

Research on the Cultivation Path of Primary Education Professionals Against the Background of Excellent Teacher Training

Yao Wang¹

¹ Xi'an Fanyi University, Xi'an, Shaanxi 710105, China

ABSTRACT

Teacher education is the key link to effectively improve the quality of personnel training and achieve the goal of excellent teacher training. In order to meet the needs of serving the society, more and more schools take the training of application-oriented and composite talents as the school-running goal, constantly optimize the training system, pay attention to the training of students' social adaptability, so as to promote the improvement of students' comprehensive quality and provide more high-quality talents for social development. This paper summarizes the current problems in teaching, teachers and practice, and puts forward corresponding suggestions to improve the quality of primary education professional talents training.

Keywords: *Excellent teachers, Primary education, Personnel training.*

1. INTRODUCTION

The more times go forward, the importance of knowledge and talents becomes more prominent, and the status and role of education and teachers become more prominent. In January 2018, the Central Committee of the Communist Party of China and The State Council issued the Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era, which highlighted that socialism with Chinese characteristics has entered a new era and started a new journey of comprehensively building a modern socialist country. Facing the new orientation, new journey and new mission, the construction of teachers can not fully adapt to it. Party committees and governments at all levels should fully understand the extreme importance of teachers' work from a strategic and overall perspective, and take comprehensively strengthening the construction of teachers as a major political task and a fundamental livelihood project.[1] On September 30 of the same year, the Ministry of Education issued the "Opinions on the Implementation of the Excellent Teacher Plan 2.0", focusing on the new requirements of The Times to comprehensively promote the modernization of

education, based on the new mission of The Times to fully implement the fundamental task of establishing virtue and educating people, through the implementation of excellent teacher training, Cultivate a group of high-quality specialized and innovative primary and secondary school teachers with profound educational feelings, solid professional foundation, courage to innovate teaching, good at comprehensive education and lifelong learning development ability. [2]

In 1998, the Ministry of Education approved Nanjing Normal University and Nanjing Xiaozhuang Normal School to jointly pilot the primary education major with bachelor's degree. In 1999, the Ministry of Education officially approved Northeast Normal University, Capital Normal University, Shanghai Normal University and Tianjin Normal University to set up the undergraduate major of primary education, and began to enroll students in the same year, marking that primary education has become a formal major in China's higher education system. After nearly 20 years of research and practice, China's primary education undergraduate professional talent training model has made great achievements in theory and practice, but there are also many problems. [3] It is still an important task in front of us to study and

reform China's current training model for undergraduate majors in primary education, and to find a path for the cultivation of undergraduate majors in primary education that truly meets the requirements of primary education and the professional quality development of primary teachers.

2. THE CURRENT SITUATION OF EDUCATION IN PRIMARY EDUCATION

Through the investigation of the current situation of the training of undergraduate talents in primary education major, the author finds that there are many problems in the training process of primary education major talents, which are summarized as follows.

2.1 The Mode of Personnel Training Is Single

At present, the biggest problem in the training of primary education professionals is the decoupling of theoretical teaching and primary school practice in colleges and universities, and the mismatch between student and teacher accomplishment and actual employment needs. The weak connection between colleges and primary schools leads to the lack of understanding of the situation and needs of front-line teaching in the process of talent training, which is ambiguous for the ability structure and quality structure of excellent primary school teachers. In recent years, although many advanced concepts and methods have been incorporated into the teaching of primary education major courses, they have not been implemented in actual teaching, and the formalization problem is prominent in the teaching process of specialized courses. Moreover, there are few practical opportunities for students to really walk on the platform of primary school, and they cannot fully combine theory with practice, so the current learning effect of students is not ideal [4]. Although normal colleges have diversified training models such as internship, study, practice, and double tutors, they are mostly mere forms in the implementation process. Of course, the talents cultivated under this model can hardly meet the requirements of the current basic education for the comprehensive ability of excellent primary school teachers.

2.2 The Orientation of Talent Training Objectives Is Fuzzy

Due to the lack of thorough understanding of social needs and changes, some colleges and universities have vague goals and positioning in the cultivation of primary education professionals. Some local colleges and universities make reference to the professional talent training goals of the best normal colleges in China, and do not integrate the actual teaching situation and teachers of their own colleges and universities. They pay too much attention to the training of theoretical primary school teachers, and pay little attention to the training of general primary school teachers who are more suitable for the underdeveloped areas [5].

2.3 The Construction of Practice System Is Not Perfect

There are also many problems in the curriculum system of primary education in some colleges and universities, which will adversely affect the cultivation of professional talents and the improvement of teaching quality. For example, the curriculum setting attaches too much importance to the theoretical teaching, and at the same time, the distribution of various courses is unreasonable. General courses and teacher education courses account for a large proportion, but there are generally few courses and educational practice courses that can exercise students' practical teaching ability. The study of these courses plays a very important role in the improvement of students' professional ability and their future employment. Practical courses are the key to determining the professional development ability of primary school teachers.

Some colleges and universities focus too much on teaching skills training in the design of practical curriculum objectives for primary education majors. The class hours of skill courses aim to strengthen the professional skill training of teachers, but the one-sided emphasis on skill training and the grinding of specific operational skills is a shallow understanding of practical courses. In practice teaching, it is found that normal university students' skill training is unfamiliar and blind without the one-to-one guidance of teachers, that is, normal university students cannot think independently, and their experience and skills cannot be transferred to new situations. Curriculum quality feedback is a key step in closed-loop management, and the purpose of course evaluation is to better serve the

continuous improvement of subsequent courses. The lack of scientific evaluation of curriculum quality and the failure to analyze and improve the existing problems in the implementation of the curriculum are not conducive to the improvement of curriculum quality.

3. RESEARCH ON THE WAYS OF EDUCATION PROMOTION OF PRIMARY EDUCATION UNDER THE BACKGROUND OF EXCELLENT TEACHER TRAINING

In the new era, the requirements for primary school teachers are omni-dimensional. Under the background of excellent teacher training, how to optimize the training of primary school education professionals is very crucial.

3.1 Improving the Content of Professional Personnel Training

In higher education, the school curriculum is set according to the goal of talent training, and the curriculum is different from the goal of talent training. According to the existing problems and objectives in the curriculum setting of the current training mode for undergraduates in primary education, it is necessary to further improve the setting of the curriculum content, curriculum type and curriculum structure to perfect the current training content for undergraduates in primary education. In the course content setting, we should reflect the undergraduate level, attach importance to the vertical connection of the course content, especially the relevant content of primary education and teaching, and strengthen the direct connection with primary education and teaching; In the setting of course types, it is necessary to focus on synthesis and reflect comprehensive cultivation. This synthesis is not only reflected in the overall synthesis of general courses, education courses and subject courses, but also in the synthesis of their respective internal subjects. The comprehensive setting does not exclude the appropriate emphasis on a certain subject direction (mathematics, Chinese, etc.) or a kind of direction (liberal arts comprehensive, science comprehensive, etc.), can be set on the basis of the comprehensive setting. In terms of curriculum structure, it is necessary to deal with the proportional relationship between general courses, education courses and subject courses, science courses and humanities courses, theory

courses and practice courses, compulsory courses and elective courses according to the specific professional talent training objectives, so as to reflect comprehensiveness, unity and selectivity.

3.2 Innovating the Practical Curriculum for Primary Education

Through observing classroom teaching in primary schools, entering primary schools for observation and other forms, we can obtain courses with direct experience on people, things and things in primary schools, aiming to enrich normal university students' knowledge and make them initially understand various educational phenomena in primary schools. This kind of course plays an important role in the early stage of learning. When normal university students enter the professional study, everything is strange, and learning theories will feel obscure and boring, while direct experience can serve as the advance experience of theories to lay the groundwork for their learning theories. Through the combination of teaching and practice in the virtual environment, normal students can master teacher skills, imitate and practice specific skills, master and complete certain skill steps, and constantly polish from unfamiliar to skilled, from rough to fine, so that the skill can be automated and stylized after a certain period of time is its ideal state. The ability of reflection, evaluation and research is formed through the reflective practice course. Normal university students use theory to analyze practical experience, use practical experience to examine theory, and promote the conscious connection between practice and theory, so as to carry out reflective learning, and finally form a course marked by reflective thinking and ability.

3.3 Integrating Primary Education into Innovation and Entrepreneurship Education

With the deepening of the concept of training applied talents, it is necessary to give full play to the advantages of the second classroom of primary education, actively carry out innovation and entrepreneurship education, and realize the improvement of students' innovation and entrepreneurship awareness. In this process, it is necessary to integrate the content of innovation and entrepreneurship education into the teaching activities of the second classroom to realize the effective integration between it and the teaching of professional courses, bring the advantages of

professional teaching in the second classroom into full play, and realize the improvement of students' innovation and entrepreneurship education level in a subtle way. For example, in the teaching process of the second classroom, students can be organized to conduct courseware display competitions, teaching skills competitions, etc., to clarify the main body of innovation and entrepreneurship, so that students can carry out positive thinking and pay attention to the cultivation of their own innovation and entrepreneurship consciousness. In the process of writing and teaching articles related to innovation and entrepreneurship, students can form a deeper understanding of the advantages and importance of innovation and entrepreneurship, and establish a good thinking concept. In addition, it is necessary to take advantage of the information exchange meeting on innovation and entrepreneurship and the admission education for new students, pay attention to the cultivation of students' innovation and entrepreneurship awareness, and guide students to form correct values. In social practice activities, students should be organized to actively participate in social practice, such as local schools, training institutions, so that they can understand the current situation of actual teaching and strengthen the cultivation of professional ability.

3.4 Building a "Double Tutorial System" Collaborative Education Model

As the main members of collaborative education, internal and external tutors should reflect the basic characteristics of "cooperative community", that is, both parties aim at improving the pre-service professional ability of primary school education students, and ultimately achieve mutual benefit and win-win situation through continuous consultation and cooperation, common learning and co-creation of resources.

In addition to classroom theory and practice teaching, the tutors also guide students to carry out vocational skills training, second class and club activities, and participate in various subject competitions. As the main members of collaborative education, internal and external tutors should reflect the basic characteristics of "cooperative community", that is, both parties aim at improving the pre-service professional ability of primary school education students, and ultimately achieve mutual benefit and win-win situation through continuous consultation and cooperation, common learning and co-creation of resources.

In addition to assuming their respective teaching tasks in theoretical and practical courses and giving full play to their respective advantages, the teachers of both sides also undertake quality education tasks such as cultivating students' humanistic literacy, improving their ability to reflect on scientific research, consolidating professional belief and establishing noble teacher ethics. These tasks can be implemented imperceptibly in every teaching or communication between teachers and students, and can also be realized through special lectures, reports, visits and other activities. To this end, we hired some teachers from both sides to carry out a series of "alumni face-to-face" lectures, a series of activities of "Primary School famous Teacher Class" and a series of activities of "Educational books reading Salon" for students, and regularly provide quality education for students in their professional growth from different angles and aspects.

4. CONCLUSION

The cultivation of excellent primary school teachers at undergraduate level is the requirement given by the new era, the practical needs of the society and the demands of undergraduates majoring in primary education. In order to provide more excellent primary school teachers to the society and help the students of primary school education to improve their employment competitiveness, it is necessary to reform the concept of education, to reform and innovate the training mode of excellent primary school teachers, and to improve the quality of professional personnel training in primary school, so as to achieve better development of the cause of basic education in China.

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