

# **A comparative study on the teaching skills training mode of Chinese and foreign normal students**

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**Keywords:** Chinese and foreign normal students; teaching skills; training mode

**Abstract:** As the state encourages comprehensive universities to participate in the training of primary and secondary school teachers and the implementation of the teacher qualification certificate system, the situation where normal colleges and universities are solely responsible for teacher training has been broken. Compared with the characteristics and advantages of universities, normal colleges and universities will lose their dominant position in the field of teacher training, and the trained normal students will also lose their competitive advantages. Judging from the current situation of quality education in primary and secondary schools, the teaching concepts of most teachers are still bound by traditional teaching concepts, and it is difficult to change in a short period of time. There is a phenomenon of empty talk about education curriculum reform. Teachers still use traditional teaching methods to train students. , Paying attention to grades and ignoring ability, resulting in students who can not meet the needs of the society and lack the ability to innovate. Taking the United States and China as examples, this paper expounds the comparative study of teaching skills training modes for Chinese and foreign normal students, in order to absorb foreign advanced technology, take its essence, and discard its dross.

## **1. Introduction**

Teaching skills are the necessary skills for teachers to teach, and also the premise and foundation of effective teaching. In order to cultivate new-type teachers with qualified professional qualities and meet the requirements of the times, the Ministry of Education decided to adjust and reform the teacher education curriculum and build a new teacher education curriculum system that reflects the concept of quality education[1]. The main task of higher normal education is to realize the transformation from quantity satisfaction type to quality improvement type, and cultivating teachers who reach professional standards is the reform direction and innovation point of teacher education in normal colleges and universities[2]. For normal students, teaching skills are the core professional skills and professional qualities necessary to become excellent teachers, including the ability of teaching design, teaching organization and implementation, teaching evaluation and teaching reflection. As a "quasi-teacher" normal student, in order to carry out educational work smoothly in the future education work, in addition to having systematic professional knowledge, he should also have skilled teaching skills, and all this is inseparable from the classroom teaching of normal students in middle school Skill development and training[3]. The cultivation of teaching skills is directly related to the quality of school teaching. Since the implementation of the free education policy for normal students in 2007, many normal colleges and universities have carried out a series of reforms in normal education and teaching, with particular emphasis on the cultivation of teaching skills for normal students. Teachers' classroom teaching skills directly determine the quality and success of teaching[4]. A teacher with a low level of classroom teaching skills cannot achieve decent achievements. With the in-depth development of curriculum reform, how to change teachers' attitudes, improve professional quality and improve professional spirit has become an important issue that everyone cares about and thinks about[5].

## 2. Analysis of the teaching skills training methods of American normal students

### 2.1. Training institutions

In the early 1970s, some European and American countries began to carry out a series of thinking and attempts on teacher education[6]. The United States first initiated the “ability-based” teacher education reform, focusing on the combination of theoretical knowledge and specific practice in the process of cultivating normal students. The American teacher education system was formed in the mid-19th century, and by the beginning of the 20th century, a semi-closed teacher education system consisting of normal schools and liberal arts colleges was basically formed. In the 20th century, micro-teaching originated from Stanford University in the United States, which is an important turning point in the cultivation of teachers' teaching skills[7]. In today's globalization, the opening of the entire culture to the outside world must require its education to be oriented to the world. In order to keep up with the development of the times and win in the competition, almost all countries in the world today discuss and study how to reform education as an important topic in the development of their own countries. .

American normal student training institutions have also experienced three stages of development from secondary normal schools to higher normal colleges and then to comprehensive universities. Normal colleges not only set up liberal arts colleges to teach professional knowledge to normal students, but also set up education colleges to provide normal skills training for normal students[8]. The quality of teachers is the most important factor affecting the improvement of education quality. With the increasing recognition of the importance of teachers' vocational skills research and training abroad, the research focuses on teaching skills, especially the training methods of classroom teaching skills. The measures and methods taken are different, but the goal is the same, that is, to cultivate high-quality qualified teachers who are competent in school education and teaching. In order to strengthen teaching practice activities and strengthen the entry process of normal students, some schools have cooperated with surrounding primary and secondary schools and training institutions in recent years, so that each normal student can be jointly guided by a school teacher and an outstanding grass-roots teacher outside the school.

### 2.2. Cultivation method

The United States attaches great importance to the training of normal students[9]. They believe that only by cultivating first-class teachers can we teach high-quality high-level talents. There are a lot of methods and strategies that can be used for reference in foreign countries, especially in the research on the cultivation of teachers' classroom teaching skills[10]. Under the world pattern of education globalization, today's research on teacher education in China, including the research on the training methods of normal students' classroom teaching skills, must be in line with the research in other countries in the world[11]. Micro-teaching has been used in the training of teachers' teaching practice ability by many countries and regions in a very short period of time, which has promoted the development of normal teaching in these regions. The steps and process of micro-teaching are shown in Figure 1.

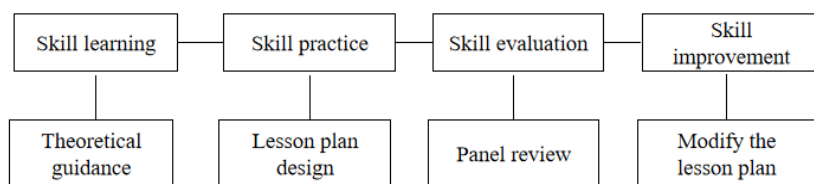


Figure 1 The steps and process of micro-teaching

Stanford University in the United States is the first in the world to apply micro-teaching to the cultivation of teaching skills of normal students. Under the attention and guidance of national policies, the United States has formed a teaching skills training method for normal students with a high starting point, complete system and strong operability. Specifically, it mainly includes the

following four stages[12]. First, the videos and evaluation scales of the 14 teaching skills that normal students need to learn and master are provided to them, so that normal students can clarify the teaching skills they want to learn and master, and then let normal students carry out practical training of teaching skills, and each time Only one or two teaching skills can be trained at a time, and recorded and stored using a camera, played back in the instructor and student group for evaluation, analysis and feedback. Modern teaching theory believes that teachers are professionals engaged in teaching in educational institutions. To be a professional, you must have specific vocational skills[13]. The United States attaches great importance to the two transition stages before and after teachers' entry, that is, the "entry stage". Strengthening the onboarding process is an indispensable stage in the training process of American normal students, which can allow normal students to quickly realize the transformation of the role of teachers.

### 3. Analysis of teaching skills training methods for normal students in my country

#### 3.1. Training institutions

Compared with European and American countries, the research on teaching skills of normal students in my country is relatively late. In the 1980s, some foreign researchers came to give lectures in China and the establishment of some normal students' teaching skills training mechanism promoted the research and development of Chinese normal students' teaching skills to a certain extent. At present, with the deepening of my country's education system reform and the development of basic education, the main task of higher normal education is to realize the transformation from quantity satisfaction to quality improvement. my country's normal education is facing unprecedented opportunities and challenges. In the early 1900s, micro-teaching first entered the field of electronic education in my country, and gradually attracted people's attention and attention. Many teacher educators have contributed a number of high-level and high-quality monographs and papers, such as Guo You's "Teacher's Teaching Skills" and Wang Weiping's "Micro-teaching". The functions of the teaching skills learning platform for normal students are shown in Figure 2.

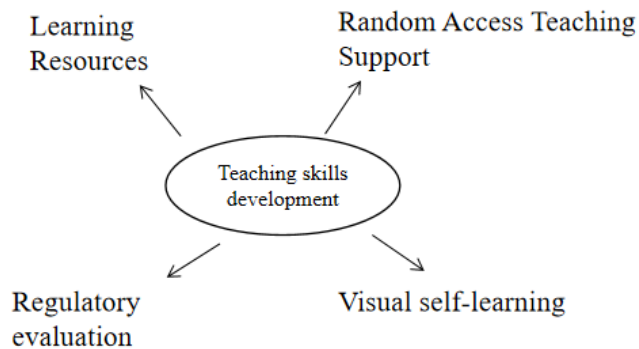


Figure 2 Functions of the teaching skills learning platform for normal students

The training of teaching skills for normal students in my country is mainly undertaken by normal colleges and universities related to normal teaching, as well as primary and secondary schools. It is a practice base. In 1973, the Chinese University of Hong Kong began to adopt the training method of micro-teaching to cultivate the teaching skills of students in higher normal colleges and universities. The quality of teacher education is directly related to the growth of at least millions of teachers, the comprehensive promotion of quality education, the cultivation and improvement of the ideological and moral, innovative spirit and practical ability of the new generation, and ultimately the realization of the goal of building a harmonious society in an all-round way. . In recent years, many universities have established specialized teaching skills training centers or teacher education colleges and other institutions to make the training of normal students' teaching skills more professional.

### 3.2. Cultivation method

The growth process of normal students can be roughly divided into three stages: on-campus study period, off-campus internship period, and employment. Teacher education in our country is mainly based on knowledge imparting and neglects the cultivation of teaching skills of normal students. The curriculum settings of similar majors in normal colleges and non-normal colleges are not much different, except for pedagogy, psychology, pedagogy and the curriculum settings of similar majors in education-oriented colleges. There are four courses of study, teaching method and educational practice. There are more professional and academic courses, and less vocational and normal courses; the proportion of theoretical and knowledge courses is large, and the proportion of practical and skill courses is relatively high. small.

In the first stage, normal students mainly study the basic knowledge of majors and related teaching theories and professional knowledge such as pedagogy and psychology, and the time is about 2 years. For one year, let the normal students conduct trial lecture training in a real teaching situation, and use the video method for feedback evaluation. Teachers who are responsible for the training of normal students are generally professional teachers in the corresponding fields in various normal colleges and universities. This stage is an important period for the accumulation of theoretical knowledge level of normal students. In 1983, micro-teaching was applied to the skill training process of in-service teachers, and five basic teaching skills that teachers should master were proposed, namely, changing skills, mutual communication skills, general questioning skills, illustration and example skills, and organizational skills. Neglecting the cultivation of normal students' classroom teaching skills will cultivate low-quality teachers, and low-quality teachers will cultivate low-quality students, resulting in a vicious circle of education and a decline in the quality of education.

### 4. Conclusions

In the United States, the training of normal students' teaching skills started early, and the models are flexible and diverse, and relevant legislative provisions have been formed. The teaching skills training mode and mechanism. The problem of classroom teaching skills of normal students is the quality of teachers, the problem of teachers' quality is the problem of normal colleges and universities, and the problem of normal colleges is the problem of education. Through the research on the classroom teaching skills of normal students and the research on video case teaching, according to the characteristics of normal students' cognition and the actual needs of teaching, combined with the advantages of video case teaching, a connection point between the two is found, and the two are organically connected. The integration of video case-based classroom teaching skills training mode for normal students is a new teaching form. Compared with the United States, the research on the training of normal students' teaching skills in my country started relatively late. In recent years, the training of normal students' teaching skills has been gradually strengthened. Therefore, it is particularly important to explore the teaching skills training mechanism of normal students that is suitable for the actual situation of our country.

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