

Training Strategies of Normal Students' Educational Feelings Based on the Perspective of Normal Professional Certification

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Abstract: Educational sentiment is the educators' understanding of education, the professional emotion, value orientation and specific educational behavior of educational cause, as well as the spiritual quality of persisting in teaching and educating people. In order to better implement the requirements of teachers' professional certification and promote the cultivation of normal students' educational feelings in normal universities, this study first puts forward the cultivation requirements of normal students' educational feelings, including moral sentiment, benevolence, love of teaching and willing to teach and research. Secondly, in order to develop the students' educational feelings in an all-round way, we should develop a variety of educational sentiment cultivation paths, such as the combination of school in school and outside school, the combination of theory and practice, the combination of curriculum education and self awakening.

1. Introduction

In September 2014, general secretary Xi Jinping at the Beijing Normal University conference stressed that the majority of teachers in the country should have “good faith, moral sentiment, solid knowledge and benevolence”. Teachers' ideal and belief, moral sentiment, solid knowledge and benevolence are the profound embodiment of teachers' educational feelings. Therefore, it is the party and the state's ardent hope for teachers to cultivate teachers' educational feelings. In October 2017, the Ministry of Education issued the “measures for the implementation of the accreditation of teachers' majors in ordinary colleges and universities (Provisional)”, and “educational feelings” has also become one of the certification standards. It can be seen from this that the cultivation of normal students' educational feelings to be included in the graduation requirements fully shows its importance. Based on the above background of the times, it is imperative to cultivate the educational feelings of normal university students.

2. The Connotation of Educational Feelings

Most scholars agree that teachers' morality is the external representation of teachers' feelings. Among them, ancient Chinese educators put forward that “to be a teacher, to practice”, “to learn high as a teacher, to be upright as a model”, “to follow good guidance and to teach others tirelessly”

are all the manifestations of teachers' ethics. Teacher's morality and duty are also the pursuit of teachers' morality and value. From Aristotle's point of view, virtue is a kind of teacher's inherent spiritual quality, and virtue is a necessary quality for teachers to obtain educational practice value. Educational sentiment is the alias and strengthened version of teacher's morality. To emphasize teacher's morality is to attach importance to educational sentiment. The new era endows teachers with new connotation and requirements of educational feelings. From the perspective of teachers' professional certification, the accreditation standard of secondary education points out that "educational sentiment" refers to "having the willingness to teach, recognizing the significance and professionalism of teachers' work, having positive emotions, correct attitude, correct values, having humanistic and scientific spirit, respecting students' personality, being full of love and responsibility, being careful and patient, Be a guide for students to temper their character, learn knowledge, innovate thinking and contribute to the motherland. Normal students are about to become people's teachers, but they have different educational feelings from the front-line teachers who have practical cognition. Therefore, it is necessary to define the educational feelings and qualities in the pre service training of normal students^[1].

3. The Model of Normal Students' Educational Sentiment and Accomplishment

Based on the connotation of educational feelings in the accreditation standards for secondary education majors and previous studies, this paper proposes that the educational feelings of normal students include four dimensions: moral standards, willingness to teach, willingness to teach and research, and benevolence. Moral standard is the basic criterion for teachers to follow in education and teaching activities, which includes both teachers' ethics and professional standards. During the period of study in Colleges and universities, normal students should internalize these professional standards into appropriate moral concepts, professional ethics and career development vision through the study of professional courses, so as to strictly abide by the bottom line in their post-service development and become the casting of their hearts. From the willingness to teach, willing to become a middle school teacher, and love teaching is the fundamental requirement of teachers' professional attribute. Normal students should start from the willingness to teach, and form a growth path of loving their jobs, devoting themselves to education and striving for improvement after their work. Being willing to teach and research, lifelong learning and reflection are the power sources of teachers' professional development. Normal students should be willing to learn, pursue the continuous development of their own professional quality, be good at discussion and reflection, explore teaching methods in practice and accumulate teaching experience. The heart of benevolence, love is the bottom color of education, with love of benevolence, students are the soul of education, but also the core quality of teachers' educational feelings. Normal students should be based on the heart of benevolence, feel love and responsibility in learning and getting along with others, so as to make spiritual reserves for becoming teachers and cultivating people^[2].

4. The Exploration of Cultivating Normal Students' Educational Feelings

Based on the model of Normal University Students' educational sentiment and quality, and taking into account the training requirements of teachers' professional certification, the path of cultivating normal students' educational feelings in normal universities is developed. Through the construction of specialized courses, the improvement of network teaching, the deepening of classroom reform, the promotion of students' self awakening and other aspects, to achieve the goal of cultivating the quality of educational feelings.

4.1 Strengthening the Construction of Normal University Students' Education Curriculum

and Improving the Curriculum System of Cultivating Educational Feelings

Colleges and universities should pay more attention to the knowledge of educational subjects and teaching methods, and pay attention to the new quality of educational feelings. Improve the construction of curriculum system, develop and open school-based curriculum. At the same time, we should make full use of internal resources, set an example, create campus culture, and carry out emotional education and life education^[3].

4.2 Improving the Campus Information Network System and Promoting the Education of Normal Students by Using the Internet Plus Teaching Mode

Making full use of network resources, network coverage of campus, building information learning environment, developing online courses, encouraging teachers to explore new teaching mode based on Internet plus, and promoting the integration of information technology and education concepts, and opening the cyber source of AI^[4].

4.3 Deepening the Reform of the Curriculum Makes the Teacher's Feelings Become the Main Position of Teacher Education

We should develop curriculum resources, select rich materials and cases that conform to normal students' life experience and emotion, lead correct values and sentiment, and form teachers' moral standards. We should change teaching methods, advocate independent, cooperative and inquiry teaching methods, pay attention to students' personal experience and participation, stimulate students' thirst for knowledge, guide students to be willing to learn and research, and promote the formation of willing teaching and research literacy. We should pay attention to practical teaching, carry out practical training courses, educational probation and educational practice, adhere to the combination of theory with practice, test and reflect on educational teaching theory in practice, obtain a sense of satisfaction and achievement, form the willingness to teach, and thus love teaching. To carry out visiting activities, in-depth understanding of primary and secondary school campus, understand the situation of school, promote the communication between normal students and primary and secondary school students, through the personal experience of normal students, form the heart of benevolence^[5].

4.4 Giving Full Play to Personal Initiative and Promoting Normal Students' Consciousness of Education

Through the learning process of teacher education curriculum, campus culture edification and educational practice practice, we can give full play to individual subjective initiative, construct our own value system and cultivate our educational feelings. Based on the core quality of the discipline, we should update the educational concept, study teaching skills assiduously, and establish the willingness to teach. Through self reflection and peer communication, normal students break through the shackles of individual cognitive experience, complete the process of self awakening, acquire correct education emotion, attitude and values from inside, explore in external practice, learn in confusion, grow in reflection, and innovate in understanding^[6-10].

5. Conclusion

The professional accreditation of teachers' colleges and universities puts forward the concept of educational feelings and training requirements. Through professional curriculum construction,

network teaching, deepening classroom reform and promoting self awakening, normal students can have strong willingness to teach, have correct teacher morality and values, learn to learn, be willing to teach and research, and have a heart of benevolence. It not only provides strong support for normal students to achieve the graduation requirements of “practicing teacher's ethics, learning to teach, learning to educate and learn to develop”, but also promotes the implementation of national policies and policies such as the spirit of the 19th National Congress of the Communist Party of China, giving priority to the development of educational undertakings and moral education.

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