

Research on Teacher Training based on Project-based Curriculum

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ABSTRACT

Project-based curriculum teaching is to encourage students to integrate theoretical knowledge with discipline practice through specific course projects, which can significantly improve the final effect of talent training. In this process, teachers play an important guiding role. In order to effectively cope with the requirements of project-based curriculum teaching reform under the background of the new era, schools must take the initiative to carry out targeted teacher training activities and build a teacher training model based on project-based curriculum, so as to comprehensively improve their project-based curriculum teaching ability and enable them to flexibly cope with various teaching challenges. Therefore, this paper will study the teacher training model based on project-based curriculum, in order to provide effective reference for schools to make teacher training plans.

KEYWORDS

project-based curriculum; teacher training; teaching ability

During the implementation of the project-based curriculum, many teachers are powerless in the guidance on specific project-based curriculum because of their imperfect knowledge structure and insufficient ability and quality, which restricts the progress and effect of the project-based curriculum teaching reform. Although most schools have strengthened the construction of teachers' quality in recent years, they mainly train teachers' comprehensive teaching ability from a macro perspective, and less train teachers from the perspective of project-based curriculum reform, which can not adapt to and meet the actual needs of project-based curriculum teaching in the new era. In this regard, this paper studies the teacher training model based on project-based curriculum in order to establish a dynamic and long-term teacher training mechanism.

1 The Theoretical Basis of Teacher Training Model Construction

1.1 Basic Theory of Project-based Curriculum

The theory of project-based curriculum includes five elements: competency view, structural view, comprehensive view, process view and strategy view. The competency view is to pay more attention to the cultivation of students' practical ability in the setting of project-based curriculum objectives, and urge students to fully apply theoretical knowledge to project practice in specific course projects, so as to achieve the effect of integrating and flexibly applying knowledge. The structural view is that in the content setting of project-based curriculum, teachers must break the original discipline knowledge system and pay attention to the cultivation of inner-disciplinary talents. The comprehensive view means that in the project guidance, teachers must pay attention to the comprehensive training of students' theoretical knowledge, practical ability and emotional attitude from the overall perspective. The process view means that in the design of project-based curriculum, teachers must take the initiative to understand the characteristics of students' physical and mental development to ensure that the implementation of project-based curriculum can fit in with the growth and development process of students. Strategy view means that in the design of project courses, teachers must adopt appropriate teaching strategies to guide students to build an autonomous learning system to promote their long-term development^[1]. The theory of project-based curriculum not only puts forward new requirements for teachers' teaching ability, but also points out the direction for schools to strengthen teacher training. Under the guidance of project theory, schools must reconstruct the teacher training system to promote the steady improvement of teachers' teaching ability for project-based curriculum.

1.2 The Theory of Teacher Growth

As a kind of adult education, teacher training should follow the characteristics and laws of adult education. First of all, it is necessary to give priority to the heuristic and guided education methods, fully respect the principal position of teachers in the training process, and encourage teachers to realize self-development in combination with their own characteristics and needs in the training activities and constantly explore the teaching modes of project-based curriculum in line with their own teaching styles. Moreover, it is necessary to help teachers establish the reflective awareness to

encourage teachers to combine training courses with their own teaching practice and solve various problems in actual teaching, and establish the consciousness of “improvement, reflection and further improvement” to constantly optimize the classroom teaching mode. Finally, it is necessary to pay attention to resource sharing. Teachers have accumulated a lot of teaching experience in education, and have rich teaching resources. Therefore, in the process of teacher training, teacher seminar groups can be established to encourage teachers to learn from each other and make progress together^[2]. To sum up, the theory of teacher growth provides a direction for the construction of teacher training model based on project-based curriculum. Schools must take the theory of teacher growth as a guide to explore a teacher training system that conforms to the law of teacher growth and development.

2 Construction of the Teacher Training Model based on Project-based Curriculum

The teacher training model based on project-based curriculum involves training principles, training objectives, training content, training methods and other aspects.

2.1 Training Principles

The construction of the teacher training model based on project-based curriculum should follow the following principles. 1. Teacher training must adhere to the problem-oriented principle to strengthen the pertinence of training content, which can truly help teachers solve practical teaching problems and improve training efficiency. 2. In the training process, the subjectivity of teachers must be respected, and the participation and interaction of teachers should be emphasized, so as to stimulate teachers' enthusiasm for continuous participation in training. Only in this way can the effect of teacher training be continuously improved. 3. In the process of training and evaluation, it is necessary adhere to the people-oriented principle, pay attention to the individual growth of teachers, understand the actual training needs of teachers, and gradually guide teachers to build a self-training system.

2.2 Training Objectives

Based on the theory of project-based curriculum, the design of teacher training objectives should be carried out from three aspects: subject-matter knowledge, comprehensive capacity and emotional attitude. The objective of subject-matter knowledge is that teachers have a deep understanding of the theoretical and practical knowledge of the subject, and can acquire the teaching knowledge and skills of project-based curriculum that match the learning and development needs of students. The objective of comprehensive capability is that teachers master the project-based curriculum design ability, theoretical guidance ability, practical teaching ability, emotional cultivation ability and so on. The objective of emotional attitude is that teachers have a good professional ethics, love teaching work, are willing to challenge themselves, and can promote continues self-growth.

2.3 Training Content

Training content is one of the key points in the construction of teacher training model based on project-based curriculum. Based on the training objectives, the teacher training content should also include three aspects: professional knowledge, comprehensive skills and emotional attitude.

First of all, in terms of professional knowledge, it is necessary to train the teaching material resources mining, project-based curriculum design, project writing and comprehensive professional knowledge of teachers, and pay attention to training teachers' innovative thinking ability and project development ability, so that teachers can actively carry out project-based curriculum design based on their own teaching practice. For example, the trainers can search for rich project-based curriculum cases for the trainees, lead them to analyze the characteristics and advantages of the project in depth, encourage them to discuss and communicate in the form of a group, and extract the keys and points of the project-based curriculum design, so as to provide a framework for the future project-based curriculum design^[3]. For another example, the trainers can also combine the cutting-edge knowledge of the subject to expand the trainees' teaching thinking, and guide them to gradually integrate the latest cutting-edge knowledge of the subject into the project-based curriculum design, so as to enhance the forward-looking and scientific nature of the project-based curriculum and further enhance the attraction of the project-based curriculum to students.

Secondly, in terms of comprehensive skills, trainers should not only pay attention to the “common skills” that teachers of various disciplines should have, but also pay attention to the personal needs of individual teachers. For example, using the Internet teaching platform to develop project-based curriculum has become a new trend. Therefore, trainers should focus on improving the digital teaching skills of trainees, so that trainees can flexibly apply various information teaching

platforms to develop characteristic project-based courses, and innovate in many aspects such as course content and course teaching forms, so as to meet students' growing demand for project-based curriculum design. For another example, in view of the weak links existing in the project-based curriculum design of individual teachers, trainers should give targeted guidance, and combine the actual situation of the discipline to help teachers to clarify the design process of different stages and different types of project-based courses, so as to improve their design ability of project-based curriculum.

Finally, in terms of emotional attitude, trainers should combine the latest educational philosophy and the project-based curriculum reform concept to enhance students' confidence and identity in the project-based curriculum teaching reform, and stimulate teachers' enthusiasm to actively participate in training. Alternatively, trainers can also start from improving teachers' professional quality to strengthen the construction of teacher's virtue, and guide teachers to respect students' needs in project-based curriculum design and pay attention to students' personality growth through training, so as to constantly explore the project-based curriculum teaching mode that meets students' development needs.

2.4 Training Methods

Training methods are an important channel to achieve training objectives and implement training content. The teacher training method based on project-based curriculum should aim at strengthening the participation of teachers and building the interactive and communication classroom, so that teachers can improve the knowledge, ability and attitude in an equal, free and interactive atmosphere.

First of all, the trainers can focus on the common problems and the theoretical knowledge needs of teachers in the project-based curriculum design to carry out training in the form of special lectures. For example, to solve the problem that many teachers are not clear about the project-based curriculum development and design process, trainers can design theme lectures to systematically explain the specific process of project-based curriculum development and design to teachers, and encourage teachers of various disciplines to share their own experience in project-based curriculum development and design, so as to continuously broaden teachers' vision of project-based curriculum development and design, and make it possible for teachers to combine the actual needs of students to promote the development of project-based curriculum from multiple perspectives and aspects.

Secondly, trainers should introduce rich project-based curriculum cases, which cover multiple disciplines and teaching stages, so as to provide teachers with project-based curriculum design ideas. Alternatively, trainers can actively invite trainees to explain their own project-based curriculum design cases, and explain the design principles, teaching tasks, project process and final implementation effects to other trainees, so as to encourage all trainees to observe and discuss together, constantly improve their project analysis ability, and lay a good foundation for their future project-based curriculum practice.

Finally, in the process of teacher training, trainers can also invite excellent subject teachers, educational experts and enterprise project leaders to provide ideas for teachers' project-based curriculum design from different aspects, so as to constantly broaden teachers' vision of project design, and enable them to design high-quality project-based curriculum.

2.5 Training Reflection

Training reflection is the last part of teacher training activities. In this part, trainers should pay attention to guiding teachers to establish a sense of reflection and autonomy, and require teachers to link the knowledge acquired in the training courses with their own teaching work, develop targeted modification plans, and make continuous improvement in the teaching based on the feedback of students, so as to gradually improve the teaching quality of project-based curriculum.

In addition, trainers can use new media tools to follow up on training results. For example, through the WeChat groups, trainers can regularly learn about the specific situation of the project-based curriculum teaching reform of trainees and the subsequent problems, and encourage trainees to discuss and learn from each other, so as to break through the time and space limitations of the previous offline training activities, build a long-term teacher training model, and make teachers continuously benefit.

3 Conclusion

To sum up, with the goal of training inner-disciplinary talents in the new era, the project-based curriculum reform, as one of the important contents of education reform, puts forward new requirements for teachers' education ability. In order to continuously improve the effectiveness of project-based curriculum teaching reform, schools must strengthen

the training of teachers, innovate teacher training models, and build a long-term and dynamic teacher training system, so as to promote the continuous improvement of teachers' teaching ability for project-based curriculum and effectively cope with various challenges in the future. As the subject of training, teachers should participate in the training with an optimistic and positive attitude, deepen their learning, constantly improve their teaching ability, and explore their own teaching modes of project-based curriculum to help cultivate inner-disciplinary talents in the new era.

References

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