

A Study of Strategies to Improve the Quality of Teacher Trainees from Teacher Training——The Example of the Teacher Training Program at Liaoning Normal University

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Abstract: With the changes of the times and the advent of the AI era, the development of education has also attracted much attention, linking teachers with science, culture and talent. The most difficult part of teaching today is no longer the acquisition of knowledge, but the distance from knowledge to action; to become a teacher, it is no longer enough to have excellent professional knowledge, but also to have the ability to build good relationships; outstanding communication skills as well as imagination, and also to have the ability of lifelong learning, all of which belong to the scope of quality training from teachers. Therefore, it is very important to enhance the teacher training students' teacher quality skills effectively.

Keywords: Teacher training students; Teacher quality; Competence development

Introduction

Teacher training students are responsible for training the future talents of the country and have a great influence on social development. Therefore, each high teacher training institution in China should improve the level of teacher training, conduct in-depth research and discussion on teacher professionalism, teacher professional knowledge and teacher professional ability, and explore positive and effective ways and methods to improve the quality of teacher training students. This paper takes the teacher training program of Liaoning Normal University as an example, and analyzes the current situation of teacher training in Liaoning Normal University through relevant literature and research questionnaires, and then proposes methods such as establishing teacher training centers, adjusting curriculum structure and strengthening internship management to create a batch of high-quality professional teachers for the country and society.

1. Overview of teacher training students' quality as teachers

1.1 The connotation of teacher training students' quality as teachers

Different scholars have also put forward their own opinions from different perspectives. According to Tang Songlin and Xu Houdao, "the so-called teacher quality refers to a professional quality that teachers should possess. This professional quality consists of three main aspects, which are the quality of teaching students to seek knowledge, the quality of teaching students to be human beings, and the quality of how teachers can teach and educate people effectively."^[1] Lin Chongde define teacher quality as "the sum of psychological qualities that teachers exhibit in their educational and teaching activities, that determine their educational and teaching effectiveness, and that have a direct and significant impact on students' physical and mental development."^[2]

First, because of the special nature of the teaching profession, the quality of teachers is also special. The subject of teacher education is the student, and his or her educational activities need to be carried out in accordance with the laws of the student's physical and mental development. The quality of education needs to be closely related to teachers, students and educational activities. Second, the development of teacher quality is a long-term process. Teacher quality needs to be developed on the basis of innate physiological and psychological conditions, and through acquired exercise and training, and the training of teachers cannot be achieved overnight, but requires a long-term process. Third, teacher quality is a complete whole, and its internal elements are closely integrated and inseparable, together forming the teacher quality complex. As Lin Chongde and other scholars have said, teacher quality is "the sum of psychological qualities"^[3].

1.2 Structure of teacher-training students' quality as teachers

This paper will analyze the structure of teacher training students' quality of teaching from three basic aspects: teacher professionalism, teacher expertise, teacher professional competence^[4]. The professional knowledge of teachers is the foundation of the teaching profession. The teaching ability of teachers is the guarantee of the teaching profession, the key to the teachers' ability to teach well and to educate people, and the top priority of the training of teacher trainees in schools. The professionalism of teachers is the value of leading teachers to engage in the teaching profession and guiding teacher trainees to form a correct view of teaching and education. As a future teacher, firstly, they need to have the consciousness of loving the country and abiding by the law and supporting

the leadership of the Party; secondly, they need to have a good concept of education and use their own correct behavior to guide students to form good three views; thirdly, they need to contain a teaching enthusiasm for the teaching profession.

2. Research process and analysis of the current state of research

2.1 Research process

Schools with a high number of graduates from Liaoning Normal University were selected for research interviews in this study, such as the Second Affiliated Middle School of Liaoning Normal University, the Twenty-first Middle School of Dalian, the Seventeenth Middle School of Dalian, and the Fifth Middle School of Dalian; primary schools were mainly selected for Dalian Central Primary School, Dalian Experimental Primary School and Jiefang Primary School; nearly forty graduation Arts and Science were also selected for interviews; questionnaires and interviews were also conducted with four pedagogy teachers from Liaoning Normal University. Through the analysis of the questionnaire data and interview records, it is concluded that most teacher-training students, after completing their undergraduate courses and educational internship.

2.2 Analysis of the reasons for the current state of teacher training for teacher training students

2.2.1 There is a lack of guidance on educational practice received by teacher trainees

In the process of training teacher trainees to be teachers, educational practice is a practical and effective way to put theory and goals into practice. At present, the “double tutor” system is the main form of educational practice for teacher-training students in most universities, which requires tutors to provide remote and on-site guidance to students. Interviews with teachers at Liaoning Normal University revealed that undergraduate school instructors are mainly responsible for teaching tasks and teaching work in universities.

2.2.2 Problems with the structure of the educational curriculum for teacher trainees

The education courses taken by teacher-training students during their undergraduate studies are mainly divided into theoretical courses and practical courses. Through the survey, it is found that the proportion of teacher education courses taken by teacher-training students is relatively small, and the courses are not systematic and structured enough. The content of theoretical courses is not closely related to the cultivation of teaching practice, so there is a difference between the content of teacher education courses taken by teacher trainees during their school years and the real teaching work situation.

3. Suggestions and strategies to enhance the quality of teacher training for teacher trainees

3.1 Establishment of a teacher training centre to strengthen the quality of teacher training

Most of the teaching teachers have not received professional training in teacher training, so there are large limitations in the knowledge of the teacher quality of an excellent primary and secondary school teacher, so it is impossible to rely on them to complete the students’ comprehensive teacher quality training. Therefore, the university should deploy teachers who are good at teacher training from a global perspective, such as teachers of the art of external presentation, teachers of the art of language expression, teachers of the use of new media technology to focus on public compulsory courses for all teacher-training students in the university to effectively improve the teacher quality of teacher-training students in Liaoning Normal University.

3.2 Restructuring the curriculum and implementing systematic teaching

The proportion of the total curriculum for teacher education courses should be significantly increased, and the curriculum should be more enriched. Teachers should establish systematic and complete teaching plans, adopt a graded teaching mode, and formulate corresponding teaching plans according to the characteristics and needs of teacher-training students in different grades, so that students in each grade stage can complete the corresponding learning tasks. For example, the freshman stage should focus on the study of basic theoretical knowledge in education, consolidate the foundation and deepen students’ mastery of theoretical knowledge; the sophomore stage starts the study of practical class-related courses, making full use of the basic knowledge learned in freshman year to complete practical tasks and continuously strengthen the comprehensive ability through practical exercises.

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