

Research on Enhancing the Practical Teaching Ability of Primary Education Majors under the Background of "Comprehensive Training"

Xianghua Wu

Zheng zhou University of Science and Technology, Zhengzhou450000China

ABSTRACT

Enhancing primary education majors' practical teaching skills against the backdrop of "comprehensive training" has emerged as a key concern in education reform. By examining successful experiences and successful tactics for developing practical teaching ability both domestically and internationally, this article examines the current state of practical teaching ability in primary education majors. It then suggests a practical teaching reform plan based on the idea of "comprehensive training" with the goal of offering theoretical support and helpful advice to students who wish to improve their practical teaching ability in primary education majors.

KEYWORDS

"comprehensive training"; primary education major; practical teaching ability

1 Introduction

The notion of comprehensive development in education is the foundation of the holistic education concept, which emphasizes the enhancement of students' overall attributes in terms of their knowledge, skills, emotions, and other areas. General education has steadily grown in importance as a goal of education reform in many nations since this idea was first put forth in the 1980s and as global education reform has progressed, particularly in the new century. By focusing on the integration and application of interdisciplinary knowledge and adjusting to the need for versatile talents in society, it seeks to foster students' inventive spirit and practical ability. Since basic education was reformed and improved in China, the Ministry of Education has consistently promoted high-quality, all-encompassing education in an effort to help students not only gain subject-matter expertise but also develop all-around skills through curriculum reform and creative teaching strategies. In this regard, the idea of comprehensive training has progressively permeated the instruction of different majors and disciplines, offering fresh viewpoints and approaches to developing future talent.

Experts stressed the need for primary education professionals with a variety of skills to be developed holistically at the Ministry of Education's Teaching Guidance Committee for Education Majors' 2021 Work Seminar on the Construction of National First Class Majors in Primary Education. The "one body, two wings, one foundation" training mechanism at Capital Normal University, the "research-oriented general education primary school teacher" training model at Nanjing Normal University, and the general education teacher training experiment at Northeast Normal University are just a few of the many universities that have investigated talent cultivation models. Based on an

examination of the implementation plans of 20 “Excellent Primary School Teacher Training Reform Projects” that the Ministry of Education had approved, Xie Shu and Chen Xuyuan (2018) suggested a comprehensive plan and curriculum design for the development of exceptional primary school teachers.

Modules, platforms, and other techniques were used in the curriculum design process, which reflected a practical approach to curriculum design and highlighted the role of implicit curriculum in developing exceptional teachers. According to a survey and study on the teaching practice skills of teacher candidates majoring in primary education, Zhou Rongxiu et al. (2023) discovered that some issues with these skills include insufficient textbook analysis and a focus on a single teaching method. To create a solid collaborative education model, recommend improving the structure of practical courses, building a fair training system for instruction and practical skills, bolstering thorough and ongoing guidance, and making use of off-campus teaching resources. The development of comprehensive teachers in primary education has progressively drawn scholarly attention and emerged as a popular topic in the fields of teacher education and teacher development research, as noted by Sun Yuyang and Zeng Yuexia (2022).

Theoretical research is currently lacking in depth, and general subject teachers have not gotten the policy support they need for the teacher qualification exam and hiring process for primary school teaching positions in the area. Zhang Pan and Wu Zhuohua (2022) analyzed the Excellent Primary School Teacher Training Program in the United States, found its interdisciplinary and practical characteristics in talent cultivation, clarified the path of excellent teacher training, and proposed corresponding reform strategies for China’s primary school teacher training model: clarifying training objectives, optimizing teacher education curriculum, and reforming the teacher education practice system.

While some progress has been made in developing all-around skills in primary education majors, there are still many obstacles to overcome. First of all, some universities’ primary education major curricula do not adequately foster students’ holistic traits and practical skills. Second, another obstacle facing the primary education profession today is teachers’ lack of practical teaching skills. One of the main reasons why students’ practical skills are hard to develop is that teachers frequently lack adequate direction and resource support in the classroom. Furthermore, as curriculum reform progresses, it is imperative that teacher training and professional development be improved in order to accommodate the idea of comprehensive training. At the same time, primary education majors typically participate in internships and practical activities at low rates, and the caliber and efficacy of internships have fallen short of expectations. This limits the advancement of future educational quality in addition to having an impact on students’ professional competency and skill development.

In conclusion, given the context of comprehensive education, there is a pressing need for comprehensive research on enhancing primary education majors’ practical teaching skills in order to meet the demands of contemporary education reform, develop excellent teachers who can adjust to the demands of the modern world, and support the long-term growth of basic education.

2 Current Situation of Practical Teaching in Primary Education Major

The ability of teachers to teach a variety of subjects is emphasized by the development of general education teachers. Therefore, primary education majors should prioritize developing teachers’ holistic qualities and interdisciplinary teaching skills in addition to teaching subject knowledge in practical teaching. Some traditional universities have investigated the development of general teachers and created a system of theoretical and practical curricula. Northeast Normal

University, for instance, has created a professional curriculum system that includes research and development, educational theory, discipline, and skill practice. Numerous universities have set up a system of practical instruction that is comparatively comprehensive and naturally blends theoretical and practical instruction. For instance, the Primary Education major at Changchun Normal University has developed a four-year integrated curriculum system called “three words, three lectures, and six abilities” that incorporates training and courses. Through the “U-G-S” (University Government School) training model, some universities encourage tight collaboration between themselves, governments, and elementary schools. To create a “school-enterprise -industry” education model, some universities collaborate with businesses and industries.

There are still some issues with the practical teaching of primary education majors, despite the fact that numerous efforts have produced some successes in the development of comprehensive primary education professionals. This study looked into the practical courses and talent development programs offered by six universities in Henan Province that major in primary education. It was discovered that educational internships, educational assessments, educational surveys, and educational internships are the main practical courses that each university offers. Universities differ in how practical credits are set up. From the standpoint of how practical links are set up in each university, the most concentrated practical links are graduation design, military theory practice, labor practice, educational internships, and enrollment education. Depending on where they stand in terms of developing talent, different universities offer primary education majors different curriculum settings. The practical credit total ranges from 23 to 40, with 40 being the highest.

3 Problems in Practical Teaching of Primary Education Majors

3.1 Insufficient investment in practical teaching resources

Students’ learning outcomes and the development of their practical skills are directly impacted by inadequate resource investment in practical teaching. There are typically insufficient funds and resources allocated to practical teaching at many universities, which leaves them without enough locations for activities and practical teaching. This has a significant impact on students’ chances to gain knowledge and skills during the practical process in addition to restricting the advancement of practical teaching.

First of all, instructors find it challenging to create and carry out courses in an efficient manner due to a lack of specialized practical teaching facilities. To accommodate students’ increasing practical needs, many schools lack enough labs, training spaces, and multipurpose classrooms. It is frequently challenging to provide a high-quality practical teaching environment, even with pertinent facilities, because of antiquated equipment or inadequate maintenance. Because of this, a lot of hands-on activities are merely ceremonial and cannot fully fulfill their educational potential.

Second, the school’s capacity to implement varied practical instruction is also hampered by the absence of appropriate activity spaces. However, many schools are unable to arrange rich practical activities like social research, on-site inspections, or simulated teaching because they lack the necessary space and resources. These activities are crucial for students’ learning and development.

Additionally, schools find it challenging to recruit and develop highly qualified, practical teaching faculty due to a lack of funding. Experienced teachers must guide students in practical teaching, but many teachers may choose more secure theoretical teaching positions due to a lack of resources and support, which further degrades the quality of practical teaching. This vicious cycle impairs the school’s overall teaching effectiveness in addition to having an impact on students’ learning outcomes.

3.2 Insufficient Understanding of Practical Teaching Concepts

One prevalent issue is teachers' ignorance of concepts related to practical teaching. Certain educators are unable to apply the fundamental ideas of practical teaching because they do not fully comprehend them, which lowers the standard of instruction as a whole. In addition to being an extension of theory, practical teaching is a thorough application meant to improve students' capacity for practical operation and creative thought. Many teachers, however, continue to adhere to traditional teaching models and are unable to adaptably use a variety of practical teaching techniques because of a lack of knowledge. The efficacy of practical teaching is also significantly hampered by its excessively solitary and antiquated techniques and resources. Teaching methods are antiquated and lacking in vitality as a result of many universities' failure to place a high value on innovation and reform in practical instruction. This circumstance not only prevents students' practical skills from improving effectively, but it also renders them incapable of resolving real-world issues. Diverse approaches, such as project-based learning, case analysis, role-playing, etc., should be promoted in practical teaching in order to develop students' overall character and flexibility.

The conventional internship model for teacher candidates frequently only emphasizes one-time centralized internships, lacking coherence and systematicity when it comes to off-campus practice. The gap between theory and practice, the uniqueness of internship objectives, and the absence of cooperation and communication between guidance teachers on and off campus are just a few of this model's drawbacks. There is a gap between theoretical learning and practical application during the internship process because students frequently struggle to apply the theoretical knowledge they have learned in class to real-world operations. Schools should thus actively investigate a variety of extracurricular activities, encourage good communication and collaboration between guidance teachers on and off campus, and guarantee the depth and relevance of internship material.

3.3 Lack of Comprehensive Assessment and Evaluation System for Practical Teaching

Comprehensive assessment and evaluation systems for practical teaching are lacking in the current process. Students in regular schools typically take courses on campus to gain skills, and once they finish the courses, they are graded using a set assessment method. This approach frequently ignores the dynamic development in the actual teaching process and the enhancement of students' abilities, even though it can somewhat reflect the learning outcomes of the curriculum.

Grades during the educational internship stage are primarily determined by the evaluation that is completed by both on-campus and off-campus teachers after the internship is over. This approach does not provide a thorough assessment of interns' performance. The absence of unambiguous process evaluations makes it challenging to efficiently document and offer feedback on students' performance and development throughout internships. Both teachers and students end up being unable to comprehend their own growth process as a result of this. Furthermore, one-sided evaluation results from a lack of process evaluation. Summative evaluations usually ignore the significance of the learning process in favor of concentrating solely on results. As a result, during internships, students might place more emphasis on their final grade than on gaining experience and honing their practical skills. Students' interest in learning is impacted by this phenomenon, and it hinders their ability to solve problems adaptably in real-world learning settings.

4 Improvement Strategies for Practical Teaching in Primary Education Majors

4.1 Optimizing Investment and Innovative Cooperation

Integrating useful teaching resources and creating an efficient platform for resource sharing are

essential in today's classroom. Universities should incorporate practical teaching resources with related disciplines and overlapping tools and equipment to cut down on redundant construction and increase resource utilization efficiency. Establish joint laboratories, encourage two-way interactions in the fields of technology research and application, actively build long-term cooperation mechanisms with businesses, and make sure that high-quality practical resources are shared and used effectively.

In order to improve their research innovation skills and practical teaching experience, universities should create incentive policies, appropriately tilt the evaluation of professional titles and salary benefits towards teachers who provide guidance in practical teaching, and encourage them to combine high-level scientific research with practical teaching. Enhancing the professional curriculum is also essential. In order to give students enough time to acquire practical skills, the proportion of subject-specific courses to practical courses must be increased.

By simulating authentic teaching environments, the teaching skills training laboratory can enhance students' practical teaching abilities and help them better integrate educational theory and practice. By holding competitions for teaching practice abilities, future great teachers can be found and developed in addition to increasing students' emphasis on practical skills. Foster collaboration between academic institutions and elementary schools, give students authentic teaching experiences, and assist them in developing their teaching practice skills together. The design of curricula should take into account professional traits and the needs for developing talent, increase the amount of practical instruction, standardize and scientifically set the practical components of each course, and make sure that practical instruction is incorporated into every step of the student education process. Simultaneously, we will increase the scope and depth of teaching content, advance the deep integration of contemporary information technology and practical teaching, strengthen the reform of practical teaching methods and means, and raise the standard and caliber of practical teaching.

Strengthening the development of practical teaching materials, prioritizing the creation of high-quality materials, and encouraging university instructors to collaborate with enterprise technical staff to produce innovative and well-structured materials are all necessary. These all-encompassing measures can help develop talents with more creative and practical skills and significantly increase the effectiveness of practical instruction.

4.2 Boost Training for Teachers

A systematic mechanism for teacher training and promotion must be established in order to improve teachers' comprehension and application of practical teaching concepts. In addition to extending the dissemination of knowledge, practical teaching is a crucial means of developing students' capacity for practical operation and creative thought. However, many teachers are unable to fully utilize the quality and effectiveness of practical teaching because they lack a thorough understanding of the concepts involved.

First and foremost, it is essential to plan frequent teacher training. These trainings, which cover the fundamental ideas, techniques, and case analysis of practical teaching, can be held as workshops or seminars. Help teachers fully grasp the significance and specifics of practical teaching implementation by fusing theory and practice. Experts can offer workable solutions for particular disciplines and learning environments during the training, as well as share successful real-world teaching experiences both domestically and overseas.

Second, case sharing is another crucial training element. In order to foster mutual learning, encourage educators to share their successful examples and difficulties with practical instruction. Through dialogue and communication, educators can create a positive learning environment, foster

teamwork, and acquire fresh viewpoints and techniques. This common culture can boost teachers' engagement and energize them for hands-on instruction.

4.3 Building a Practical Teaching Evaluation System

To accurately reflect the objectives' requirements, first make sure the evaluation objectives are clear and align with the practical teaching objectives. Second, to guarantee the evaluation's thoroughness and objectivity, its subjects should be diverse, encompassing educators, students, peer experts, and representatives from business and industry. Thus, it is essential to create scientifically sound evaluation criteria and indicators that are closely linked to real-world learning goals and accurately represent students' practical, innovative, and problem-solving skills. Simultaneously, create an efficient evaluation feedback improvement mechanism that encompasses the entirety of the process, including the creation, execution, oversight, assessment, and ongoing enhancement of realistic lesson plans. This will guarantee that evaluation outcomes can be promptly fed back and utilized to enhance instruction. Another crucial element to support the effective deployment of this system is enhancing the assessment of practical teaching management. In order to improve the scientific, timely, accurate, and comprehensive nature of evaluation, a closed-loop management system should be established that addresses everything from the creation, implementation, supervision, and evaluation of practical teaching plans to continuous improvement.

5 Conclusion

Enhancing the practical teaching skills of primary education majors is a methodical endeavor that calls for the cooperation of schools, teachers, and all facets of society as the educational concept of "comprehensive training" is deepened. By putting the aforementioned improvement measures into practice, primary education majors' practical teaching will be effectively improved, more comprehensive teachers who can adjust to changing educational needs will be developed, and basic education will advance. The deep integration of information technology and practical teaching, as well as how to continuously optimize and improve the evaluation system to meet the objective of continuously improving practical teaching capabilities, will be further explored in future research. This offers fresh concepts and avenues for further investigation.

About the Author

Xianghua Wu(1986-6), Female, Han, Associate Professor, Research Direction: Educational management.

References

- [1] Xie Shu, Chen Xuyuan. Analysis on Theory and Practice of Excellent Primary Teacher Program[J]. Journal of Northeast Normal University(Philosophy and Social Sciences), 2018(4):212-216.
- [2] Zhou Rongxiu, Liu Canqun, Zhang Min. Strategies for Training of Teaching Skills for Normal Students in Primary Education[J]. Theory and Practice of Contemporary Education, 2023(15):57-62.
- [3] Sun Yuyang, Zeng Yuexia. A Literature Summary of Primary Education General Practice Teachers and Their Cultivation[J]. Journal of Hanjiang Normal University, 2022(3):116-120.
- [4] Zhang Pan, Wu Zhuohua. Interdisciplinary and Practical: Excellent Primary School Teacher Training Program in the United States[J]. Educational Progress, 2022, 12(12):5381-5386.
- [5] Xiao Zhengde, Wang Zhenyu. Teaching Ability of Rural Primary School General Subject Teachers with "Rural Attributes": Value, Structure, and Cultivation Path[J]. Journal of Chinese Education, 2020, (12):64-69.