation for students. Integrate various teaching resources through the network, play the role of problem situations, inspire students' thinking and strengthen students. Literary speculative ability. Then, after a week, the lecture evaluation work was organized again to test the effect of school-based training on information technology with college teachers.

Conclusion

In summary, the current school teachers' information technology school-based training work still has problems such as unclear training objectives, incomplete training content, and some teachers' psychological quality to be improved. In the current era, the penetration and transformation of information technology into college teaching is everywhere. Therefore, to improve the effectiveness of school-based teacher information technology school-based training, schools must pay attention to clear training objectives, guide the trainees to establish new learning concepts, constantly update and supplement the relevant theoretical knowledge and operational skills of information technology, cultivate modern educational ideas and teaching concepts, master New curriculum teaching methods and modern teaching methods; improve training content, guide the trained teachers to do a

good job of teaching reflection, scientifically analyze teaching problems, summarize measures to solve problems, design a more complete teaching system and its programs; The attitude of training, guide the trained teachers to establish a good concept of training, eliminate burnout and resistance, listen carefully, do their job well; use a variety of means to do a good job in the inspection of training results, comprehensively improve the information operation skills and network ethics of trained teachers training. It is very difficult to truly "student center". It is a systematic project and requires many parties to work together. The construction of the teacher's teaching development center is still in progress, not in completion. The overall strategic conception and specific issues of the construction and development of the teacher teaching development center have yet to be explored and resolved.

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