

Microteaching Reforming Based on Professional Teaching Method

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Abstract. Microteaching introduced to China since the 1980s, it has become an effective way to train students teacher professional teaching skills. But with the deepening of education reform, micro-teaching in the implementation process, there have been a lot of problems and contradictions. With the modern concept of vocational education improvement and development of teachers' competencies and skills on community needs change and other factors, led to microteaching in training and organizational skills and employment requirements both in form and capacity requirements decoupling. In particular, for culture professor of engineering professional vocational teachers, how to ensure student learning, poor foundation for how students can apply their knowledge to work in the future, the use of professional teaching methods will be able to solve this problem. In this paper, the concept of modern education, the capabilities of the target should be achieved undergraduate departure, on the basis of a professional teaching methods, aiming Microteaching Practice and Innovation in the reform.

The Impact of the Modern Concept of Vocational Education to Teaching Methods

Modern vocational education philosophy is based on the theory of multiple intelligences, constructivism and lifelong education theory. This requires that teachers should be based on student learning, considering the students 'ability to accept and cultivate interest in learning, and fully mobilize the students' enthusiasm and initiative, especially teachers in the teaching courses and teaching materials should not be constrained, but rather a new theory, new knowledge, new technology, new technologies, new ways to teach students. The only way to cultivate a new generation of professional and technical personnel to adapt to social development. Secondly, as vocational teachers should focus on training students' practical skills, practice exercises have an overall plan, because any one of the professional skills is composed of several individual composition! Exercise should be carried out should be an individual skills a student term practice, when each of the individual skills to pass, and then connect it to a unit, integrated practice, in actual practice, teachers should reflect - teaching by example than precept. For each practice area teachers clarifying the essentials, do demonstrations, and let the students imitate the practice, especially in some key exercises and complexity, should be the focus of the guidance. Each exercise both a theoretical transfer of knowledge, but also have skills training skills, logical thinking requires both inspiration and guidance, but also have good habits, the style and methods of scientific work. Practice has proved that the teachers allow students to observe the demonstration guidance can enhance students' intuitive, so that students learn to understand, so that the professional knowledge students learn in time to digest. All of these teaching methods are based on action-oriented professional pedagogy. Professional Approach

The Content and Scope of Application of Professional Pedagogy

Proposed by the German so-called professional pedagogy (Fachdidaktik), it is the sum of all means to achieve a way of teachers and the teaching profession and to expand the purpose of teaching activities. Teaching both professional teachers teaching, students also study the law, so that teachers and students synergies between the ways and means to accomplish the task of teaching. Here on the one hand we emphasize the professional given word, on the other hand stressed the importance of independent learning. These two points with the modern concept of vocational education in the

constructivist theory of multiple intelligences and coincides, reflecting the different people of different professions to apply different teaching methods, so as to achieve better teaching results. Different professionals have different characteristics, the learning will have differences, different teaching the same course content the same profession, the same or even different professional courses, the same teaching contents of different teaching objects, teaching methods used there should be the distinction. So professional pedagogy in essence embodies the human-centered thinking. Professional Teaching become powerful tools to protect the teaching effect in vocational teaching mode. The direction of our institutions (Jilin Engineering and Technical Teachers College) in the training of personnel is mainly vocational teachers, more research should go professional pedagogy. Let trained personnel after more competent job requirements. Professional Teaching now includes teaching method, case teaching method, mind mapping method, guiding text pedagogy, four-phase approach, technical test approach, situational teaching method. Different types of professional teaching methods have different priorities. For example, our automation, engineering belong to professional, project teaching, technical tests, four-stage teaching so strong targeted to solve different problems in different sectors, focusing on hands-on teaching is very practical. The case teaching method, situational teaching method is more suitable for liberal arts majors issues raised the same question of different solutions.

The Status of Microteaching

In international education, microteaching rise in the 1960s, attention in many countries education colleges. Since the 1980s, introduced by the Beijing Institute of Education of the majority of the efforts of educators and popularity in our Normal Colleges are also widely carried out, it is an effective way to train students in Normal teaching skills. Our existing micro-teaching skills, teaching skills put into five categories: 1, instructional design skills; 2, the use of teaching media skills; 3, classroom teaching skills; 4, organizational skills and extracurricular activities guide; 5, teaching and research skill. Teaching skills in the classroom, also set up nine basic skills, namely: Import skills, writing on the blackboard plate painting skills, presentation skills, to explain the skills, questioning skills, feedback and strengthen the skills, the end of the skills, organizational skills, teaching, change skills.

After years of practice, with the deepening of education reform, the teaching and learning of the dominant position swaps in the course, the rise of a variety of teaching methods, micro teaching at this stage mainly in the following issues.

1. under the premise of the modern concept of vocational education action-oriented teaching, the previous micro-grid form cannot reflect the main teachers guide students as a way of teaching the subject.

2. instructional design simple. Only emphasized the integrity of the process of teaching, training, skills, repetitive, lack of new and innovative instructional design.

3. training concept obsolete. Because prior learning has been influenced by "heavy theory, light practice", so the training concept obsolete, focusing on teaching philosophy, teaching skills while ignoring the practical application problems and solutions. Cause operability is not strong, timeliness is not high.

4. organization and implementation of a formal, multi-year process, based on the principle of feedback and evaluation of teaching theory training pattern has been repeated to prepare lesson plans, early talk, video, self-assessment, peer assessment, teacher assessment, re-speak. In it he has been missing one thing, and that is to do everything standard, making of random variables, is not standardized.

5. the traditional means of teaching. Teaching methods reflected in the teaching methods and forms, a piece of chalk, a blackboard, a Mandarin within the provisions of 15 minutes to complete the entire teaching. Difficult to reflect the content of teaching and practice closely.

But also problems such as shortage of teachers, lack of time training, the students lack the opportunity to practice and effective guidance, the group exercises the lack of cooperation and lack of interactive teaching equipment aging and failed to effectively play its effectiveness, the shortage

of teaching resources, evaluation system is not perfect. These problems not only affect the effectiveness of the implementation of micro-teaching, but also the Students' Teaching Skills Training a mere formality, not really achieve their training goals.

The Specific Reform Measures

From the above analysis can be seen in professional pedagogy in higher vocational colleges teaching effect will be a powerful tool to protect, and then we will train people to become teachers in Higher Vocational Education. If the application of professional Teaching in Undergraduate Education teachers teach these future training will bring great help later teaching. After teaching skills and job skills to match, in order to construct thinking lifelong learning, in order to later be able to stimulate interest in the teaching career all students. Demand for teachers is not only focus on theory, but also to re-practice; knowledge and skills not only heavy, heavier capacity building; not only pay attention to pay more attention to classroom lectures extend. Around this goal, it is proposed microteaching following reforms to achieve better training purposes.

Increasing the Lessons Link. Lessons teachers will teach the course content, in accordance with the teaching ideas, teaching methods, teaching design, the key and difficult design, and to break the key to teaching characteristics and other objects narrated with clear and concise language, focusing on teaching the basis for selection and how to select the appropriate Countermeasures. Lessons can help teachers clear thinking, better designed to teach new knowledge. Lessons Vocational Schools Teachers now have links design, if not microteaching stage of undergraduate education, then to the future employment will be a big missing.

Change the Traditional Teaching Methods. A professional Teaching Methods. With the computer network technology and other information technology more widely in education, information technology education has become a fundamental trend, while information technology teaching ability of teachers has also become teachers in the classroom teaching, the necessary after-school tutoring quality, innovation and engineering education from the needs of education, the guiding research and development projects, the ability to innovate and practice skills training is the new trend, that is, the ability to guide the practice of teaching has also become one of the essential ability of teachers to carry out teaching. Therefore, teachers in addition to classroom teaching skills but also have to master in the laboratory, research room, and even the production line capacity to undertake practical operation. Based on action-oriented teaching idea is to develop students' interest in learning, effective way to enhance learning ability, it is recommended Microteaching have a professional teaching methods. There are specific professional pedagogy, mind map, case teaching method, teaching method, task-driven method, brainstorming, four-stage approach, the text guide teaching, teaching methods and other technological experiments. Each training session should use appropriate teaching methods for training for specific content.

Change the Traditional Lectures. Traditional lectures mostly by learning content undergraduate teaching phase, and undergraduate teaching due to differences in the same vocational stage discipline system is different, our training objectives for vocational teachers in the future, rather than the university teachers, so the lectures on the present course should look professional in the post carried out in accordance with the level of professional directories, including the depth and breadth of teaching objectives and so on. Further vocational training objectives skilled workers, so pay attention to practical ability, then we trained people will have the ability to train technical workers. So the lectures will select a representative, reflecting the practical ability training, and job-related content.

Change the Traditional Teaching Situation. Traditional teaching situation in the classroom or micro classrooms, the whole focus of the session is to explain the theory of knowledge, which is obviously focus on training and vocational ability is contrary. So we change the traditional teaching situation for the work context, based on the corresponding vocational professional post group capacity requirements, the teaching situation to work-related situations to stimulate student interest in learning, to enhance their confidence to overcome difficulties to solve the problem. Place can be selected as the laboratory training room and even the actual production line.

Change the Traditional Teaching Process. The conventional process of teaching, divided into three parts, both imported new knowledge, to explain the new knowledge, summary. Teaching form stiff, formal organization is not conducive to the absorption of knowledge and innovation. Using student-led teaching process will greatly change this disadvantage. The entire teaching process consists of introducing the topic, the problem leads to a team to explore, analyze problems, to design, to solve the problem, after analyzing the report, multiple evaluation and reflection test, review for improvement. The entire teaching process fully reflects the leading role of students, will achieve excellent teaching effect after the actual teaching work.

Conclusion

Microteaching Training for skills as a powerful tool, and only meet the needs of society for talent, comply with the development of modern educational philosophy the times, in order to improve the quality of teaching and training students Vocational Education Teachers, and achieve better results , will lay a solid foundation for your future career in vocational education.

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