

## A Study on Strategies for the Transformation of Learner-centered Teacher Education Model

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**Keywords:** Take scholars as the center, Teacher education, Transformation strategy

**Abstract:** With the further advancement of the new curriculum reform, the education department not only puts forward strict requirements for teachers in schools, but also puts forward strict requirements for teacher education models and institutions. It is hoped that the further education department and teaching and research personnel will carry out comprehensive reform and innovation on teacher education models. Under this background, teachers and researchers must change the traditional teaching mode and carry out teacher education mode with "learner-centered". This not only can effectively improve the quality of classroom teaching, but also can encourage teachers to actively participate in classroom learning and cultivate a brand-new excellent teacher team in line with the development of the times. This paper makes an in-depth analysis on this. First, it expounds the existing problems of teacher education mode, then analyzes the role of teachers in the "learner-centered" teaching mode, and finally introduces the "learner-centered" teacher education mode transformation strategy.

### 1. Introduction

The concept of "teacher education" was first proposed by a steady member of the Ministry of education in 2001. It includes many aspects, such as pre service training, induction training and in-service training. With the introduction and launch of a series of corresponding training plans by the education department, such as "gardener project", "national training plan", "poverty alleviation plan", the establishment of teacher qualification system, as well as in-service teacher continuing education, provincial training plan, "famous teacher studio", etc. At present, the cause of teachers' education has been promoted and developed comprehensively, and teachers' education has made many unprecedented achievements in these activities. However, there are still many problems in the actual development of teacher education mode. Teachers and relevant departments must attach great importance to these problems and effectively solve them according to the actual situation. In this way, teachers' education mode can be promoted in an all-round way, and the work level and efficiency can be significantly improved.

### 2. Existing Problems of Teacher Education Model

#### 2.1 The education process is relatively closed

In the process of teachers' further education, the main trainers are teachers and researchers, and they are the main instructors and workers to carry out teacher education. They are often representatives of excellent teachers in various fields and regions, with profound teaching quality and rich professional knowledge, which makes them have absolute voice and position in teacher education activities. Therefore, these teachers often use "expert thinking" to convey one-way information to grass-roots teachers in their teaching, seriously neglecting their abilities and psychological qualities. In addition, most of the time they are used to carrying out and realizing the will of teachers and researchers. When participating in research activities, they often "inside" and "heart set aside", lacking the consciousness of active cooperation and free communication. Thus, the whole training and teaching process cannot be effectively carried out, which has a serious adverse effect on the improvement of teachers' ability.

## **2.2 The content of education only stays at the micro level**

Although teachers and researchers have strong professional knowledge and rich teaching experience, many people are accustomed to focus more attention and energy on the micro-level content such as teaching method selection, teaching material analysis, media application and examination proposition, and then talk about problems so that their description and explanation can only stay on the surface. Judging from the current actual educational environment and problems, many problems are not individual phenomena on the surface of the shallow layer, but often contain many problems of knowledge and teaching regularity behind them. These problems need teachers and researchers to solve them with innovative theories and knowledge so as to discover educational problems from a deeper level.

## **2.3 Education method is single**

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## **3. The Role of Teachers in "Learner-centered" Teaching Mode**

### **3.1 Teachers are designers**

Teachers are not only the determiners of teaching objectives, but also the designers and operators of teaching activities. Therefore, the design teaching process must be carried out according to the characteristics of learners, so as to effectively improve the quality of teaching and enable learning to learn more knowledge in the shortest possible time.

### **3.2 Teachers are the guides**

The teacher's job is not only to guide and impart the corresponding knowledge to students, but also to act as a guide in teaching and analyze the problems encountered by learners in learning. Then, according to these problems, provide the corresponding guidance and help to the learners, help the learners to establish and demonstrate their theories, so as to improve the learners' teaching ability and professional accomplishment.

### **3.3 Teachers are organizers**

teachers should control the classroom teaching environment, organize more specific classroom teaching activities in daily teaching, and know how to deal with problems and emergencies arising from the activities. Generally speaking, the success of teaching activities is closely related to teachers' understanding of the activities. In order to truly realize learner-centered, teachers must often organize students to carry out teaching activities in a cooperative way. Because students in this group cooperation can not only exercise their organizational ability, but also make the teaching atmosphere active. In this process, students may have certain problems in the direction of development. At this time, teachers must make an early judgment on the problems. This can not only effectively prevent the waste of classroom time, but also prevent the activities from deviating from the theme.

### **3.4 Teachers are researchers**

In teaching, all teaching methods are not once and for all, so in actual teaching, teachers should constantly discover new problems existing in teaching, and strengthen theoretical study. Teachers should give corresponding improvement opinions and suggestions and corresponding solutions to existing problems. At the same time, it is necessary to carry out corresponding scientific research in

basic teaching so as to guide the practice with theory, thus carrying out comprehensive reform and innovation in teaching practice.

#### **4. "Learner-centered" Transformation Strategy of Teacher Education Model**

##### **4.1 Improving teachers' learning ability**

With the rapid development of modern information technology, the traditional teacher training mode can no longer be applied to the current teacher education. Therefore, as a teacher training worker, it is necessary to carry out comprehensive reform and innovation on the existing teaching mode, and actively apply modern electronic information technology to carry out comprehensive training on the current teaching team. This not only can effectively improve the learning ability of teachers, but also can stimulate the interest of teachers and students in learning, so that teachers can actively participate in training. Therefore, as a teacher trainer, one must set out according to the needs of different teachers and provide teachers with a variety of learning programs and choices in teaching design. For example, one can use the Internet to freely choose the courses one needs online. This can not only effectively improve teachers' learning enthusiasm, but also enrich teachers' knowledge reserve and vision, so that teachers can learn to use modern information technology to find and absorb various teaching resources in future study and teaching, thus enabling teachers to have strong curriculum development strength.

##### **4.2 Teaching and research promotes teachers' growth**

The core content of the "learner-centered" teacher education model is to improve the cognitive ability and problem-solving ability of teachers through corresponding training and teaching research. Therefore, in actual training, trainers should effectively use problem research to stimulate teachers' initiative and enthusiasm in learning. This can not only improve the professional quality of teachers, but also promote the development of teachers towards specialization. Therefore, teaching and research personnel must pay attention to stimulate teachers' learning needs and interests in teaching and research, so as to stimulate teachers' learning behavior, thus deepening teachers' understanding and memory of relevant basic theoretical knowledge and effectively improving teachers' professional quality and teaching ability.

##### **4.3 Pay attention to teachers' personalized development**

In today's society, teachers also need to be respected. Due to the different education received by each teacher, there are great differences in the cultural foundation, growth background and subject knowledge structure of teachers. Once these differences exist for a long time, they will have a certain impact on the personality development of teachers, making teachers adopt different methods and modes to carry out corresponding education in teaching, thus leading to unsatisfactory educational results. The core content of the "learner-centered" teacher education mode is to take teachers as the center, and to dig out the inner drive hidden inside the learner through corresponding measures. Therefore, in actual teaching, trainers should focus on observing the learners' learning behaviors, so as to judge whether the learners know and master the training contents. In actual teaching, training personnel can no longer take credit as the main assessment basis, but should focus on teachers' daily learning and learning behavior. Therefore, in the process of training, trainers should make a comprehensive analysis of each teacher's human resource attributes, professional advantages and learning ability. Only in this way can learning teachers be provided with broader learning space and freedom of study, thus promoting the depth of study of learning teachers can be further deepened.

##### **4.4 Strengthen layered on-demand training**

Under the background of "learner-centered" teacher education model, trainers must formulate targeted learning plans and teaching and research methods for learners of different levels according to the actual situation of teachers and teaching contents. Through this layered training and on-demand training, the "learner-centered" teaching mode can be effectively changed into a normal teaching mode. So as to effectively improve the quality of training and teaching, and also to promote

the development of teaching in our country. First of all, in this process, teaching and research personnel must conduct a large number of investigations and visits on learning teachers, so as to have a comprehensive understanding of the current situation of teachers and the actual situation. In this process, teaching and research personnel can use modern information technology and data platform to collect teachers' learning quality and results, which can effectively enhance the pertinence of teachers' education work. Secondly, teaching and research personnel can also analyze the differences of teachers of different specialties through time dimension data, so as to find the advantages and disadvantages of teachers in learning, emphasize teachers' self-learning and inquiry learning, activate their self-awareness, and explore the actual effect and value of teacher education. Finally, it is necessary to analyze the actual development of students so as to give more real feedback on teachers' professional growth. No matter how far teachers' professional development and growth go, it will eventually fall on students' future development. Therefore, teacher trainers must encourage and guide teachers to be reflective researchers. They will pay more attention to students, research students, guide students' learning process, maintain classroom teaching order, and guide students' initiative development. Then teachers should have the ability to effectively design corresponding teaching plans and activities according to their own knowledge and experience, and also have the ability to deal with complex situations, thus transforming themselves from knowledge givers to learning managers.

## 5. Conclusion

To sum up, in order for the "learner-centered" teacher education model to be fully applied and promoted, teaching and research personnel must carry out targeted teaching measures and methods according to the actual situation of learners and teaching content. In order to promote learning in the process of training can learn more knowledge and content, so that they can have the corresponding emergency response ability in training, and in the future teaching can be pre-determined for the problems not seen. This can not only improve teachers' professional quality and ability, but also promote the development of education in our country.

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