Research on the "o-t-s-e" Mode of Classroom Cultivation of Teacher Students' Professional Quality Based on the Concept of Cooperative Learning

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Abstract: To meet the actual conditions of normal colleges and universities, to enrich the study time of normal students in the middle grades, and to continuously and effectively cultivate the professional qualities of normal students is a topic that requires in-depth exploration in normal colleges and universities. Introduce the concept of cooperative learning, make effective use of classroom teaching, clarify that students are leaders, learners, exhibitors, and evaluators, and teachers are designers, instructors, and collaborators. The role positioning of teachers is to establish an "OTSE" model for classroom training of professional literacy for normal students. That is, in the classroom teaching process, the teacher organically integrates the three stages of pre-class, class and after-class, and implements the professional quality of "observe-think-show-evaluate" for normal students in stages Training mode.

1. Introduction

Teachers' professional literacy mostly refers to teachers' professional skills, basic teaching skills, teaching methods, and teaching effects. Specifically, they generally include understanding curriculum standards and mastering textbooks, preparing lessons, using teaching language, designing blackboards, using modern teaching techniques, and subjects. Specialized, organizational teaching, teaching evaluation and other professional qualities. The solid level of teacher professionalism is an important basis for measuring the level of teachers. For decades, normal colleges and universities have generally adhered to the training of the professional qualities of normal students, generally offering public courses such as "Mandarin" and "Three Bizi" in the lower grades, teaching internships in the upper grades, and skills related to teachers in the middle grades. The training mode of the related competitions is mainly, although it can achieve certain results, it is still far from the training goal. In addition, due to the impact of the comprehensive development of normal universities and the pressure of teachers' scientific research tasks, the current training of teacher students' professional quality is declining Trend, the teaching literacy of normal students is worrying. Based on the current environment of normal universities, how to enrich the learning time of students in middle grades, introduce advanced learning concepts, make efficient use of classroom teaching, and create a training model that promotes the rapid

development of teacher education reform and development has very important and realistic significance for the reform and development of teacher education.

2. Involvement of the Concept of Cooperative Learning

Cooperative learning is characterized by interpersonal cooperation and interaction in teaching. It is currently a highly influential and effective teaching theory and strategy organization widely adopted by countries all over the world. Combining the definition of cooperative learning by domestic and foreign scholars, the author defines cooperative learning as: a team formed in different forms under the planning and organization of teachers to cooperate with, support each other, and work hard for a common learning goal. Finally, the teaching strategy based on the total score of the team. Its connotation includes the following levels: First, cooperative learning is a teaching and learning activity with a group (more than 2 people) as the basic organizational form. Second, cooperative learning is a learning activity in which teachers guide students to clear goals; third, cooperative learning is a teaching strategy that requires team members to work together to produce the expected results; fourth, cooperative learning is a way of relying on the overall group Achievement is a learning activity that can be strengthened as a reward standard; fifth, cooperative learning is a teaching activity that takes teachers as the leading and student as the main body. ①

There are three reasons for incorporating cooperative learning theory into the construction of teacher-training students' professional literacy classroom training model: First, the traditional teacher-centered classroom teaching model, which fully emphasizes the knowledge imparted by teachers to students, is easy to form a "full classroom" teaching style. Students are only passively accepting learning, and it is difficult to actively think about the problems and difficulties of knowledge, let alone explore teaching methods and exercise basic teaching skills. The implementation of cooperative learning can effectively promote students to actively participate in learning, and awaken students' attention and thinking about teaching itself; second, cooperative learning can create a targeted continuous training platform for students to exercise their teaching professional qualities during the implementation process. ; Third, the teacher-student cooperation and student-student cooperation promoted by cooperative learning can enhance students' interpersonal communication skills, which is an important quality that normal students need to have to become a teacher.

3. The Role Positioning of Students and Teachers in the Classroom Training Model of Teacher-Training Students' Professional Literacy

3.1 The Role of Students

The person in charge. The subjectivity of students is fully emphasized and embodied. Students need to participate in determining teaching content and become the center of the entire learning process; students need to be responsible for their own learning, development and learning skills; students not only need to develop self-awareness as learners, but also need Develop inertial thinking that observes teachers' teaching methods and skills.

Researchers. Students should not be confined to classroom study, but also need to expand extracurricular research and study to enrich the breadth and depth of knowledge. Students should work in groups to collect relevant information extensively, organize and summarize, and carry out meaningful discussions at the same time, so as to consolidate their professional skills.

Presenter. In appropriate classroom activities carefully designed by teachers, students are exhibitors and performers. Teachers and other students only need to listen carefully and cooperate actively. Bring together the collective wisdom and hard work of the group. After clarifying the

teaching goals, conceiving the teaching process, designing the blackboard, etc., the group representatives should fully demonstrate the group study and research results with full enthusiasm and good teaching attitude.

Evaluator. Students can participate in the evaluation of each link of classroom teaching, especially the teaching link with students as the main body. Teachers can guide students to conduct real-time self-evaluation and mutual evaluation, which helps students understand their strengths and weaknesses and improve their learning effects. Improve overall quality.

3.2 The Role of Teachers

The designer. Before carrying out teaching, teachers need to carefully design teaching activities that are close to students' real, in line with students' interests, and suitable for students' learning ability based on students' knowledge background, hobbies, life experience and psychological characteristics, combined with curriculum goals and teaching content, and comprehensive consideration Links such as pre-class introduction, class deepening, and after-class expansion, fully mobilize students' enthusiasm for participating in learning, and stimulate their motivation to complete learning tasks.

Instructor. While giving full play to the subjectivity of students, the leading role of teachers is equally important. Teachers must first strengthen the professional teaching and the professional literacy of normal students to cultivate the awareness that they go hand in hand and complement each other, guide students to determine clear learning goals, master the ideas and methods of research problems, use efficient learning strategies, learn to collect and process various types of information, and develop themselves The advantages and personality of the team, learn team interaction and cooperation, and so on. Throughout the teaching process, teachers should try their best to create scenarios that stimulate students' creative thinking, guide students to actively recognize and actively question, and turn the teaching process into a benign interactive process of equal exchanges between teachers and students, students and students, and joint research on issues. In the process of active learning, students get a positive experience of research, which lays a solid foundation for the continuous development of students. During this period, it is also very important for teachers to help students solve problems in time, and to give students immediate feedback and evaluation.

Collaborators. Teachers need to change traditional concepts, treat students with an attitude of equality, democracy, respect, understanding, and appreciation, and approach students. Teachers must not only sincerely participate in teaching activities, but also strengthen teacher-student cooperation and act as a good "director". In the process of student "performance", teachers must be full of emotions and expectations, and accompany students with appreciation and encouragement. "Performance" and appreciate the fun of teaching each other.

4. The Construction of the "o-t-s-e" Model for Classroom Training of the Professional Literacy of Normal Students

Teachers' professional literacy classroom training "OTSE" model, that is, in the classroom teaching process, teachers implement the "Observe-think-think-show" for normal students in three stages: pre-class, classroom, and after-class.)-Evaluate" professional literacy training model. Observation is the prelude to cultivation, which is the cornerstone of thinking, display, and evaluation; thinking and display are the essential process of cultivation and the core part of the model; and evaluation is the end of cultivation, which is the perfection of observation, thinking, and display.

Teachers in the second and third grades of each subject can implement the cooperative learning

theory into the courses taught, and carefully and detailed scientific cooperative learning implementation plans are formulated during lesson preparation. The content of the plan mainly includes: ①Selection of teaching content. Not all teaching content is suitable for cooperative learning. Teachers should select appropriate teaching content according to the characteristics of the course itself, according to the criteria of moderate difficulty, rich connotation, and strong exploratory ability. ②The formation of study groups. On the basis of soliciting students' opinions, teachers should pre-determine the grouping criteria of "homogeneity between groups, heterogeneity within groups" or "heterogeneity between groups and homogeneity within groups". ③ Determination of learning objectives. Can determine large and small goals, long and short goals, fixed and temporary goals, etc. ④The team plan is reviewed and approved. Each team shall formulate a detailed plan for the division of tasks and specific implementation and submit it to the teacher for strict review. ⑤Formulation of learning effect evaluation plan. Teachers should clarify in advance the evaluation standards and requirements for group and individual performance in the cooperative learning process, and formulate a learning effect evaluation plan. ②

Before class, the teacher needs to guide the students to randomly divide the study group, and master the list of group leaders and group members. In the classroom teaching process, teachers will divide the three stages of pre-class, class, and after-class, and implement the "O-T-S-E" model of teacher-training students' professional literacy classroom training in stages. See the table below for details:

Table 1 the "O-t-s-e" Model of Classroom Training of Professional Literacy for Normal University Students

Time Style	Before	In	After	Cultivate professional qualities Expected goal
(O)	Look for cases related to new content for observation	Observation of teachers' teaching and group members' learning	Collect and organize theoretical and practical materials for the thematic content assigned by the teacher	Consolidate professional skills, improve observation and independent learning ability
(T)	Thoughts on the relationship between new content theory and practice	Think about the questions raised by the teacher and the questions he explored	Combine independent thinking with group internal collective thinking and discussion to determine the core content	Enhance scientific research ability, problem-solving ability, and collaboration ability
(S)	Use PPT to show and explain the results of case analysis	Fully understand the knowledge points through internal or inter-group discussion and debate, and finally report in groups in class.	Using multimedia, the group recommends representatives to give lectures or lectures in class	Cultivate teachers' basic skills, including lesson preparation, use of teaching language, application of modern teaching technology, organization of teaching, etc.
(E)	Instant evaluation, combining teacher and student evaluation	Instant evaluation, teacher evaluation is the main	The combination of immediate evaluation and delayed evaluation, with student evaluation as the mainstay, competition can be adopted	Cultivate the professional quality of teaching evaluation

In the above-mentioned training mode, the teachers conduct case analysis reports before the lectures, not only for the drills for the professional thematic classroom reports after the lectures, but more importantly, to cultivate the students' ability to integrate theory with practice, and to use the case teaching method proficiently for students in future teaching. Explain the content of the course in a simple and simple way to lay the foundation. Teachers use question discussions and debates in

lectures to inspire students to think and understand the questions and difficulties of the course content, which not only promotes students' mastery of knowledge points, but also learns the questioning skills in the teaching process, and effectively organizes teachers, students, students and students. Interactive method. The professional thematic classroom report after the teacher's lecture is a good platform for training the basic skills of normal students. Through cooperation between group members, students will continue to enhance classroom teaching design, accurately use the teaching language, proficiently apply modern teaching technology, and effectively organize classroom teaching. This has laid a solid foundation for future educational internships and even formal employment.

5. Conclusion

Solidly carrying out the professional quality training of normal students should be one of the central tasks of teaching in normal colleges and universities, and it is also an inevitable option to promote the quality education of normal students. The professional quality training of normal students and the educational goals of normal universities should be consistent with each other. The curriculum arrangement of normal universities is also designed to improve the various teaching qualities of students. Teacher teaching should persist in improving the various professional qualities of students. Any professional training carried out outside of teaching is just a short-term behavior of education. Normal colleges and universities should adhere to the training of classroom teaching as the center, supplemented by various special events, internships, and constantly innovate training models to build a three-dimensional training system.

Acknowledgement

References

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