Research on the Research Teaching Practice of "Pedagogy Principle" Under the Background of Normal Professional Certification

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Abstract. The part of the preschool education normal professional certification standard (level 2) curriculum and teaching clearly put forward the "curriculum content", "curriculum implementation", "curriculum evaluation" on the dimension of education and teaching three indicators. Control index point, with "principle of pedagogy" course, for example, through the questionnaire, points out the problem, to arouse the enthusiasm of students' learning from, promote education theory or real practice education theory ability, put forward the curriculum reform of pedagogy principle effective path, aims to be able to provide effective reference for the sustainable development of pedagogy principle of course teaching.

Keywords: the principle of pedagogy · normal professional certification · research teaching

1 Introduction

The quality of teachers determines the quality of education. In 2017, the Ministry of Education issued the Implementation Measures for the Certification of Teachers' Majors in Ordinary Colleges and Universities (Provisional), which aims to promote the improvement of the quality of teacher training through teacher training professional certification. "Student Center, Output Orientation, Continuous Improvement" is the concept of teacher training professional certification. "Principles of Pedagogy" as a compulsory subject foundation course for all teacher training majors, how to carry out curriculum reform and realize that the "student center" is in line with the concept of teacher training professional certification is the key point to be explored in this article.

2 The Control of the Normal Professional Certification Standards, Put Forward Questions

The "curriculum content" requirements of preschool education Teachers' Professional certification standard (Level 2) are as follows: the socialist core values and teacher ethics education are organically integrated into the course teaching, and the cutting-edge knowledge of the subject is absorbed. "Curriculum implementation" requirements:

can properly use the case teaching, inquiry teaching, on-site teaching and other methods, reasonable application of information technology, improve the learning effect of normal university students [1]. "Curriculum evaluation" requirements: regularly evaluate the rationality of the curriculum system and the achievement of the curriculum objectives, and can be revised according to the evaluation results. The evaluation and revision process shall be attended by relevant stakeholders [2]. Comparing with the index point, taking the course of "pedagogy principle" as an example, the questions are pointed out through the questionnaire, specifically as follows:

Principles of Education is a basic course of preschool education major. It often focuses on the teaching of educational theoretical knowledge, less integrates the socialist core values and teachers' ethics education, and ignores the function of education.

In the actual teaching process of pedagogy principles, Many students are lack of interest in the curriculum, Did not realize the important value of the basic core course that all normal university students have to learn, The reason is nothing more than the traditional teaching teaching mode, [3] Teaching method can enable teachers to complete the teaching tasks in an effective time, and students can obtain the maximum amount of systematic knowledge in the shortest time, and it is conducive to play the leading role of teachers, In the process of teaching can combine knowledge points for ideological and moral education, Well received by theory teachers, However, the traditional teaching mode is relatively simple: first, teachers speak according to the textbooks and slides, Students take notes during the lectures. Second, the teacher asks the students in class, and the students answer according to the content of the textbook. The result is the students 'subjectivity is difficult to play, students have been in a state of passive learning, passive knowledge, passive thinking, lack of learning interest and enthusiasm, not to investigate why learn, more explore the real meaning of the subject, lead to the students' learning quality is low, escape learning, feel theory class boring meaningless, cause students cannot actively into the classroom learning, classroom lack of vitality.

Teaching evaluation. Teaching evaluation is to help analyze whether students have a deep understanding of the course content or views on the basis of mastering basic knowledge and basic skills. More importantly, it is to pay attention to the further development of students in thinking, pattern and vision through teaching evaluation [1]. Closed volume examination is still adopted by most colleges and universities, closed volume examination is still the most traditional, the most convenient way of evaluation, examination content in the students in the textbook, according to the questionnaire survey, students in order to be able to pass the exam, usually in order to cope with the exam, the principle of pedagogy course knowledge rote learning, failed to understand the principle of guiding value of reality.

3   The Effective Path of Pedagogy Principle Curriculum Reform

In view of the above proposed principle of pedagogy course teaching problems, based on normal professional certification about curriculum and teaching requirements, from arouse the enthusiasm of students' learning, training improve education theory or real practice education theory ability of talent, put forward conform to the normal professional certification standards of the principle of pedagogy curriculum reform effective path,

aims to provide effective reference for the sustainable development of pedagogy principle of course teaching.

3.1 Integrate the Concept of "Curriculum Thinking and Politics" into the Classroom Teaching of Pedagogy Principles

The contents of "education on ideological and political affairs" include socialism, patriotism, collectivism, ideals, beliefs and values education, moral education, legal system education, and ethnic minority education. In the pedagogy principle course, teachers should effectively combine knowledge teaching and value guidance. Students should add "ideological and political" elements to the group discussions. When students consult the materials related to the theme on the Internet, guide students to pay attention to public accounts such as the People's Education Network and learning to strengthen the country, expand their horizons to obtain the latest educational developments, integrate the stories of teachers who have touched China and the most beautiful rural areas in the special topic of "Teachers and Students", and guide students to have a noble sense and sense of mission as teachers, so as to establish a correct world outlook, outlook on life and values.

3.2 Advocate the Combination of Teaching and Research, and Reorganize the Content Modules

Previous pedagogy principle course teaching is according to the chapter, the research teaching will pedagogy principle knowledge refining core content, combining theory and practice, into the transformation of academic research achievements, and realistic guide the students in the future teacher career point of view, integrate the content into three parts for students to choose: the first category is the basic theory and method. This part helps students to understand the history of pedagogy and the basic theories and methods of the principles of education; understand the nature of education, the emergence and development of schools. The second category is education thematic research (the law of education). This part is the core content of pedagogy. The two basic clues in the principle of education – the development of education and society and the development of education and people run through them. The third category from the perspective of pedagogy social hot topics, design purpose is to strengthen practical teaching, make up for the previous pedagogy principle course teaching only focus on the theory, follow the social education hot topics in the group assignments, students use the education theory to share their views and views, let students feel the pedagogy, pedagogy experts to examine and deal with education problems; students can also choose the social hot education topic according to personal education experience and interest. This part of the content exceeds the scope of the teaching material, has aroused the interest of students, they are willing to start from their own perceptual understanding, the rational thinking of education. Through the integration of knowledge, several "specific content" for a "module" service, knowledge is connected to each other (Table 1).

Table 1. Teaching reform of principles of pedagogy courses in the context of teacher training professional certification

Module		concrete content	class hour
I. Basic theories and methods		Education and its Development	4
		Generation and development of education and schools	6
		The Basic Theory and method of Educational Principles Studies	4
II. Special Topic Research (Laws of Education)	education With the society develop (External laws of education)	Education and the Political Economy	2
		Education and productivity	2
		Education and population	1
		Education and Culture	1
		Education and purpose	4
		educational system	2
	education With people Development (the internal laws of Education)	Teachers and students	4
		curriculum	4
		teach school	6
		All-round development of human education	6
III. Three From the perspective of pedagogy, social hot topics are hot	Educational practice	Core literacy education	1
		labour education	1
		School childcare service and after-school delay service	1
	Education policy	"Double reduction" policy	1
		Five management	1
		The Family Education Promotion Law	1
		The Vocational Education Law of the People's Republic of China	1
	Education case class hot spots	Development and utilization of rural educational resources	1
		Optional Class System	1
	The hot spot of education development under the social reform	Artificial Intelligence and Education	1
		Education modernization and education informatization	1
		Fair and quality education	1
	……..	Hot topics that students find by themselves	6

3.3   Encourage Cooperative Inquiry and Organize Teaching Flexibly

In the principle of education in the first class, the teacher introduces the students the principle of pedagogy teaching mode, will design the teaching module, research topic to the students, the class is divided into several research groups, the students according to their interests and focus selection topic research, each team members of cooperation, the literature retrieval, writing review, making slides, classroom report, writing research papers. Because this course for the next semester, students have not opened research methods courses, the literature retrieval method, writing literature review is not understand, so the first module of this course is to introduce the essentials of the literature search method and writing literature review, in the process of course, will also to each group targeted counseling (before the group report).After the report, the report team should conduct a "defense", that is, to accept the questions from the present students and the lecturers. So other students in the report group report will listen to the report group report, carefully study and examine the group research results, is conducive to the group review, report group virtually increased the pressure, in order to achieve mutual evaluation, perfect answer teachers and other students, each group needs to choose subject system learning, beautify the courseware, expand knowledge to accept the questions of teachers and students.

In this way, academic research and curriculum teaching will be combined to transform students into active learners, and students' learning ability and critical thinking ability will be enhanced. Improve the effectiveness of teaching. After the end, the group reorganized the research results and collected them into a book for the whole class to consult and reference, to realize resource sharing.

In the course of course teaching, because the principle of pedagogy is the postgraduate entrance examination subject, we also set up the postgraduate entrance examination real question link and analysis, to test the students' knowledge and ability at any time.

3.4   Three-Dimensional Goals, Multi-mode, Multi-subject, Comprehensive Reform of the Evaluation Mode

3D objective evaluation. Knowledge and Ability Objective: To change the traditional teaching only focuses on double bases, namely the mastery of knowledge and skills, and pays more attention to students' cooperative exploration and innovation ability. Process and Method Objective: To investigate students' literature retrieval ability, discover knowledge and acquire knowledge methods. Emotional attitude and values goal: to cultivate students' interest in learning and research of the subject, and their yearning for and pursuit of the teaching profession. At the same time, we should cultivate morality, educate people, and integrate socialist core values into knowledge, so as to realize the common frequency of knowledge and value.

Increase the proportion of formative evaluation. Combine formative evaluation with final evaluation to increase the proportion of formative evaluation [4]. For a long time, the course of pedagogy principle has been based on the final closed-book examination of the degree of knowledge mastery of students, but in view of this examination is difficult to stimulate the interest of college students and to enhance the cultivation of college students' innovation ability, we reform the examination form. Increase the proportion

of formative evaluations in the process of reforming pedagogical principles. Encourage students to take the initiative to think about the content of pedagogical principles and the real society for rational thinking, questioning spirit and critical thinking ability, students' answers or questions are reasonable, self-justification, and they can get points for their usual grades with their own opinions and intentions. Students' literature retrieval, writing a review, making slides, classroom reports, and writing small research papers are used as the basis for formative evaluation. As long as the students have a correct learning attitude, abide by the academic norms, and complete various tasks, we will give the corresponding recognition.

In the process of teaching reform of pedagogical principles, students are learners, researchers and evaluators. Encourage students to participate in the evaluation. When the group reported, all the other groups participated in the scoring. Finally, the homework score of each group was obtained from the mutual evaluation of the group and the self-evaluation of each group. This not only arouses students' initiative, enthusiasm and creativity, but also improves students' reflective and critical ability [5].

4 Conclusion

The Principles of Pedagogy course has undergone teaching reform, mobilized the enthusiasm of students, enhanced their scientific research ability, and laid the foundation for research-based teaching in subsequent courses such as the history of Chinese and foreign education. After each round of teaching, the teachers of the teaching team will summarize and reflect, before the start of each new round of courses, in the "from the perspective of pedagogical theory to social hotspots" link, teachers will combine the hot spots to find topics, brainstorm and discuss the pedagogical theories reflected by the hot spots. Of course, in the teaching process we also found a lot of our shortcomings: the first semester of the students in the literature search, PPT production and other aspects are relatively lacking, although we released relevant courses on the online platform, but the students in the process of using these skills is still more difficult, how to solve these problems more efficiently is the next direction we explore.

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