

Research on the Innovation of Vocational Students' Accomplishment in Geography Major in Normal Colleges and Universities

—A Case Study of Geography Education Major of Aba Teachers University

Nana Cui

Aba Teachers University, Aba, Sichuan, 623002

Keywords: geography education; professional accomplishment; innovation

Abstract: For geography normal college students in normal colleges and universities, how to adapt to the new teaching model of today's basic geography education and improve their own employment competitiveness is a problem that every graduate has to face. In order to adapt to the various new situations of basic geography education, the normal vocational literacy training mode for normal college students in geography is bound to make major reforms. This paper combines the vocational literacy training of geography education students in Aba Teachers College, analyzes the existing problems in the cultivation of professional literacy, and proposes the innovative modalities of cultivating professional literacy for geography students in higher normal colleges.

1. Introduction

We have always said that "a hundred years plan, education-based." The value of education is mainly manifested in cultivating talents, creating scientific knowledge and material wealth for the country, the home, and the society, promoting economic growth, and promoting national prosperity. Today, whether it is from the international or domestic situation or from the realization of the "China Dream" ideals, the importance of education is even more prominent. As the cradle for educating educators, higher normal colleges and universities have huge responsibilities.

With the development of society and economy, the value and function of our country's basic education are determined to improve the quality of all citizens, and the value and function of the corresponding geography education is determined to improve the geographical scientific literacy of the citizens of today and in the future. Therefore, since 2000, teacher education in our country has been constantly reforming. To this day, the reforms are deepening, and the geography majors of higher normal colleges and universities as a basic geography teacher are faced with unprecedented challenges. For normal college students in normal universities, how to adapt to the new teaching model of today's basic education and improve their employment competitiveness is a problem that every teacher graduate must solve. However, this poses new challenges to the training of geographical talents in normal universities. In order to adapt to this change, the normal training mode for professional geography students in normal universities must inevitably make major reforms.

Throughout the entire Sichuan Province, the current geography is only set up in six higher normal colleges and universities. In Sichuan Province, geography belongs to the final exam in the junior high school and only 20 points in the middle exam. In reality, it is called the "subsection" and is not welcomed by students in secondary schools. However, in fact, from the current position of basic education, geography is crucial for the development of citizen literacy, and geography is a discipline that is closely related to life. However, influenced by the nature of special geographical disciplines (crossing nature and the integrated disciplines of literature), the geography of normal colleges is now literary and eclectic, while the geography of senior high schools belongs to liberal arts, and the degree of geography graduated with a science degree. This complex situation undoubtedly exacerbates the difficulty of geographical reform. Based on this, the study of vocational geography education students in normal universities can change the existing training mode, reshape the advantages of normal education, and form the core competitiveness of teacher

education. For students majoring in geography, this research can enhance students' professional confidence and achieve a seamless connection between higher education and basic education.

At present, the geography education specialty established in 6 normal colleges and universities in Sichuan Province, our school is the latest to open. Some sibling colleges and first-line geography teaching and research units know very little about the geography education specialty of our university. Through the research and practice of the results, the professional employment rate of students can be increased, and the impact of the geography education major in the province can be improved.

This project can provide reference for the occupational skills training model for geography majors in the six masters' colleges in Sichuan. It prepares reserves for Sichuan's reserve geography teachers and may affect the entire basic geography education in Sichuan Province. In addition to this, as a reform of the training of geography teachers in normal universities, this project can provide reference for other teacher education disciplines in higher normal colleges, and then promote the integration between the talent cultivation of higher normal colleges and the demand for basic education talents, and promote the development of education in Sichuan Province. .

2. The Status Quo of Training Professional Geography Students in Normal Colleges

Taking our university as an example, we comprehensively analyzed the ways of cultivating students' professional qualities in the geography education majors in Sichuan Normal University. The main problems in the training of professional geography education students in professional geography education are as follows:

Like most colleges and universities in China, the current professional literacy training courses for geography education majors in our school mainly include "secondary geography teaching", "analysis of secondary school geography new curriculum standards", "secondary geography teaching materials analysis and teaching guidance," and "geography." "Simulation teaching" This four courses, a total of 8 credits. Among them, "secondary geography teaching theory" and "analysis of secondary school geography new curriculum standards" were established in the second semester of the second year, mainly theoretical courses. The "Guidance on Teaching and Analysis of Middle School Geography Textbooks" and "Geography Simulation Teaching" are respectively set up in the next semester of junior year and the last semester of junior year, which are mainly practical lessons. The curriculum may seem like many, and the duration of the course is longer. However, the content of the course is still based on a simple "teaching method". The lack of necessary analysis of the main body of the teaching—students—is likely to cause the actual teaching of the students to look wonderful, but the actual "Ungrounded," students cannot understand the situation. For example, when students from the Tibetan region attend the junior high school geography "settlements" class in Tibetan areas, they discuss the activities of settlements and the natural environment and set up discussions for students to discuss the "Journey through Space" activity. Role play discusses how to live in a desert, rain forest, seaside, etc. and choose a place of residence. The activities seem to be very good to stimulate the enthusiasm of the students, the atmosphere of the classroom is very good, but the teacher of the junior high school class suggested that the basic knowledge of the students' geography in the Tibetan areas is weak. Some students cannot fully understand the Chinese language. The students lived for generations. There is little understanding of the outside environment in the mountains. We did not consider these circumstances. Therefore, the so-called discussion activities are only superficial, and students cannot draw conclusions based on the original knowledge base. In practical teaching, the geographical things around the students and the living environment are used to explain the relationship between settlements and the environment.

In addition, with the development of the times, many new forms of teaching have been introduced in basic education, such as flipping classrooms and micro lessons and admiring lessons, all of which have made the reform of traditional teaching content imminent.

Like most teachers' colleges in China, the vocational geography students of our school still adopt the theoretical and practical teaching mode. This mode has played a huge role as the traditional

classical professional cultivating mode. Still widely used in the National Teachers' College. However, specific to the actual situation of my school, there are problems in the implementation of the division of theory and practice, the old teaching methods. For example, among the four courses involved, the "High School Geography Teaching Theory" and the "Secondary Geography New Curriculum Standard Analysis" were the first to learn, and the courses were theoretical course teaching, "Guidance Analysis and Teaching Method of Middle School Geography Teaching Materials," and "Geography simulation teaching" is arranged after the theory and it is a pure practice class, mainly for students to try speaking and simulation teaching. This kind of learning method seems to be reasonable, focusing on the combination of theory and practice, but the actual situation has caused the fragmentation of the two. In the case of students who do not have a personal experience of teaching in the classroom, the theoretical study is often dogmatic. Students do not understand its value and have little interest in it. Even if the teacher is struggling, but the student receives little knowledge, it is practical. The guidance effect is not effective. When students encounter problems in the course of trial-teaching and need theory to guide and enhance their ability to practice, theoretical courses are completed. Students either increase through repeated training, or they need to spend time to learn relevant theories. What kind of method is bothersome.

It is precisely because of the separation of theory and practice that our school's geography major still adopts traditional evaluation methods. That is, the test is taken on the theoretical course, and the results of the practical lesson are composed of the students' test lectures and lesson plans. In the context of today's raging educational reforms, these traditional evaluation methods have gradually shown their one-sidedness, and the evaluation function is still limited to the screening of students. The training target of the geography education major is the future teachers. It is the education for the growth of talents. Therefore, our evaluation is not only to classify students, but to promote their development.

3. The Reform of Vocational Literacy Training for Students Majoring in Geography Education in Normal Colleges

The "Geographic Curriculum Standards for Full-time Compulsory Education" (Revised Edition) requires that geography teaching should emphasize the characteristics of disciplines, innovate curriculum content, take care of regional differences, closely link life, and facilitate the exploration of teachers' potential. To adapt to this change in basic education, geography teacher training in higher normal colleges and universities should help students establish the concept of geography education advancing with the times in the teaching, and establish professional ideology as the core competitiveness of geography education, with a new concept. Leading university career.

With the continuous deepening of basic education reform, basic education is under the guidance of the new concept, and the teaching forms are constantly being reformed. The content of traditional geography teaching theory has completely failed to meet the requirements of employing students in secondary schools, and the content of professional vocational teaching in geography education is indispensable. Row. In view of the current situation of high school geography teaching, the contents of the training content of the professional education of geography education in the teacher's college are based on the content of the original teaching theory. The new content includes: analysis of new curriculum standards, analysis of students' situation, analysis of middle school geography textbooks, class explanation, and formulation of academic plans. Teaching, flipping classrooms and micro lessons, geography "three boards" skills, etc. This combination of traditional teaching content and modern teaching content is a good balance between the talents of students and the needs of employers. It has strong practical significance.

Aiming at the aforesaid situation in which the teaching mode is single and the teaching methods are outdated, the existing teaching methods are reformed and a brand-new "push-pull" teaching mode is adopted. [1] That is, the teaching activities are jointly completed by the "pulling force" formed by the students themselves and the "forced" thrust of the teachers. Both play a role in the student's ability to learn. For the formation of push-pull forces, the teaching process has four stages:

This stage is arranged at the beginning of the vocational skills curriculum, mainly in the form of

individual student demonstrations, so that students can clarify the problems and lack of skills in teaching by finding out the gaps in the classroom by conducting small lectures. The pull of learning.

This section is mainly based on teacher's classroom instruction. After this small test of the arrangement, students can learn to maintain their interest in learning and take the initiative to study. They can also compare theory with practice during the course of teaching. The theory is more convincing.

The third stage mainly adopts the methods of student group training and teacher guidance. This activity can realize the integration of theory and practice. Improve students' professional quality, and further discover problems and constantly polish professional skills.

This stage is the result verification stage, which is mainly to conduct a comprehensive evaluation of the quality of the students' teaching.

That is to say, the evaluation was completed in three stages: "The first achievement demonstration - teacher intervention - second achievement demonstration". This evaluation method is mainly aimed at the status of the evaluation function overemphasizing the screening function, giving students more opportunities for improvement and emphasizing the incentive function of the evaluation.

Introducing self-assessment, peer review, and teacher evaluation in the evaluation changed the situation in which the teacher had decided in the past that the evaluation result might not be objective. It is possible to find out the problems that students have in vocational skills training and restore students' real situations.

The students' teaching plans, lectures, and academic assignments, etc., change the traditional method of using symbols to rank, and adopt new types of reviews and corrections. The second-person review is like talking about the knee and letting the students feel the attention of the teacher and narrow the distance between teachers and students.

In order to better polish students' professional skills and increase their practical experience, the purpose of geography education in universities is to better serve the geography teachers in middle schools. Students' professional skills development also needs to go to the first-line schools for internships and internships. This is achieved. The key to student's personal professional accomplishment. However, the current practice of internships is mainly arranged on the eve of graduation. This poses a major contradiction to employment. Many students end up learning to take part in the teachers' recruiting examinations. Therefore, expanding the existing knowledge and practice platform and time is the key to improving students' professional quality. Combined with practical experience in geography education in our school, students' practice apprenticeships can be reformed as follows:

In the training plan, each student is required to train at least one lesson per semester. In this way, students' autonomy will be fully mobilized and students will be able to display their skills. Students will share their experience in all classes in Sichuan and even across the country in the whole class. This will better open up students' horizons and be closer to basic geography education. Due to the fact that our school is located in a national area, the time of the holiday is slightly different from that of other areas, which further guarantees the implementation of this measure.

University student organizations are diverse. As teacher education colleges, there are many student organizations focusing on teacher skill training, such as the Zhenxiang Teacher Skills Association of our school. The association brings together students from various specialties. In the usual training, students from various majors are disrupted to group training. This method not only makes up for the lack of classroom instruction time, but also can train students with different professional teaching methods. For the students' full-scale growth, students should lay a foundation for the teaching reality that they may have to serve multiple subjects in basic education.

In order to solve the problem of less probationary time, the geography major of the Normal University can make full use of the nearest secondary school apprenticeship. This can enable students to understand the classroom teaching as soon as possible, and on the other hand, it can also promote the quality of classroom teaching for middle school teachers and achieve a win-win situation. For example, our school's geography education specialty has signed a "depth cooperation

agreement” with Shuimo Middle School near the school. Students can go to each other's school to attend classes every semester. This enables students to enter the state faster and find their own shortcomings. Excellent teachers are on par.

In view of the aforementioned university teaching content of geography, the students in newly-graduated students are not able to take good care of the actual situation of the students in the teaching. This can be solved by increasing the content of the internship, such as attending a secondary school internship class, and participating in the teaching and research activities organized by the secondary school, and exchanges with middle school students. Through this comprehensive approach to secondary school, we have approached middle school students to break through the bottleneck of normal university geography education majors.

References

- [1] Cui Nana. Geography teaching theory push-pull teaching model research [J]. Gansu science and technology, 2012,7.
- [2] Shi Xiaojuan, Huang Junyan, Wang Xiaomin. Practice and Analysis of Innovative and Entrepreneurial Education in Applied Specialty[J]. Laboratory Science, 2015, 18(2) 119-121.
- [3] Cui Guangcheng, Zhang Xiaojie, Bai Li et al. Reform and practice of medical humanistic quality cultivation based on professional emotion orientation[J]. China Higher Medical Education, 2014, (4):3-4.
- [4] Zhang Xiaojie, Yun Changhai, Luo Qingdong et al. Research and Practice of Professional Quality-oriented Professional Quality Training [J]. China Higher Medical Education, 2014, (4): 5-6.
- [5] Chen Xuefang, Zhang Yiping. Thoughts on the integration of entrepreneurship education to inform the whole process of talent cultivation [J]. China Electric Power Education, 2009,136:67-68.