

Research on the Organization and Innovative Management of Practical Teaching in *Human Geography* in the Context of *New Normal Education*

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ABSTRACT

In the context of the *New Normal Education*, teachers of comprehensive universities, high schools, junior high schools and elementary schools should change their educational philosophy, innovate and reform the practical teaching mode, transform from focusing on the transmission of knowledge to focusing on the development and guidance of students, and carry out practical teaching in conjunction with the research results and development trend of *Human Geography* to enhance the overall quality and provide high-quality practical teaching services for students. The education department has issued several management regulations, such as the opinions on deepening the teaching reform of undergraduate education to comprehensively improve the quality of talent training, the actions and plans for the educational revitalization of teachers, the implementation measures for the accreditation and quality improvement of teacher training programs in general higher education institutions, and the specific opinions on the implementation of the Excellence in Teacher Training Program 2.0; Lots of provinces had also issued reports on promoting the improvement of training quality, cultivating outstanding talents, building the goals of the *New Normal Education*, to improve the quality of training of normal students. Specifically in the teaching of *Human Geography*, the purpose of all teaching is to make the graduates of higher teacher training capable of teaching *Human Geography* in the field. In the practical teaching of *Human Geography* in colleges, which should take the requirements of *New Normal Education* as the basis, and innovate the education concept, practical teaching content, practical teaching mode and practical teaching evaluation mode, so as to realize the cultivation of excellent graduates in colleges in the new era and lay the foundation for the improvement of comprehensive quality of geography teacher training students.

Keywords: Higher normal education, Practical teaching of *Human Geography*, *New Normal Education*, Organization of practical teaching, Innovative management.

1. INTRODUCTION

The *New Normal Education* requires the construction of a large number of first-class teacher education majors, the demonstration and leading

role of teacher education characteristics and teacher training capacity enhancement, the cultivation of a number of highly qualified and specialized innovative teachers with deep educational feelings and teachers with solid professional foundation, innovative teaching, comprehensive education and lifelong learning ability for colleges and universities, secondary vocational schools, high schools, junior high schools, elementary schools and kindergartens, and efforts to enhance the school's ability to serve the high-quality development of regional basic education and vocational education, and create a new highland for teacher education.

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This study focuses on the innovation and management of the practical teaching of *Human Geography* in colleges. Firstly, it briefly analyzes the requirements of practical teaching of *Human Geography* in colleges under the background of *New Normal Education*, then briefly describes the current situation of practical teaching of *Human Geography* in colleges under the background of *New Normal Education*, and finally proposes. Finally, Universities propose innovative strategies for the practical teaching of *Human Geography* in colleges under the background of *New Normal Education*. With the continuous development of social, political and economic progress, the requirements for the quality of talents are also gradually improved[1].

From the goal of new teacher education to geography core literacy, it is the improvement of the depth connotation of geography subject education and the real return of subject education to the reality of improving teaching quality. Geography core literacy refers to the fundamental transformation of the discipline's education model and learning model. In recent years, the flexibility of geography topic study has been enhanced and the content of geography knowledge point investigation has been enriched. This means that the effectiveness of geography practical teaching courses should be improved in the students' geography practical teaching courses, thus improving the students' mastery and transfer of knowledge.

2. THE BASIC REQUIREMENTS FOR THE PRACTICAL TEACHING OF HUMAN GEOGRAPHY IN COLLEGES AGAINST THE BACKGROUND OF NEW NORMAL EDUCATION

Which should further strengthen the construction work of curriculum and teaching materials and improve the curriculum system of teacher education majors, strengthen the connotation construction of teacher education courses, absorb the frontier knowledge of disciplines, the latest achievements of curriculum reform and excellent education teaching cases, reasonably increase the difficulty of course learning, expand the depth of course learning, create "golden courses" with high grade, innovation and greater challenge. Universities will build a number of interactive and contextualized teacher education curriculum resources.

2.1 Embodiment of the Overall Concept of New Normal Education

Universities also need to promote the comprehensive reform of teaching organization mode and talent training mechanism, encourage students to take courses across colleges, disciplines and majors, cultivate students' comprehensive ability to solve complex problems in teaching, and promote the implementation of new teaching methods such as case teaching, project-based teaching, video training, online teaching, and integrated teaching.

In the context of *New Normal Education*, the practical teaching of geography in each school section needs to strengthen the cultivation and improvement of students' core literacy in geography, meet students' learning needs, and strengthen the investigation of geography problems. At the same time, the application of information technology should be penetrated in geography learning, and the effective combination of process evaluation and result evaluation should be strengthened in accordance with the pace of development of the times. In the case of *Human Geography*, its basic concepts include: the unity of the three, namely, topicality, fundamental and selectivity, as well as strengthening the cultivation of humanistic literacy, starting from the three aspects of students, subjects and society, and strengthening the integration of infiltration in practical geography teaching. Humanistic literacy in geography includes humanistic knowledge and humanistic spirit aspects. Among them, knowledge includes human-land relationship, tourism, economy, religion, culture, settlement, population and so on. Humanistic spirit refers to the basic human attitudes toward the natural environment, including respect for nature, global consciousness, population ethics, environmental ethics, national consciousness, resource ethics, and geographic beauty and other related contents.

In addition, Universities should combine independent learning, cooperative learning, and inquiry learning in practical teaching, and Universities need to pay special attention to the cultivation of students' independent research awareness. The process of inquiry learning in *Human Geography* includes project research and project activities. Among them, project activities are to solve complex problems. For example, farmland drainage and irrigation, land use simulation design, simulation planning of residential and commercial outlets[2]. At the same

time, in the context of "new teacher education", it is not completely abandoned the receptive practice teaching mode, but advocates the integration of various practice teaching modes. Compared with the previous practice teaching, which paid too much attention to the results of practice teaching, in the context of *New Normal Education*, the process and results should be combined and evaluated comprehensively, and the practice teaching mode should be improved according to the evaluation results to enrich the content of practice teaching and carry out practice teaching in a targeted way to provide students with higher quality practice teaching services. The teaching services should be provided to students with higher quality. Finally, strengthen the application of information technology integration. In the practical teaching of high school geography, students should be trained to obtain learning materials quickly and accurately through the Internet, improve their information discovery ability, cultivate geographic information literacy, and provide a personalized learning environment for students.

2.2 *New Normal Education for the Teaching of Human Geography at the Level of Practical Objectives*

First, they will recognize the impact of human activity trajectories on the environment, understand the formation and characteristics of the environment in *Human Geography*, and understand the meaning and main ways of sustainable development. Understand regional differences and the problems and solutions in sustainable development. To exercise students to carry out geographical observation, experiment and investigation independently or cooperatively; to develop the ability to use, read and analyze geographical diagrams and geographical data. In addition, to exercise the use of a variety of ways to obtain geographic information, apply the geographic knowledge and skills learned to organize and analyze geographic information, and apply geographic information to learning. Try to ask questions, investigate problems and solve problems in learning as well as in life situations. Finally, to strengthen the cultivation of values and emotional attitude, to promote students to love their hometown, love the motherland emotional consciousness, care about the ecological environment, love the ecological environment, and develop good behavior habits.

In order to base on students, face the future, take up the mission of cultivating people with moral character and cultivating an army of talents, colleges and universities should respond to the diversified, diverse and personalized educational needs, build characteristic *New Normal Education*, focus on cultivating excellent teachers, serve basic education in all aspects, and provide experience and intellectual support to create a *New Normal Education* to provide experience and intellectual support for the creation of a "new teacher", and to work hard to cultivate a sufficient number, reasonable structure, excellent quality, and dynamic army of talents to serve our transformation and development. *Human geography* is one of the two major sub-disciplines of geography, and is a course centered on the relationship between people and places and cultural theory as its core. The learning and understanding of its basic theories are fundamental to the establishment of students' *Human Geography* discipline system.

The knowledge imparted in classroom and field practice teaching cannot be limited to a single discipline of geography; humanities geography practice teaching can realize the synthesis from single discipline knowledge to interdisciplinary and interdisciplinary knowledge. For example, the practice of observing plant growth needs to integrate geographic knowledge and biological knowledge; the practice of mineral identification needs to realize the integration of geographic knowledge, physical knowledge and chemical knowledge, while the practice of geographic simulation needs to use modern information technology and computer virtual technology for practice. The practice of integrated practice or *Human Geography* realizes the organic combination of *Human Geography* and physical geography, the integration of geographic knowledge and natural environment understanding and the integration of geographic knowledge and social knowledge of life knowledge. In terms of value, it breaks through the limitation of the traditional teaching of theoretical knowledge of *Human Geography* and facilitates the transformation of students from acquiring knowledge to experiencing knowledge[3]. The traditional geography curriculum focuses mainly on a single geographic knowledge, an entirely acquired knowledge, which is far from enough to cope with the tests of society. Although such knowledge is valuable for students' development, human scientific and cultural knowledge is not limited to it, and experiential knowledge corresponding to

objective knowledge is the fundamental way to realize the long development of practical teaching of *Human Geography*.

3. THE CURRENT SITUATION OF CLASSROOM PRACTICAL TEACHING OF HUMAN GEOGRAPHY IN COLLEGES AND THE FEASIBILITY OF SOLUTION

Currently there are still many problems in geography practical teaching. These problems have an impact on the improvement of the quality and efficiency of practical teaching, so the practical teaching process should break those practical teaching behaviors that restrict students' *Human Geography* imagination ability.

Human geography practice enables students to understand and master *Human Geography* phenomena or *Human Geography* processes. However, when live demonstration practice is not possible due to various limitations, teachers need to create practical situations, such as language situations, so that students can fully imagine and actively explore learning and acquire *Human Geography* knowledge. Therefore, the practical teaching of *Human Geography* is also very useful for cultivating students' *Human Geography* imagination and geographic thinking skills, etc., which lays a solid foundation for students to make reasonable speculations and judgments in the process of *Human Geography* inquiry learning.

Therefore, it is significant to construct a *Human Geography* curriculum system for the 21st century. In view of the fact that *Human Geography* course is a comprehensive discipline intersecting nature and humanities, in order to change students' way of thinking and cultivate their comprehensive literacy, it is necessary to explore the innovative strategies and teacher training paths of *Human Geography* course based on a multi-modal perspective, so as to build a perfect curriculum system, create a teacher team with rich professional knowledge, excellent teaching ability and high comprehensive quality, and provide support for the promotion of *Human Geography*. The aim is to build a perfect curriculum system, create a teacher team with rich professional knowledge, strong teaching ability and high comprehensive quality, and provide support for promoting the continuous and in-depth reform of *Human Geography*. At the same time, in the process of training geography science teacher trainees for secondary schools, the research on the

innovation of *Human Geography* curriculum and teacher training under the modal perspective is also an important way to promote the scientific science of *Human Geography*. [4]

3.1 The Obvious Incompatibility Between the Practical Teaching of Human Geography in colleges and the Practical Teaching of Geography in High Schools and Junior High Schools

There is a disconnection between the practical teaching of *Human Geography* in colleges and the practical teaching of geography in high schools and junior high schools, for example, in terms of educational philosophy, there is no sense of geography practical teaching reform service, and in terms of practical teaching content, there is no practical and deep research with the reform of geography practical teaching in high schools and junior high schools. Practical teaching has not achieved the same important status as classroom practical teaching, but still stays in the aspect of supplementary and extension of practical teaching. The practical teaching mode and practical teaching content are not innovative enough and in a single form, which affects the cultivation and enhancement of practical ability and innovation spirit of geography teacher training students.

The main manifestations are as follows: firstly, in geography practical teaching, teachers should communicate with students actively, but because practical teaching in colleges is different from high school and junior high school in terms of teaching pressure, therefore, there is a lack of operable quantitative indexes, and the mode of practical teaching is often read from the book, and the dominant position of classroom teachers is expanded and absolute, which is different from the theory related to cognitive learning at the present stage. In the actual practical teaching teachers should stop using the indoctrination type of practical teaching to forcibly impart knowledge to students, and should strengthen the cultivation of students' interest in geography learning, guide students to construct knowledge cognitive trees, strengthen the recognition of new knowledge and old knowledge connections, and motivate students to actively participate in learning tasks [5].

Thus, finding *Human Geography* issues to explore in a complex world among countless *Human Geography* phenomena is a discursive process. Identifying *Human Geography* problems,

formulating hypotheses, and exploring *Human Geography* principles or laws in response to specific *Human Geography* representations can effectively improve students' thinking skills of abstraction and generalization, comparison and classification, analysis and synthesis, systematization and materialization. All kinds of field studies will be beneficial to cultivate students' *Human Geography* innovation ability. Geographical science quality is the psychological quality and creativity that people should have in scientific research, including intellectual and non-intellectual factors. In the process of studying the occurrence, development and change rules of various *Human Geography* phenomena, the practical teaching of *Human Geography* focuses on the investigation and research of various *Human Geography* phenomena and carries out extensive social practice, which is conducive to stimulating students' scientific exploration spirit and improving their observation ability, comprehensive analysis ability, practical ability, thinking ability and innovation ability on this basis.

3.2 The Practical Teaching of Human Geography in colleges Should Focus on Cultivating Ecological and Environmental Awareness and Macroscopic Thinking

Practical teaching of humanities geography is one of the qualities that citizens in modern society must have. Practical teaching of humanities geography plays an important role in establishing correct emotional attitudes and values of students. Encouraging students to actively participate in practical teaching activities enables them to understand, master and apply scientific methods in the process of participation, thus achieving the purpose of digesting these scientific methods. The establishment of emotional attitudes and value goals contributes to the improvement of students' humanistic geography thinking. Through the practical teaching of *Human Geography*, students can get out of the classroom, out of the ivory tower, into the middle zone of nature and society, use their eyes, brains and hands to understand nature and society, and recognize the laws, behaviors and principles, which will have a great impact on their development.

In the process of teaching *Human Geography* in practice, the role of the field should be given full attention. Teachers guide students to correctly describe, hypothesize, infer and explain the *Human*

Geography phenomena they see when observing practice, present evidence and hypothetical conjectures related to practice, and verify them with students, review relevant *Human Geography* knowledge in time, so as to build a network structure between practice and students' existing *Human Geography* knowledge, prompt students to notice phenomena that are inconsistent with expected results, and allow them to make possible explanations. In this way, the students will be able to understand and internalize the knowledge and methods of humanities and geography, and promote the smooth development of the process of teaching humanities and geography in practice and the realization of the objectives of teaching in practice. This process can broaden students' horizons, improve their understanding of various natural science issues, cultivate their emotions, and guide their values in the right direction.

The ultimate value of the *New Normal Education* lies in the plurality of its goals and tasks: implementing new requirements for teacher education and enhancing the effectiveness of teacher education; upgrading the level of training specifications and consolidating the foundation of national education security; improving the supply of teacher resources and promoting the development of educational equity; innovating teacher education models and training future teachers of excellence; and giving play to the main role of teacher training institutions and strengthening the teacher education system. The main role of teacher education institutions is to strengthen the construction of teacher education system[6].

4. INNOVATIVE ORGANIZATION AND MANAGEMENT OF PRACTICAL TEACHING OF HUMAN GEOGRAPHY IN COLLEGES AGAINST THE BACKGROUND OF NEW NORMAL EDUCATION

4.1 Changing the Traditional Concept, and Highlighting the Comprehensive Literacy

The practical teaching of *Human Geography* in colleges should fully highlight the concept of modern education and practical teaching of basic education, take students as the basis, pay attention to teacher training, pay active attention to the

direction and dynamics of the new curriculum reform, explore in depth the new methods and ideas of the innovation of practical teaching of *Human Geography* in colleges, prompt teacher training students to be proficient in basic education, enhance students' knowledge mastery, professional skills, humanistic quality, scientific spirit, collective collaboration and individual creativity, and lay a solid foundation for their participation in geography education, lifelong education and literacy education. Therefore, it is necessary to carry out the necessary short-term training, so that teachers can fully understand the content of the *New Normal Education*, change their own concept of practical teaching, and influence students and future geography teachers through their actions.

4.2 Enriching Practical Teaching Content and Improving Teaching Material System

In the context of the *New Normal Education*, the systematization of teaching materials is less demanding, but the level of the university determines the coordination and systematization of the curriculum. The classical content of geography should be ensured, and the generalized *Human Geography* and the branch courses should be designed to avoid repetition. In the practical teaching should ensure that the content of practical teaching and the content of high school geography textbooks are connected with each other. It should strengthen the teaching of theoretical viewpoints, ensure that teacher-training students have an in-depth understanding of theoretical viewpoints, construct theoretical bases, historical history, research directions and the identification of similar viewpoints, and strengthen the cultivation of their scientific spirit, so as to meet the reserve of knowledge and theory of teacher-training students participating in the practical teaching work of high school geography. The content that is not described in the textbook should be supplemented and introduced at the first time, with important humanities and economy-related contents, such as rural revitalization, low-carbon life, independent innovation, etc., so that students can understand the important policies of China in time and recognize their feasibility and importance, and make them pay attention to the country's livelihood in a subtle way.

4.3 Innovative Practice Teaching Mode and Improved Methodological Guidance

Universities should pay close attention to the reform of geography curriculum, strengthen the study of practical teaching modes and methods, study the guidance of learning techniques, continue to pay attention to the desirable ways in traditional geography practical teaching while innovating and applying new practical teaching modes, transforming academic forms into educational forms, and giving full play to the main position of students. It is also necessary to integrate and apply a variety of practical teaching modes in practical teaching, explore learning-guided, case-based, interactive, inquiry-based and tutorial practical teaching modes, so that students can independently discover problems, question, explore and solve problems in the learning process, thus enhancing students' awareness of independent learning and independent exploration, gradually changing the ideology of relying on teachers for learning and realizing the formation of good learning ability.

4.4 Strengthening Practical Teaching and Consolidating Field Results

Theoretical knowledge is the basis of practice, and practice is the consolidation and mastery of theoretical knowledge. In the practical teaching of *Human Geography* in colleges, Universities should not explain and explore theoretical knowledge, but also actively carry out practical exercises and innovate the forms of practice. In addition to education internship, field internship and graduation thesis, Universities should organize students to participate in teachers' scientific research projects, academic conferences, practical projects and academic salons, which can not only broaden students' horizons and consolidate their knowledge in the process of participating in practical activities, but also exercise their independent working ability. Secondly, Universities should seek financial support and create a special fund to support the school, the institution and the students for the tight funding of internships.

4.5 Reforming Teaching Evaluation and Introducing Better Mechanisms

The practical teaching mode of "perceiving phenomena-analyzing causes- understanding reason-internalizing behavior" is carried out to improve the cultivation of humanistic literacy of

students in the practical teaching of *Human Geography* in colleges. It also actively explores the transformation path of practical teaching evaluation and builds a scientific and reasonable evaluation system, which integrates the evaluation of usual homework, students' attendance, class performance, final examination and field practice. Not only do Universities need to focus on the evaluation of results, but also Universities need to evaluate the state of students' participation in student tasks, find students' merits, give encouragement, guide them to correct their mistakes, mobilize their self-awareness and enthusiasm, and improve their learning ability. In the next step of this study, the actual results of the questionnaire on the teaching of *Human Geography* in colleges under the background of *New Normal Education* will be combined with further data analysis to draw scientific conclusions, so as to provide basic data for the management and innovative development of classroom teaching of *Human Geography*.

5. CONCLUSION

To sum up, under the background of *New Normal Education*, the practical teaching of *Human Geography* in colleges should be carried out in accordance with the development needs of the times and be actively innovated. At present, there are still problems in the practical teaching of *Human Geography* in colleges, such as the lack of operable quantitative indexes and the practice teaching mode of reading from the book, which have serious influence on the students' enthusiasm to participate in geography learning. The reform and management of talent training mode should be used to promote the quality improvement of teacher education talents. Universities should coordinate the design of the integration of pre-service training and post-service training, promote the innovation of talent training mode, curriculum system, teacher training and teacher training practice; take the core elements of teacher excellence as the guide, and comprehensively promote the scientific and precise reform of training. The university should enrich and improve the mechanisms of "coming in" and "going global", enhance the internationalization of education, strengthen the vitality of leading and serving education development, and improve the quality of education and social services.

Therefore, higher teacher training colleges and universities should adhere to the principle of people-oriented, effectively connect with geography knowledge in high school and junior

high school, strengthen students' humanistic literacy in geography, and realize comprehensive quality improvement. They should also carry out practical teaching of humanistic geography, organize field trips for students to visit geographic landscapes with national characteristics, regional characteristics and historical styles, visit scenic spots and famous mountains and rivers in the motherland, and carry out social investigation, so that students can cultivate patriotism and deepen their understanding of the great national territory and their love for the history and humanity of the motherland in geography practical teaching activities.

AUTHORS' CONTRIBUTIONS

Jianjun Kang was responsible for the whole thesis design and wrote the manuscript, Yinghua Lin wrote the manuscript and the 3rd paragraph of the whole thesis, and Zhili Luan contributed to revising and editing the thesis.

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APPENDIX

Questionnaire on Teaching *Human Geography* in Universities under the Background of *New Normal Education*:

01. What is the basic information and background of *New Normal Education* that you know?
02. What are the current situation and outstanding problems of the practical teaching of *Human Geography* in colleges that you know?
03. Do you know the basic needs of the current geography teaching reform in secondary schools and the new college entrance examination reform?
04. What aspects do you think the new teacher education reform of geography science should focus on?
05. What professional qualities, professional knowledge and teaching skills do you think new future secondary school geography teachers should have to meet the secondary school teaching reform?
06. How do you think the geography science majors in universities should strengthen the cooperation with secondary school geography teaching?
07. How do you think we should carry out the education of teacher moral development?
08. How do you think we should use those new technologies to train teacher-training students?
09. How do you think we should build an intelligent education environment?
10. What do you think should be done to promote the accreditation of teacher training programs?
11. How do you think we should innovate the talent training model?
12. How do you think the training program should be revised?
13. How do you think we should strengthen the construction of curriculum and teaching materials?
14. What do you think should be done to improve the "Trinity" collaborative training mechanism?
15. How do you think the practical teaching activities should be improved?
16. How do you think the teaching skills of teacher training students should be improved?
17. What do you think should be done to optimize the construction of teacher training team?
18. What do you think should be done to improve teachers' ability to teach and research, and their ability to guide educational practice?
19. What do you think can make students care more about the ecological environment and take care of it?
20. What teaching contents do you think can make students acquire more geographic knowledge and practical skills?