

Strategy of High School Teacher Education and Training under the Background of the New Curriculum Reform

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Abstract: The continuous development of information technology and the new curriculum of primary school education have put forward higher requirements for teachers' education and training skills. The survey of the current situation of the education and training skills of middle school teachers shows that middle school teachers are very positive about the importance of education and training skills, and they are aware of the application of knowledge and educational skills in learning and life, but they lack of theoretical knowledge of education and training skills, poor skills, and low awareness of application and innovation. Based on the analysis of the current situation, the authors try to propose some strategies about the curriculum design, content, implementation, teaching methods and evaluation methods, in order to inspire similar educational institutions.

1. Introduction

In 2018, our country issued the "about comprehensively deepen the reform of the new era of teachers team construction opinion", led by a dozen education file, file specified in the team of the construction of the new era of teachers "top design". One of the goals proposed in The Modernization of China's Education 2035 is to build a team of high-quality, capable and innovative teachers. This paper presents teacher training strategies in the context of educational modernization, as well as reference materials for teachers.

2. Problems existing in the education and training of senior high school teachers

2.1 The bottleneck of the new curriculum reform: the difficulty of teachers' growth

In the new curriculum reform, teachers play a crucial role. They are not only responsible for imparting knowledge, but also responsible for meeting the needs of students, and become an indispensable part of the learning process of students. Teachers' way of thinking, ethics and their role will have a profound impact on the new curriculum reform, and will have a significant limit on its results. Therefore, the growth and progress of teachers not only depends on their desire for future learning and growth, but also depends on what resources and opportunities they have to support their growth and progress. It should be emphasized that under the current circumstances, the challenges and opportunities facing teacher development are very severe.

2.1.1 The heavy burden of exam-oriented education limits the growth of teachers

At the same time of the implementation of the new curriculum reform, due to the uneven distribution of educational resources and the backward talent selection mechanism, the exam-oriented education is still developing continuously. Some schools have adopted different ways to make up tutoring and solve the severe challenges in the new curriculum reform through a lot of exercises. The new curriculum reform is a topic worth pondering, which not only requires us to be more refined and deep, but also requires us to pay more attention to practicality and creativity. Teachers face great challenges by focusing a lot of energy on various exams, quizzes, competitions, and assessments, while lacking opportunities for autonomous learning.

2.1.2 The old teacher training model cannot promote the growth of teachers

For a long time, the Ministry of Education at all levels has established different types of teacher education institutions, combining different types of high-quality teaching and academic resources, and relying on universities or teaching research. In many years of practical work, they have adhered to the objective principle of normal education, explored new ways of normal education, created their own mode of normal education, and played a unique role of guidance, connection and benchmarking in the process of normal education. With the progress of The Times, the field of education is facing unprecedented challenges. Especially under the promotion of the new curriculum reform, the traditional training and teaching methods have been difficult to adapt to the current needs, so we need to be more innovative and flexible use of these methods to improve the professional ability of teachers. Under the specific background of the new curriculum reform, our teacher education institutions are not well prepared, do not deeply understand the spirit of the new curriculum reform, do not seriously analyze the new problems of teacher education under the new curriculum reform, and do not update the teaching mode, leading to the teacher education under the new curriculum reform "wear the new shoes and follow the old way". Because teachers do not keep pace with The Times, "using old methods to deal with changes" has affected the quality of teacher education. There are many problems in teacher education, which limit the thorough promotion of the new curriculum reform.

2.2 The obstacles to teacher growth: the lag of teacher training mode

Teacher education is generally the initial education. However, the new curriculum reform has a broader focus on teacher education, not only in pre-service education, but also in all stages of teacher development, and should run through the professional career of teachers. In the past, teacher training was not incorporated in the system, but was undertaken spontaneously. In recent years, teacher development institutions have not only provided school-specific training for teachers, but also many in-service training courses, such as principal training in major teacher development institutions, school principal training, and distance education in the entire teacher profession. Obviously, our current teacher education model has fallen far behind the new curriculum reform, and we must unswervingly implement the reform and innovation.

At present, the education model is generally simple, boring, simple, arbitrary, lacks a meaningful evaluation mechanism, and is full of other disadvantages, the following will focus on these disadvantages. 1) Single form, often one or two subjects, one or two experts, one or two lectures, teacher long and labor-intensive teacher training is reduced to "listen to lectures, do witness", 2) the content is disconnected from teacher development and teaching practice, the starting point is low, the positioning is not accurate, 3) the lack of necessary tracking. Lack of evaluation mechanism, teacher education management, quality monitoring and research, experience summary and promotion, problem investigation, institutional unique information and liaison role space is insufficient. There

are many reasons for the deficiencies in the teacher education model in institutions. First of all, they lack the initiative and creativity, and cannot cope well with the challenges brought about by the new curriculum reform. During teacher education and in-service training, they lack full awareness and preparation for the challenges and opportunities of the new curriculum reform. Lack of learning and sense of responsibility are the important reasons for teachers' lack of understanding and reflection on the new curriculum reform. This situation will not only affect the needs of teachers in their education, but will also prevent them from becoming lifelong learners. Therefore, we should attach importance to learning and the sense of responsibility, and strengthen the learning and reflection of new ideas, new knowledge, new information and new models. The situation is that teacher education institutions are developing rapidly, but they still need to be improved. Due to many reasons, the quality of teachers' education has decreased, which not only affects the smooth progress of the new curriculum reform, but also hinders the sustainable development of colleges and universities. This leads to tension, unclear responsibilities, incomplete tasks, mechanism failure and lack of strength.

3. Construction of teacher training under the background of the new curriculum reform

With the reform and opening up and the accelerated development speed of modern education, China's education has undergone great changes, which are mainly reflected in the new curriculum reform and education reform. In the classroom, the roles of teachers and students have changed dramatically, and the traditional teaching methods are no longer applicable, and the infrastructure of the classroom has changed significantly. In recent years, China's education cause has made great progress, one of which is that the construction of teachers has been significantly improved. The construction of professional teachers has become an indispensable part of China's education system at all levels. With the development of The Times, the progress of science and technology, the content and importance of professional team building are also constantly evolving and improving. In order to adapt to the social change, people put forward some new guidelines to establish a modern education system, these guidelines include: clear education vision, clear education goals, reasonable education structure, rich education content, advanced teaching methods and means, innovative education concept, as well as innovative education research methods.

3.1 Attach importance to teacher education

In the 1980s, the Ministry of Education of China gradually began to pay attention to the construction of teachers, and the research of education specialization and high quality is becoming an important part of the teachers. This trend is due to the research of some educators. With the change of the teacher team environment, it becomes more and more important to build a professional teacher team. Professor Ye LAN believes that the training of excellent teachers should be started from three aspects: one is to change the teaching profession from simple instrumental value to more intrinsic value; the second is to make teachers develop more internal motivation and cultivate their internal motivation; the third is to make teachers' work more process and from performance evaluation to a more comprehensive evaluation method.

3.2 Pay attention to the professional connotation of teachers

The traditional management of professional teachers emphasizes the basic teaching skills, such as theoretical knowledge, reading, writing and listening, and this idea only focuses on giving. The professional skills of the teachers played a role, but did not conduct in-depth analysis. In contemporary Chinese education, the social definition and understanding of professional teachers has changed dramatically. The professionalism of teachers has changed greatly, which is manifested in

three aspects. Teachers have a new understanding and understanding of their own professional spirit, which makes their work more humanized and personalized, and pay more attention to the quality of life and career. By designing the professional structure framework, we hope to accumulate knowledge more scientifically and reasonably, and combine theory with practice to form a comprehensive knowledge system. Teachers' professional skills have developed to cover classroom teaching, innovative thinking, communication skills and practical ability [1].

4. Opportunities for teacher training under the background of the new curriculum reform

Teachers' need to improve their professional skills is clearly an important sign of the changing times. How to effectively promote teachers' professionalism, this problem is very timely and needs to be solved. In 2001, the Ministry of Finance and the Ministry of Education launched a national training program, which has achieved effective results since its inception. Since its inception, practical results have been achieved. However, some teachers' training courses cannot meet the needs of their professional development, resulting in their professional level falling behind The Times. Therefore, I believe that the professional development of teachers should cover two important areas. Teacher professional development is an important topic, which provides teachers with more learning opportunities and theoretical knowledge, and the continuous updating of professional knowledge and improving professional ability is one of the core objectives of teacher education [2].

5. The method of training teachers under the background of the new curriculum reform

5.1 Institutionalized training

In recent years, the Chinese Ministry of Education has issued documents on professional standards for teachers and other relevant documents. In recent years, the Ministry of Education has issued a document on the professional standards for teachers and a document on the national training plan for primary and secondary school teachers. Through the implementation of demonstration training and rural teacher training, we can greatly improve the basic skills of rural teachers, which is a very important strategy. In addition, the national training program includes a number of different parts and programs that revolve around specific topics. In addition, the national training program includes thematic sections and subplans, and provides detailed implementation programs and recommendations. By taking this measure, we can effectively improve the level of teacher training, and have achieved remarkable results. Moreover, strengthening teacher training should link the administrative system and high-level planning to promote teacher education. The training process can be connected with the different professional needs of the teachers, and the value and evaluation mechanism and standards of the training can be incorporated into the design of the training program, so as to form a professional teacher education system, and thus ensure the improvement of the teachers' professional skills and increase their enthusiasm for participation [3].

5.2 Uphold the concept of teacher ethics training

China's Education Modernization 2035 says it will build a highly educated and highly skilled workforce. In order to improve the overall quality of teachers, we should vigorously promote the construction of teachers' ethics, and take it as the basic standard to measure teachers' ability. Through long-term and continuous efforts, we can make the construction of teachers' ethics more institutionalized and standardized. The moral quality of teachers is a key factor to measure their overall quality. Most schools believe that loving education, caring for students and taking work seriously are the core content of teachers' ethics. These qualities can not only improve the professional

level of teachers, but also provide students with quality educational services. Schools should enhance teachers' educational philosophy and help them build their educational beliefs through various training and social activities. For example, schools can hold regular training meetings on political science and educational ideas to help teachers establish correct educational ideas and raise their awareness of changing educational methods.

5.3 Change the traditional educational thought

The progressive educational concepts adopted by teachers have a direct impact on teaching. In the traditional education mode, teachers play a main role and students are the helpers, which leads students to lose the motivation to learn. In modern education, teachers should set up the correct teaching concepts, change the traditional ideas, guide students in the classroom, create a good learning atmosphere and school environment for students, and cultivate students' basic skills. Schools should also vigorously consider that teachers' educational concepts are consistent with classroom teaching methods: the responsibility for students in school should be changed into lifelong responsibility, progress is no longer one-way, but comprehensive, theoretical classroom teaching should be replaced by learning-based and practical teaching [4].

5.4 Improve teachers' application ability

Accelerate the transformation of education in the age of information society, promote the change and innovation of educational organization and management mode, and modernize education through the use of information technology. In order to achieve this goal, in order to improve the efficiency and quality of the entire education system, we must strengthen the training and training of teachers' information technology ability. In today's education field, teachers hope to improve their professional level by improving their teaching methods and using the latest techniques. In order to better demonstrate the uniqueness of the subjects taught, we recommend using information technology in the classroom to improve efficiency and quality. In order to better help teachers to master information technology, schools should strengthen the construction of teaching infrastructure, and regularly hold various micro-technology training, such as PPT and interactive electronic whiteboard. In order to improve the classroom efficiency, we suggest that the school should actively promote and encourage the use of multimedia technology. In order to improve the quality of education, schools should set up a special information technology department to provide teachers with suggestions on how to use their own advantages and professional knowledge to promote their use of modern technology [5].

5.5 Improve the professional level of teachers

In the modernization of education, schools should focus on school teacher training. Training should focus on the key concepts of education and the modernization of education. A "realistic" training approach will be adopted, and teacher training will be expanded through micro-courses and outsourcing. In addition, teachers can be encouraged to participate, improve and develop new technology competitions and "one teacher, one lesson" programs. This method can be used as a reference for other teachers in class, but also through classroom teaching as a tool of in-depth research, to promote the development of school teaching research. Teachers at different levels can organize cooperative lesson preparation and open teaching seminars, and teachers can share and reflect on their own teaching experience under the comments of other teachers to improve their teaching and research skills.

5.6 Innovate the way of "bringing the new with the old"

In recent years, most of the teachers hired by the school are recent college graduates. A very important question, then, is how to use these young teachers. Perhaps we should not use the traditional combination of old and new ways to improve the level of school teachers, and perhaps the best way is to rely on the support of peers.

6. Conclusions

In short, the declaration of promoting teacher education reform in China emphasizes the importance of teacher training and professionalism. At present, education has become one of the key means to cultivate creative talents and improve students' comprehensive quality in China. In education, students should be regarded as the core, while teachers should be the instructors, and their professional ability will directly affect the growth and development of students.

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