

Investigation and Research on the Vocational Skills Training of Normal Students in Prefectural Colleges—Taking Baoshan College as an Example

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ABSTRACT

The vocational skills of normal students are important professional qualities necessary for normal students. Taking the research on the status quo of the vocational skills of the primary education teachers in prefectural colleges and universities as an example, the questionnaire survey method and the literature analysis method are used to understand the basic situation of the vocational skills mastery of the current primary education teachers. Analyze the relevant factors and put forward targeted countermeasures to continuously improve the training goals of normal students, strengthen the vocational skills training of normal students, optimize the assessment of vocational skills of normal students, and increase the investment in vocational skills training of normal students.

Keywords: Prefectural colleges, Skills, Primary education.

I. INTRODUCTION

In 2011, the Ministry of Education issued the "Professional Standards for Primary School Teachers (Trial)", and proposed to use the "Professional Standards for Primary School Teachers" as the main basis for the training of primary school teachers. Strengthen the construction of primary education disciplines and majors. Improve primary school teacher training programs, scientifically set teacher education courses, reform education and teaching methods; attach importance to social practice and educational practice: strengthen the construction of teachers engaged in primary school teacher education, and establish a scientific quality evaluation system [1-2]. Vigorously improving the quality of teacher training, strengthening the training of basic teaching skills and teaching skills to meet the needs of basic education reform and development, has become the most urgent and core task in the development of teacher education in our country.

The earliest teacher professional skills training began in Europe in the 17th century. Australia's CliffTung believes: "Basic teaching skills are a series of behaviors of teachers in classroom teaching." British ChriSkyriacon believes: "Teaching skills refer to relatively independent and coherent activities used by teachers to promote student learning." Morrison and

Mackentania believe that teaching skills are commonly used in order to achieve certain goals specified in teaching, and are generally considered to be effective teaching methods. This shows that foreign research on teaching skills Very important. Foreign researchers attach great importance to the study of the professional skills structure of teacher students and classify the professional skills of teachers from different angles. Perrott divided the professional skills of teachers into six parts in 1982, namely: planning, class, questioning and classroom discussion, emotional communication and classroom organization. In 1982, Wragg divided the professional skills of teachers into: preparation and planning; class management; communication skills; student work: evaluation of student work and file preservation: knowledge of relevant subject content: relationship with students [3-4]. In 1986, Child divided the professional skills of teachers into: learning content and students, preparation and planning, learning organization, classroom management, student learning evaluation and self-teaching evaluation. British educator Chri Skyriacon believes that the basic teaching skills of teachers in successful classroom teaching can be divided into: planning and preparation; classroom presentation, classroom management, classroom atmosphere, discipline, evaluation of student progress, and self-evaluation.

Chinese scholar Yang Xiaotao divides the professional skills of teachers into teaching ability, class management level, scientific research ability and communication ability with students. Scholar Zhang Bo believes that the basic framework of teachers' professional skills roughly consists of teachers' teaching ability, class management level, teaching innovation and scientific research ability. Scholars such as Wang Guizhen also regarded teachers' pre-class preparation, teaching implementation, teaching activity organization, teaching wit, self-regulation, and communication and coordination as the basic content of teachers' professional skills [5]. Ye Lan believes that the development process of teachers' abilities is a process of transforming from a novice teacher to an experienced expert teacher, that is, a process of constant maturity transformation. Carambola believes that "music to teach, be able to teach, know how to teach, be good at teaching, and to learn" are the necessary qualities and abilities that normal students should possess and play a key role in the future education and teaching practice of rural primary schools. Peng Xiaoqin believes that the professional qualities that teacher students should possess include professional awareness, professional ethics, professional knowledge [6], professional skills, and physical and mental quality. Regarding the training of teachers' vocational skills, Jiang Haichun believes that the vocational skills training of teacher students should follow the principles of intuition and demonstrative integration, combination of coaching and self-training, skill training and related courses, and the coordination of training scenarios and environmental atmosphere.

In the past, experts and scholars have conducted more detailed research on teachers' professional skills, forming many research results, and laying a solid foundation for subsequent research. Vigorously improving the quality of teacher training, strengthening basic teaching methods and teaching skills training to adapt to the reform of basic education has become the core task of the current development of teacher education at home and abroad. The prefectural colleges and universities should strengthen the vocational skills training of the normal students of the colleges and universities, so that they can become qualified teachers in the new era.

2. INVESTIGATION AND ANALYSIS OF PROFESSIONAL SKILLS OF NORMAL STUDENTS

2.1. Research object

A questionnaire survey was conducted on 100 students from the 2018-2020 level of primary education majors in Baoshan College, and 40 students from the 2017 primary education majors participating in the

internship were randomly selected to conduct the questionnaire survey.

2.2. Research process

For students from 2018 to 2020, 100 questionnaires were released, the recovery rate was 100%, and there were 100 valid questionnaires. We use students' self-assessment to learn how to improve their Mandarin level, stick figure skills, Go level, three strokes level, and dance level through the five basic skills training of morning reading and morning exercises offered by Baoshan College Education Institute. The time for Zhou Chen to read the five basic skills of morning exercises, the time period for training the five basic skills of morning reading and morning exercises, and the proportion of training hours for the five basic skills were investigated. For the 2017 students, 40 questionnaires were released, with a recovery rate of 100%, and 40 valid questionnaires. The role of the five basic skills training of morning reading and morning exercise carried out by the School of Education of Baoshan College in their internship, morning reading and morning exercise Investigate the five basic skills training period, the training time of the five basic skills in the morning reading and morning exercise, and the suggestions on the training of the five basic skills in the morning reading and morning exercise.

2.3. Statistical analysis of data

2.3.1. Morning reading and morning exercise five basic skills time

Many students usually spend less time on their own training for the five basic skills in morning reading and morning exercises. Most students spend only 0-2 hours in self-training, and only a few students have more than three hours.

2.3.2. Schedule time for basic skills

Among the students surveyed, 62% of the students think that the five basic skills training for morning reading and morning exercises carried out by the College of Education should be arranged in the freshman year, and 24% of the students think it should be arranged in the two years from freshman to sophomore, 10% of students think it should be arranged in the three years from freshman to junior year.

2.3.3. Reading morning exercise basic skill training class hour ratio adjustment

Regarding the question of how to adjust the proportion of the five basic skills training for morning reading and morning exercises carried out by the School of Education of Baoshan College, 44% of the students

think that the training hours should be increased, and 49% of the students think that the current proportion of class hours should be kept unchanged.

2.3.4. The role of teachers in training the five basic skills

According to the questionnaire survey, 100% of the students thought it was useful, 40 students thought it was very useful, and 50 students thought it was more useful.

2.3.5. The advantages and disadvantages of the morning reading and morning exercise teacher

Advantages: The majority of students think that the teachers of morning reading and morning exercises have a certain level of teaching and perform well in all aspects. Serious and responsible attitude, hard-working spirit.

Disadvantages: Some students reported that although some elementary teachers have good skills and knowledge, they still lack in actual teaching explanations; in the teaching process, some elementary teachers did not identify themselves as teachers. The requirements for the students are not strict enough, the explanations and demonstrations are not enough, and the students cannot understand and master well: some teachers have inadequate lesson preparation, which leads to confusion in class.

2.3.6. Suggestions for carrying out morning reading and morning exercises

Improve the assessment system for primary teachers; conduct intensive training for primary teachers of morning reading and morning exercises to improve their education and teaching capabilities. Especially responsible teachers should put forward specific requirements for the morning reading and morning exercise teachers. In terms of the equipment for the implementation of morning reading and morning exercises, it is recommended that the dance teaching venues be dispersed, because the dance venues are relatively concentrated, which will cause mutual interference.

2.3.7. The role of the five basic skills of morning reading and morning exercise training in the internship

According to the survey of students in the primary education major internship, the five basic skills of the morning reading and morning exercise training carried out by the School of Education of Baoshan College play a very large role in the internship process, and 50% of

the students think it is very useful, 42.5% of students think it is more useful.

2.3.8. Interns think that the five basic skills of morning reading and morning exercises are arranged during the training period

From the survey, 52% of the students think that the training of the five basic skills of morning reading and morning exercises should be arranged in the two years from freshman to sophomore, and 15% of students think that it should be arranged in the three years from freshman to junior, 30% of students think it should be arranged in the freshman year.

2.3.9. Interns think that the proportion of the five basic skills training for morning reading and morning exercises will be adjusted

According to the survey, 82.5% of people think that the proportion of the five basic skills training in morning reading and morning exercise should be increased.

The survey found that many students suggested increasing the training time; at the same time, some students suggested holding more activities to allow students to actively participate in the training; teachers and students should increase the importance of these five basic skills; increase the importance of these five basic skills Skills assessment standards and various forms of assessment of students' mastery of these five basic skills.

3. COUNTERMEASURES TO IMPROVE THE VOCATIONAL SKILLS OF NORMAL STUDENTS

3.1. Continuously improve the training goals of normal students

The goal of talent training is the starting point and end point of all teaching activities, and it has a strong programmatic effect. The college should formulate talent training goals that meet the professional characteristics and continue to improve the talent training plan. From the analysis of the questionnaire survey data, it is recommended to formulate specific phased skills training goals on the basis of the overall talent training goals for primary education majors.

3.2. Strengthen the vocational skills training of normal students

The survey found that most students suggest that the time for vocational skills training is more suitable for freshman to sophomore year, and at the same time increase the proportion of class hours. It is

recommended to extend the time of vocational skills training in teaching activities, extend the vocational skills training to the sophomore year according to the current curriculum ratio, or increase the class hours based on the current class time ratio to complete in the freshman year. In addition, increase the time for autonomous training. Pay attention to cultivating students' independent training habits and inspire students to take the initiative to participate in training.

3.3. Optimize the vocational skill assessment of normal students

Further improve the vocational skill assessment mechanism for normal students. The survey found that many students hope to adopt diversified forms in the process of vocational skills assessment. For example, when the assessment is conducted, the teacher and the primary teacher will conduct the assessment together; for students who are often late or leave early, a certain deduction will be given; for students who are extremely inconsiderate, they will be allowed to retake the exam. In addition, encourage students to actively participate in training, encourage teachers and students to strengthen the importance of teacher-student vocational skills training, further improve the assessment mechanism, and focus on cultivating students' ability to train independently.

3.4. Increase investment in vocational skills training for normal students

It is recommended to further increase the investment in vocational skills training for normal students, especially in terms of places and venues. There are a large number of people participating in the training, and the limited space leads to a relatively small separation distance between classes. During training, it will cause mutual interference and fail to achieve the expected results.

4. CONCLUSIONS

In short, the assistance of teachers' professional skills is indispensable in teaching, and it is also one of the professional qualities that every teacher student must have. People who grow up as students to have growth potential and growth laws. The traditional rigid teaching mode can no longer respond to the needs of students. To respect the growth law of students, teachers must use teachers' professional skills to aid teaching. By understanding the basic situation of teachers' professional skills mastery in the morning reading and morning exercises of primary school education majors of Baoshan College, we can better discover the problems and reasons existing in the morning reading and morning exercise training of Baoshan primary school education vocational skills. Take into account

this, it is proposed to improve the vocational skills of teachers majoring in elementary education of Baoshan College. The final result is to increase the time for morning reading and morning exercise training; the second is to improve the selection of morning reading and morning exercise teachers, and at the same time, more activities should be held to allow students to actively participate in training; teachers and students should strengthen the five basic skills. The degree of importance; increase the assessment standards for these five basic skills and assess students' mastery of these five basic skills in a diversified manner.

This article mainly conducts research. First, through a questionnaire survey, the current primary education students of Baoshan College's School of Education are the subjects of investigation, and through self-evaluation, we can understand how the students of Baoshan College's primary education major have mastered the five basic skills of morning reading and morning exercises carried out by the College of Education. We use a combination of online and offline questionnaire surveys to conduct different gradient surveys of students majoring in elementary education in Baoshan College (freshman to junior is the first gradient, and the senior is the second gradient) to understand their cognitive attitude of education as a major, the training of these five basic skills, the effectiveness of these five basic skills through morning reading and morning exercises, the role of these five basic skills in the internship process, and their views on the five basic skills of morning reading and morning exercise. Secondly, by consulting a large number of literature materials to analyze the existing academic achievements, on the basis of defining and analyzing the connotation of teachers' vocational skills under the new situation, and combining the professional learning foundation and the status quo of vocational skills of teachers in prefectural colleges and universities. Vocational skill system of teachers and students in prefectural colleges and universities. Analyze the current mastery of the five basic skills of the morning reading and morning exercises carried out by the School of Education at the primary education major of Baoshan College.

This research is problem-oriented and puts forward countermeasures and suggestions on the current situation of teachers' vocational skills of teachers in Baoshan College of Education. First, set specific phased skill targets on the basis of the overall talent training target for the primary education major of the School of Education of Baoshan College. Second, to improve the duration of professional skills training for primary education in Baoshan College's School of Education. It is advisable to carry out the five basic skills for morning reading and morning exercises from freshman to sophomore year. Third, improve the vocational skill assessment mechanism for the primary education major

of Baoshan College's Educational Institute. Adopt diversified methods to assess students' mastery of the five basic skills of morning reading and morning exercise.

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