

The Countermeasures of Training Practical Knowledge in Teaching for Normal College Students

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Abstract: As an important stage of systematic teacher training, the practical knowledge of normal college students is not only an important basis to guide the practical activities of education and teaching, but also an objective embodiment of practical knowledge in the field of education. On the other hand, education is a career for training people, which determines the value orientation of practical knowledge for normal college students in the process of training. Therefore, this work first analyzed the problems existing in the process of training practical knowledge for normal college students, and then put forward some possible countermeasures for training practical knowledge in teaching. The research results in this work contribute to enhancing the practical knowledge for normal college students and thus to ultimately promote the sustainable professional development of teachers in the future.

1. Introduction

There are many controversies about the definition of practical knowledge for normal college students, and the practical knowledge of normal college students is ill-defined. From the perspective of empiricism, it is believed that the practical knowledge of normal college students exists in their past experience, present action and future plan. This kind of practical knowledge is the total experience of normal college students in different periods. As for epistemology, the practical knowledge of normal college college students comes from the refining and reflection of their own education and teaching activities [1]. Normal college students have this unique cognition of their participation in educational activities. Based on the ontology, the practical knowledge of normal college students is a special knowledge of their own. The practical knowledge of normal college students is a kind of knowledge which is from practice, based on practice and for practice. It is characterized with individuality, situation, tacit and comprehensiveness, all of which are reflected in the whole process of the educational and teaching practice.

2. The Problems Exists in Training Practical Knowledge for Normal College Students

2.1 Less practical hours in educational curriculum

Training practical knowledge needs sufficient "fertile soil". However, the traditional practice curriculum system of teacher education in normal universities is not conducive to training pre-service teachers' practical knowledge. In China, the proportion of general courses and professional courses is too large, and the proportion of education courses is too low. This kind of curriculum system, which emphasizes professional knowledge but neglects educational theory, has a serious shortage in practical courses, including the low proportion of practical training in educational courses and the small number of other pure practical courses. In recent years, although the proportion of practical courses in China has been increasing, it is still far below the level of the United States, France, Britain, even the Philippines and India [2]. Although many normal colleges and universities have arranged practical teaching links such as "probation", "trial teaching", "practice", etc., most colleges and universities have shorter educational probation time, less purposeful and more arbitrary.

2.2 The methods of teaching and learning in practical education are relatively conservative

At present, the concept and method of practical knowledge training in normal colleges and universities need to be updated. Pre-service teacher education usually has two kinds of value orientations: one is to learn professional theoretical knowledge in normal colleges and universities, which mainly relies on imparting teaching and written assessment. The other is to use the teaching practice in middle school to imitate the excellent teachers' teaching behavior, which mainly relies on listening and evaluation to make up for the deficiency of teaching practice. The former focuses on theoretical indoctrination and is seriously divorced from teaching practice. The latter pays attention to practice imitation, which is similar to the apprenticeship education mode of master and apprentice. Normal college student's lack of subjective initiative, and it is difficult to generate personal teaching wisdom. Traditional "fragmented" forms of practice training, which rely too much on microteaching, also need to be reformed. In microteaching, pre-service teachers' teaching skills training is generally lack of clinical nature, and the "teacher-student dialogue" between peers ignores the real teaching situation, which is not conducive to training students' practical knowledge.

2.3 There are different degrees of disconnection between theory and practice

On the one hand, the combination between theory and practice is not close enough in the practical training of educational theory course. For example, the guidance of theory to practice is not timely and in place in a pure practice course. For instance, when the practical courses such as probation and trial teaching are implemented, the instructor often leads the team to listen to the lessons together with the students. However, the discussion, reflection and promotion after listening to the class are often ignored, and teachers' reflection is just one of the important ways to form practical knowledge. As for practice, it is basically based on the pre-service teachers' personal practice, and the instructor has no real name [3]. Due to the limitation of time and space, it is difficult to conduct detailed personal guidance for each intern, resulting in the pre-service teachers missing the best opportunity to develop practical knowledge.

2.4 Lack of effective supervision and evaluation mechanism for practical teaching

At present, training pre-service teachers' practical knowledge mainly depends on practical teaching links such as in-service training, professional internship, microteaching, on-the-job practice, etc. Although there are many forms, there is generally a lack of effective supervision. For example, many normal universities have begun to attach importance to the development of teachers' vocational skills training. Teachers often perceptually evaluate the normal college students' teaching behavior, and unable to offer objective evaluation basis such as principles, data, etc. They lack the link of evaluation, communication and discussion, the refining process of summary and reflection, and unable to deepen the effect of probation. The lack of effective supervision and evaluation mechanism restricts the effective generation of pre-service teachers' practical knowledge. In the process of practical teaching, the assessment and evaluation system is not scientific and reasonable. Teachers still attach great importance to theoretical assessment, ignoring some students with strong teaching practice ability. Some students may not master the theoretical knowledge and professional skills well, but they may have deep love and unique understanding for education and teaching, and even have rare feelings of teaching and educating people in teaching practice. However, teachers still mainly judge students' teaching practice ability according to their academic achievements.

3. Countermeasures for Training Practical Knowledge

3.1 Schools attach importance to educational practice

First of all, it should establish a correct concept of practical curriculum. The education practice course is a way to cultivate the practical knowledge for future teachers in the process of practice in order to trigger their own practical wisdom generation. The purpose is not only to make them better integrate into teaching posts, but also to be more conducive to their long-term career development in the future. Secondly, it is necessary to set up a variety of practical courses. Relevant colleges and

universities that train future teachers enrich students' practical experience through various types of practical courses. So, students can internalize their theoretical knowledge into practical knowledge in the process of continuous practice. Apart from the traditional practice courses such as educational probation, microteaching and educational practice, relevant colleges and universities can also set up some observation activities or participate in teaching activities according to the actual situation. Finally, the implementation of practical courses should be standardized. Educational practice course is not an accessory of pedagogy but a way for students to acquire practical knowledge. Therefore, its implementation should be normalized and institutionalized.

3.2 Teachers strive to create a practical classroom

On the one hand, teachers of educational theory should break the original ways of teaching and integrate the practicality into the classroom. In terms of content, the course of educational theory can include pedagogy, psychology, educational psychology, subject pedagogy, teaching materials, teaching methods, etc. For minor undergraduate students, these knowledge is not only an important part of their future professional quality, but also the starting point of their practical knowledge generation. Learning these theoretical knowledge is not to put them on the shelf, but to get personal significance from them. Consequently, they can be used flexibly in the process of practice, guide teaching and form practical wisdom [4]. On the other hand, teachers of vocational skills courses can hire excellent teachers in related disciplines to take the post, so that practical experience can directly go to the university lecture hall. Vocational skill course is the intermediate link between theoretical course and educational practice. From the content, it mainly includes class management, reading and writing skills, teachers' oral English, class teacher's work and young pioneers' work, comprehensive practical activity guidance, etc. Therefore, students should be assigned with opportunities and platforms to learn from excellent teachers in the daily teaching. They can understand and absorb practical experience through communication with these teachers to promote the generation of their practical knowledge. In this way, they can become qualified teachers after graduation, and the phenomenon that normal college students cannot adapt to the education and teaching work after graduation can be attenuated.

3.3 Students actively and independently build practical knowledge

First of all, a good experience situation should be created to make students get practical experience. Teacher should create a variety of situational interactive environment for constructing students' practical knowledge. For example, teachers can conduct case teaching in the form of video, microteaching, special topic discussion, etc., thus truly showing the events in the form of situation representation in the classroom, so that students can have specific discussions on specific cases. Due to each situation is uncertain, students can directly talk with practice in different situations by asking them questions to be solved. In personal practice and experience, they can constantly change their understanding of the problem, thus obtaining their own practical experience.

Secondly, students' awareness of exploring problems should be cultivated to let the experience rise to practical knowledge. In the dynamic process of putting forward problems, students examine the whole practice process through their own experience of practice, and then find problems, solve problems, accumulate experience, and absorb the beneficial aspects for themselves. It makes the practical experience become the practical knowledge which helps to improve the teaching and constantly nourishes the practical wisdom. Therefore, teachers should create problem situations for students and constantly encourage students to find problems in the process of practice, and enrich their awareness of problems. Students can explore problems in mutual learning and form experience sharing, so that practical experience can be better upgraded to practical knowledge.

Finally, the rationalization of students' practical knowledge is realized through reflection. Reflection is not only the internal mechanism for students to form practical knowledge, but also an important way to rationalize practical knowledge. This teacher should actively cultivate students' reflective consciousness and ability in the practice of education and teaching, let students put forward hypotheses and take countermeasures. According to the acquired experience, students can constantly self-reflect, modify their behavior, rationalize their practical knowledge, and finally

achieve the purpose of serving practice.

4. Conclusion

Practical knowledge is extremely important for pre-service teachers to be better qualified for teaching posts in the future, even directly related to the teachers' long-term professional development. The traditional mode of teacher education dominated by technological rationality "emphasizing theory, neglecting practice" and "emphasizing academy, neglecting teaching" has resulted in a great separation between educational theory and teaching practice. It leads to the serious lack of practical knowledge for pre-service teachers, and then restricts the quality of training teachers in China. Therefore, it is necessary to establish a correct concept of training teachers' practical knowledge. Through the reform of teachers' education curriculum and teaching, the pre-service teachers' practical knowledge can be effectively promoted, thus meeting the needs of teachers in basic education and ultimately promoting the sustainable professional development of teachers in the future.

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