

Strengthening Vocational Skills Training for Normal University Students and Cultivating Their Vocational Abilities

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Abstract: Practical teaching ability is an essential professional ability for English subject educators at all stages of education. As the main battlefield for cultivating normal school students, universities should actively promote the integrated reform of English practical courses, actively organize vocational skill training activities, and help students form good professional abilities. Based on this background, this article proposes suggestions on how to strengthen vocational skill training for normal school students, in order to help them enhance their professional abilities.

1. Introduction

With the promulgation and promotion of the new curriculum standards, English subject teachers need to rely on more diverse and powerful professional abilities as support in organizing and carrying out teaching work, and comprehensively implement the many requirements for English subject classroom teaching in the new curriculum standards. Therefore, universities should focus on strengthening vocational skills training for normal school students in English practical courses, in order to help them possess good professional abilities and achieve good teaching results after joining the job.

2. The significance of offering vocational skills training activities for normal school students

2.1. Laying the foundation for normal school students to enter their work positions

Establishing vocational skills training activities is a necessary path for cultivating the vocational abilities of normal school students.[1] According to relevant research results, an excellent teacher needs to go through the stages of practical imitation, experiential consciousness, and independent creation to achieve professional growth. The vast majority of teachers need to complete the above three stages of professional growth through 3-5 years of teaching practice. Generally speaking, the stage where teachers go through practical imitation mostly occurs during pre-job training. During this stage, teachers participate in systematic training activities, and universities carry out practical course teaching for normal students, which is precisely one type of systematic training activities. From this, it can be seen that the school should pay attention to organizing vocational skills training activities for normal school students, lay a good foundation for them to enter the work position in the future,

and promote the smooth transformation of normal school students towards the direction of teachers.[2]

2.2. Assisting normal school students in achieving professional development

Focusing on cultivating the professional abilities of normal school students is an inevitable requirement for promoting their professional development. For normal school students, vocational skills are the fundamental abilities that need to be applied in the future teaching process. They are not only an inevitable prerequisite for normal school students to become teachers, but also a necessary foundation for their professional development. The results of practical research have proven that without rigorous training before entering the workforce, it is impossible to quickly fulfill responsibilities and integrate into the job, and teachers cannot achieve professional development.[3] As Professor Dong Zefang said, achieving professional development for teachers requires not only a solid reserve of professional knowledge, but also the experience of professional sentiment and high-level professional skills; Compared to professional knowledge and professionalism, possessing high-level professional skills requires long-term and rigorous training.

2.3. Meeting the requirements set by the new curriculum standards for teachers

The latest curriculum reform policy has made higher demands on teachers' professional skills. Indeed, since the promulgation of the free teacher training policy, various universities have been paying great attention to providing vocational skills training opportunities for teacher students, and many teacher students have continuously improved their professional skills. However, it should be noted that the energy invested by normal school students in participating in vocational skill training activities is relatively limited.[4] Only when they enter the internship position can normal school students truly realize the importance of participating in vocational skill training activities, especially in response to the latest requirements of educational reform work, which many normal school students feel at a loss. Based on this background, universities should closely follow the practical requirements made for the development of basic education work, assist normal school students in rapid growth, and help normal school students consolidate their ability foundation, so as to highlight the effectiveness and long-term characteristics of training work, and focus on meeting the requirements of the new curriculum standards for teachers.[5]

3. The current problems in offering vocational skills training activities for normal school students

3.1. Excessive emphasis on theoretical education and neglect of practice

In traditional teaching classrooms, teachers mainly impart knowledge in a one-way manner. In order to encourage normal school students to absorb a large amount of educational and teaching knowledge, teachers will spend most of their time teaching basic knowledge or teaching theories, resulting in insufficient practical activities. In addition, at present, when setting up courses for normal school students, practical courses are relatively few, accounting for only one-fifth of the number of theoretical courses, and are concentrated in the practical training process before graduation, which poses significant obstacles to the improvement of normal school students' professional abilities.

3.2. Excessive emphasis on imparting professional knowledge and neglecting skill development

At present, when setting up professional courses, the school pays great attention to consolidating students' professional foundation in the English subject. Usually, students are required to

systematically master the relevant professional knowledge of the English subject, specifically involving phonetics, grammar, and vocabulary. In this way, when offering specialized courses, the school pays great attention to training normal school students' professional abilities, but does not make clear requirements for the formation of teaching skills for normal school students. The teaching skills and class management skills that normal school students need to apply in the process of employment can only be explored in teaching method courses or internship stages.

3.3. The talent cultivation assessment and evaluation system is too single

Many universities rely on the final evaluation results, namely the final exam scores, to determine whether students have a comprehensive grasp of professional subject knowledge. Although it can detect students' written learning achievements, it is difficult to assess their practical application abilities. In addition, after four years of learning, the final evaluation of normal school students' professional abilities by the school is whether they have obtained a teaching qualification certificate, rather than whether they can fully teach a lesson. Due to the excessively single form of assessment and evaluation, normal school students are unable to decide whether to focus on preparing for exams or continuously improve their personal teaching abilities. In addition, when conducting assessment work, the school only focuses on the results and ignores the process, without providing feedback to normal students or proposing improvement suggestions, and mak it difficult to assist normal students in achieving long-term development and progress.

3.4. Short cycle leads to limited effectiveness

For the training of normal university students, a period of four years is usually set. The school first imparts professional subject knowledge and teaching theoretical knowledge to students, and then focuses on cultivating students' teaching skills. This means that in just four years, normal school students need to accumulate all the skills they need to apply in their career, while also learning to flexibly apply them, which is difficult to achieve.

4. Feasibility path for strengthening vocational skills training activities for normal university students

4.1. Exploring new training mechanisms

Firstly, the school should take into account the latest relevant standards issued by the education department as a guide, plan and design a comprehensive system for Fan Sheng to participate in vocational skill training activities, introduce relevant content of vocational skill training into the latest talent education and training plan, and add necessary vocational skill training courses from low to high when making teaching plans for normal students, playing the main role of curriculum teaching work; Secondly, we should continuously optimize the organizational and management functions of normal university students participating in vocational skill training activities, moderately integrate specific functions, and establish collaborative linkage to form a joint force; Thirdly, we can design a scientific process for the comprehensive utilization of educational resources, and leverage the advantageous role of educational resources in promoting the formation of vocational skills among normal university students; Fourthly, we should revitalize the skill training mode, focus on filling individual development "shortcomings" and basic skills, and pay attention to the educational "unique skills" of cultivating talents. We can establish "project-based" training activities, support normal school students to participate in research-based training activities, and encourage the establishment of inter school joint training activities, in order to actively explore post service training and pre service

training; Fifthly, efforts should be made to actively develop a new path for the cultivation of excellent normal school students, establish a "future educator" talent training plan, and optimize training activity plans. We can select excellent normal school students, and carry out targeted comprehensive quality in-depth training work for them.

4.2. Increasing guidance on team building

To ensure that normal school students can receive real-time and targeted guidance during their participation in vocational skills training activities, the school should focus on building a sound basic guidance team. On campus, efforts should be made to expand the size of the guidance team, combine teaching methodology, promote close communication between guidance teachers and normal students on basic education, and accurately assess and calculate the teaching workload of normal students in real-time to make reasonable adjustments to it. In addition, the positive impact of subject courses and course guidance teachers on the teaching behavior of normal school students should be comprehensively utilized, and innovative construction should be made for educational knowledge courses to help normal school students effectively develop their own professional skills. In addition, the school has hired many frontline teachers from the basic education stage as guidance teachers for normal students, balancing the requirements of education majors and comprehensively implementing educational guidance work.

4.3. Deeply developing coaching resources

Each university has a specialized teacher education platform, so the establishment of operational technology training activities has a basic guarantee. However, due to the incomplete development of training and learning resources, the existing resources cannot meet the application needs. Therefore, it is imperative to carry out in-depth construction of guidance resources. It should be noted that launching vocational skills training activities will involve various resources, and the school needs to conduct systematic discussions, comprehensive sorting, and reasonable allocation to ensure that resources are introduced in place and can be used in a balanced manner.

4.4. Conducting 'clinical teaching'

The vocational skills training activities offered for normal school students have strong practical characteristics, and need to be combined with actual educational work situations to establish real-time interaction during the activity process in order to achieve good training results. Normal students in universities generally study for four years and need to design a comprehensive and sustainable "clinical teaching" plan for four years. Starting from the enrollment of normal students, efforts should be made to organize them to learn and teach through observation, organize teaching internship activities, and conduct teaching research activities, auxiliary teaching activities, and educational internship activities. In addition, the school can also hire outstanding professional teachers, homeroom teachers, and educational experts to impart experience to normal students and conduct discussions on typical teaching cases. In addition, it is imperative to strengthen the organizational design of "clinical teaching" activities and strengthen the guidance and management of educational internship activities. The school should guide normal students to be exposed to the practical work of basic education as soon as possible, continuously enhance their actual feelings and experiences, and help normal students develop their teaching abilities quickly, in order to achieve comprehensive improvement of their skill levels, and consolidate their professional beliefs.

4.5. Fully implementing assessment and evaluation work

It is an undeniable fact that normal school students lack enthusiasm and motivation to participate in vocational skills training activities, so the implementation of related work cannot play a good role in promoting the development of normal school students' professional abilities. At present, conducting vocational skill testing activities within universities is only considered a soft requirement, and the entire process of conducting vocational skill training lacks a hard grasp. It is not easy to mobilize enthusiasm from all aspects. From the perspective of educational reality, setting up a rigid and comprehensive training and assessment system, increasing efforts to assess the professional skills of normal university students, and implementing rigid management of vocational skill training activities are high-quality measures to help normal university students enhance their enthusiasm for participating in vocational skill training activities. At the same time, starting from the source, we can optimize the effectiveness of internal vocational skill training activities in universities.

4.6. Strengthening institutional construction and research work

Building a sound system is an inevitable prerequisite for ensuring the rational development of educational work. At present, when universities launch vocational skill training and testing activities, the system has not yet been established and perfected, and the relevant workflow is not yet very strict. The organization and management work need to be further standardized. Therefore, universities should focus on building a sound system to effectively ensure the scientific and reasonable process of vocational skill training activities. At the same time, there are specific rules for the generation and development of vocational skills among normal school students. When conducting skill training activities, the school should avoid circular and batch copying, but should respect the differences between students and help them achieve personalized development. The school should adhere to the principle of gradual progress, rely on multiple levels, channels, and channels to organize training activities, and assist normal school students in forming a reasonable and sound skill structure, laying a solid foundation for their career. It should be noted that carrying out vocational skill training related work has complex characteristics, and there are many new problems that need to be solved. The school needs to strengthen the construction of theoretical system, process system, and method system, timely develop diversified practical methods, and assist in optimizing the effectiveness of vocational skill training work.

5. Conclusion

In summary, universities should start from a diversified perspective, create a comprehensive and multi-dimensional model for cultivating teacher oriented talents on campus, and pay attention to setting up skill training activities, which can help improve the vocational skills level of normal students, promote students to quickly enter the working state after graduation, and meet the requirements for teachers' daily work under the background of the new curriculum standards. It can ultimately grow into excellent English subject teachers, and actively devote oneself to the domestic basic education industry.

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