

Research on The Influence of Teaching Skill Training on The Improvement of Teaching Abilities: A Case Study of Student-Teachers At Normal University in Sichuan Province

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i2/21318>

DOI:10.6007/IJARPED/v13-i2/21318

Published Online: 24 April 2024

Abstract

Teachers are the first resource of education. The quality of education ultimately depends on the quality of teachers, and without high-quality teachers, there is no high-quality education. The high quality of teachers largely depends on the cultivation and training of teachers in normal education. This study takes the teaching skills of normal university students as the starting point to study the role of different teaching skills training methods on the teaching ability of normal university students. The teaching skills training methods are the curriculum teaching, trial teaching, educational practice, educational probation, micro-teaching, teaching competition which are commonly used in China. Through case study, senior normal university students were selected as research samples, and T-test, single linear regression and step-by-step regression analysis were used to analyze the role of teaching skills training on the teaching ability of normal university students.

Keywords: Normal University Students, Teaching Skills of Normal University Student, Curriculum Teaching, Trial Teaching, Educational Practice, Educational Probation, Micro-Teaching, Teaching Competition

Introduction

According to the "Employment Quality Report" published by normal colleges in recent years, the education industry is the largest employment destination of normal graduates in normal colleges. All normal universities put forward in their "Employment Quality Report" that the education industry is the main destination for normal students to graduate. The graduates of normal university mainly go to and engage in "education". Therefore, strengthening the training and training of teaching skills of normal university students and improving their teaching skills before they enter the post is not only an important way to improve the employment rate of normal university students and promote the employment of normal

university students, but also to enhance the adaptability of normal university students to adapt to the requirements of teaching posts as soon as possible.

The source of the topic is mainly based on the following factors: The country attaches increasing importance to teacher education. In recent years, China has issued many policy documents and work plans, which put forward higher requirements for teachers' teaching ability and teacher training. Meet the needs of teacher training professional certification. As a national certification standard, teacher training professional certification has been implemented nationwide since 2017. It has a set of scientific implementation methods and certification standards. To meet the professional requirements of normal university students engaged in teaching career in the future. The qualities that normal students should possess, such as physical and mental quality, moral quality, knowledge quality and ability quality, are not only applicable to the present of normal students, but also applicable to the future of normal students. Adapt to The Teacher Qualification Examination. Compared with the previous teacher qualification examination standards, the new teacher qualification examination standards have an obvious upgrading process. Since 2015, the new teacher qualification examination method has been put into effect. Normal school graduates are also required to take the teacher qualification examination. In the past, normal university students could directly identify teachers with their diplomas upon graduation, which has changed. Meet the professional development of teachers. The professionalization of teachers' profession puts forward higher requirements for normal university students. Training teachers with professional standards is the goal of the international teacher education reform. Adapt to the excellent teacher training plan. In order to realize the overall improvement of teacher training quality, the Ministry of Education has launched the Excellent Teacher Training Plan. Normal university students should pay attention to strengthen their own skills in learning and make unremitting efforts to join the team of excellent teachers.

Problem Statement

Research Gap : Explain the necessity of strengthening the cultivation of teaching skills of normal university students.

Judging from the situation of teacher employment in recent years, the challenging situation of teacher employment is becoming more and more severe. In recent years, the issue of employment of normal university students has attracted much attention. Although the employment rate of normal graduates "exposed" by major universities is very considerable, it is not so ideal. Taking Central China Normal University as an example, the completion rate of ordinary normal students in 2021 is only 66.77% (Website, 2021). The reasons can be analyzed from the following aspects. First, the graduate labor market is oversupplied. More and more high school graduates choose to go to normal colleges for further study, and the demand for primary and secondary school teachers in the education market shrinks sharply. On the other hand, the lack of ability of normal university students themselves is also the reason for their unsatisfactory employment.

The present situation of teacher education is in urgent need of reform. From the current situation of China's teacher education, there are still the following problems: First, the training goal is homogenized seriously, and the science is insufficient. At present, the training objectives of normal major are formulated by colleges and universities with reference to the professional education objectives. The policy-makers do not have sufficient research on the practice of basic education and pay insufficient attention to the needs of teacher training in basic education. Second, the curriculum system is inadequate. At present, in the curriculum

setting of normal majors, most of the traditional courses are mature and most of the academic courses are academic, but the courses that are closely related to the basic education practice and take into account both normal and academic courses are insufficient. The problems of overlapping courses and unclear logical relations between courses affect the training quality of normal university students. Thirdly, the current teaching of normal majors has not gone out of the old way that teachers design teaching from the subject knowledge system. The mainstream form of classroom teaching is still teacher-led, students are silent, and the deep and effective interaction between teachers and students is seriously insufficient. The training of normal university students and its important practical teaching are also ineffective due to the limited internship opportunities and the difference in the quantity and quality of teacher guidance (Dai Liyi, 2019).

The teaching skill level of normal university students is not satisfactory. From the existing research and practice, some scholars have found the shortcomings of normal university students in the skills competition, such as outdated concepts and rusty skills of normal university students, single teaching methods and lack of innovation, and classroom teaching skills need to be strengthened; Some researchers also put forward the existing problems of normal university students' teaching skills from three stages: the lack of pre-class textbook analysis ability, the lack of predictability and feasibility of teaching design, and the over-or under-preparation before class; In the classroom teaching, teaching skills are lacking, the transition is not natural, and the blackboard writing is not clear. After class teaching reflection lack of correct attitude and method.

Practical gap: the problems and deficiencies in the cultivation of normal university students' teaching ability

Through case study, in the process of case analysis, the researcher found that some experts in the normal profession pointed out that there are still some representative problems in the teaching skills training of students in normal universities. Such as, First, problems with the curriculum. Teacher education courses pay more attention to teaching and learning of textbook knowledge, and pay less attention to the frontier of basic education reform and educational research. Normal university students' class guidance ability lacks strong supporting courses or teaching links. Second, problems in the cultivation of teaching ability. The cultivation of cooperative communication ability is relatively weak compared with knowledge and skill teaching. There are not enough courses and teaching practice activities to support the ability to have good communication skills and be good at communicating effectively with students, parents and colleagues. The third, problems in knowledge and competence. Training normal university students to use the knowledge to analyze and solve the problems of education and teaching needs to be strengthened. Students do not know enough about the development trends of basic education reform at home and abroad and the development trend of middle school education. The fourth, problems in education probation. The practice of teachers' vocational skills training and micro-teaching is not enough. Traditional teaching thinking, teaching methods and curriculum evaluation are common. The fifth, problems in the process of educational practice. Normal university students are not deeply involved in the management work and lack their corresponding class organization and management ability. Some students have the problem of insufficient guidance ability in the management practice of class teachers. The sixth, problems in teaching research. Normal university students do not know enough about the reform and development

of basic education at home and abroad. Students have few opportunities to participate in teachers' teaching and research projects during their school years.

Research Hypothesis and Research Questions

In this study, the researcher made the following hypothesis:

- H1: There are differences between the teaching ability of freshman normal university students who have gone through systematic teaching skill training and the teaching ability of senior grade normal university students who have not gone through systematic teaching skill training;
- H2: Curriculum teaching has a positive effect on the teaching ability of normal university students;
- H3: Education probation has a positive effect on the teaching ability of normal university students;
- H4: Trial teaching has a positive effect on the teaching ability of normal university students;
- H5: Micro-teaching has a positive effect on the teaching ability of normal university students;
- H6: Educational practice has a positive effect on the teaching ability of normal university students;
- H7: Teaching competition has a positive effect on the teaching ability of normal university students.

The research questions are as follows

- 1) What is the influence of curriculum teaching on the teaching ability of normal university students? What is the difference between theoretical standards and practical realities?
- 2) What is the influence of education probation on the teaching ability of normal university students? What is the difference between theoretical standards and practical realities?
- 3) What is the influence of trial teaching on the teaching ability of normal university students? What is the difference between theoretical standards and practical realities?
- 4) What is the influence of micro-teaching on the teaching ability of normal university students? What is the difference between theoretical standards and practical realities?
- 5) What is the influence of educational practice on the teaching ability of normal university students? What is the difference between theoretical standards and practical realities?
- 6) What is the influence of teaching competition on the teaching ability of normal university students? What is the difference between theoretical standards and practical realities?

Literature Review

China has always called teacher training "normal education", and the schools that train teachers are called normal universities, normal schools and so on. However, with the acceleration of the renewal of scientific and technological knowledge, the improvement of the popularization of education and the renewal of educational concepts, the continuous improvement of the status of teachers, and the influence of the idea of lifelong education, teachers need to constantly update their knowledge structure and improve their education and teaching level, and normal education gradually develops to the level of higher education(Huang Zhengping, 2018).The concept of "teacher education" is increasingly being replaced by "teacher education". Therefore, some Westerners now do not understand the meaning of "normal" with "teacher education". At the same time, the concept of teacher education was gradually replaced by the concept of teacher education. At present, "teacher education" mainly refers to the completion of teacher training education in normal colleges,

"teacher education" in addition to the first stage of teacher training education, but also includes in-service teachers' further study and quality and ability improvement.

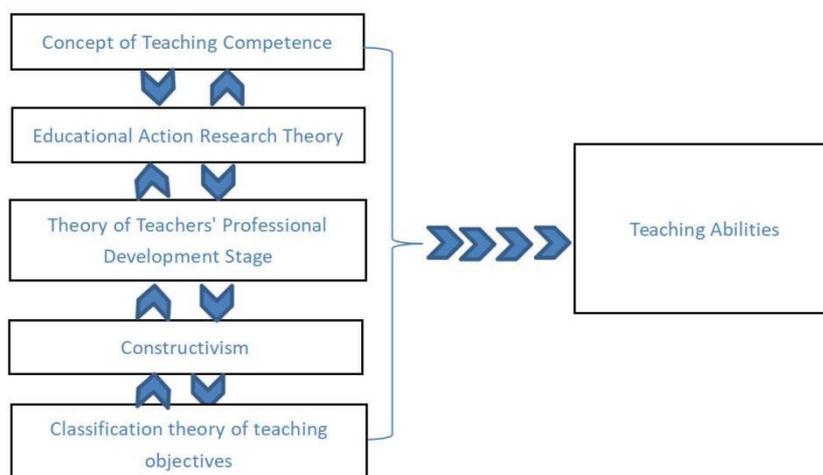
After literature review and comprehensive analysis, the researchers found that there are roughly the following viewpoints on the current shortcomings of normal education: Teacher education has long been "emphasizing theory over practice"(Tian Zhenhua, 2017; Wei Ge,Lv Xuhan, 2021).For a long time, China's normal education has been focusing on the teaching of theories, focusing on the cultivation of professional knowledge and educational ideas of normal students, but less guiding students to express educational knowledge in the teaching process, ignoring the construction of the "bridge" between theory and practice. Teacher education should integrate classroom teaching knowledge with practical experience(Yang Gui,2017).In the teaching of normal universities, due to the characteristics of the teaching process, the objective conditions of teaching and the limitations of normal university students in classroom learning, teaching activities can only be the content of knowledge transmission, and teaching ability can not be a direct content to teach normal university students.Normal education neglects the cultivation of research consciousness and ability of normal university students (Tian Zhenhua; 2017).In recent decades, China's normal education still neglects the cultivation of normal university students' research consciousness and basic ability, and still blindly pays attention to knowledge and theoretical learning. The cooperative mechanism of normal university students' training has not been well formed (Jianxiong & Junsheng, 2015).At present, normal colleges and local primary and secondary schools have not established a good cooperative training mechanism for normal college students, and normal colleges are in urgent need of frontline backbone teachers in primary and secondary schools to participate in the training of normal college students.

From the perspective of different training methods and the research on curriculum teaching, the existing problems in the curriculum setting of teacher education in China lie in the unreasonable proportion of curriculum structure, single curriculum type, incomplete and obsolete curriculum content, shortage of educational practice opportunities, emphasis on theory and light practice, loose practice links and low efficiency (Minglan, 2004; Xudong et al., 2011). As for the research on educational practice, teaching practice, as part of specialist training, is one of the effective forms of professional development for normal school students, which can combine theoretical knowledge with practical experience, educational practice has become a key link in cultivating and improving normal university students' teaching skills (Maria Asuncion Flores, 2017). As for the research on educational internship, to a certain extent, educational internship can enhance students' career emotion, enable students to have a more scientific understanding of theory and skill courses, and indirectly improve students' professional efficacy (Shi Yanfang, Lv Xiaowei,2018).Some researchers point out the problems existing in the practice of educational apprenticeship: the lack of necessary preparation and careful arrangement of educational apprenticeship (Guo Duohua, 2016; Yan & Cuihong, 2022), the guidance of leading teachers is not in place, and the probation assessment system is not perfect enough (Yan Yejing, Xu Wei, 2020),Normal students have the problems of deviant concept of internship, abnormal behavior, insufficient active learning, and mere form of reflection and summary (Yan Yejing, Xu Wei,2020). There is not enough time for educational internship, and the content and evaluation methods of internship are single (Qin Jicui, et al., 2014; Yan & Sun Cuihong, 2022; Xiaohua et al., 2017). As for the study of trial lectures, the current problems in the process of trial lectures are as follows: First, students' professional knowledge and skills are not solid (Chunli, 2016; Panqi, etl., 2019), poor classroom teaching performance (Yuan Wannv, 2018).Second, students are

not familiar with the new curriculum standard textbooks and the teaching objectives are not clear; Third, the teaching method is not flexible and the classroom organization ability is weak (Chunli, 2016;). Ignoring the learning of teaching methodology and lacking the consciousness of teaching practice Wannv (2018); Fourth, normal schools do not pay enough attention to trial teaching, and there is no unified guiding ideology, trial teaching requirements, and scoring standards, resulting in the situation that the overall level of trial teaching is not unified (Pan qi, et al., 2019).The research on microteaching shows that microteaching is an effective way to help teachers quickly master teaching skills, improve teaching ability, constantly summarize teaching experience, and constantly reflect and improve professional level (Lijuan & Jinde, 2010; Li Lewei & Li Yuelin, 2010). But there are also some problems, such as: the application of microteaching is just a formality; Modern audio-visual technology is backward and can not meet the needs of teaching skills training; Feedback evaluation is not timely, evaluation intensity is not enough; Too much emphasis is placed on special training and the integration of teaching skills is neglected (Li Lewei & Li Yuelin, 2010). As for the research on teaching competitions, the investigation on the teaching ability and growth path of normal university students (Yue Xiaoting & Pan Sudong, 2015) shows that many excellent normal university students take an active part in teaching competitions. He regards teaching competition as one of the important ways to improve his teaching ability in exercise and study (Yan Deming & Zhu Yali, 2012). However, due to the difference between competition and actual teaching concerns, Teaching competition has little effect on normal university students' cognitive ability and classroom organization ability (Yue Xiaoting & Pan Sudong, 2015)

Theoretical Framework

The concept of teaching competence is explained and defined in terms of teaching activity view, psychological development view, Professional competency theory and teaching activity theory. Then, with the action research model combined with the theory of teachers' professional development stage, Classification theory of teaching objectives, the training of teachers' teaching ability in the pre-service stage, that is, the stage of normal university students, is taken as the goal, an evaluation index system is constructed, and the interaction of learning, practice and reflection is utilized to guide students to form practical knowledge. Under the interaction of competence framework, evaluation system, action research and practical knowledge, the mechanism of teaching competence cultivation of normal university students is discussed.



Research Methodology

Research Strategy

Researchers who use mixed research methods consider it important to use both exploratory and confirmatory methods in a single study. Since both quantitative research and qualitative research have their own advantages and disadvantages, more and more researchers suggest that qualitative research and quantitative research should be combined, and both qualitative research and quantitative research should be used in one study. Hybrid researchers believe that studies done using hybrid research methods are usually due to studies done using quantitative or qualitative methods alone. Mixed research helps researchers think about how to combine or mix quantitative and qualitative methods in a case study to answer the researcher's research question (Johnson, et al., 2007). In this study, questionnaires, interviews and other methods will be adopted in the process of data collection, qualitative and quantitative methods will be combined in the process of data analysis, and numbers and statements will also be combined in the chapter of conclusion and report. The research strategy of this study is to select cases, conduct in-depth understanding and research, and carry out the research process in a mixed research way.

This study focuses on two topics: "normal university students" and "Training of teaching skills". The first keyword is "teaching abilities", and the second keyword is "normal university students". According to the statistics of Shanghai Soft Science Education Information Consulting Co., LTD. (Soft Science RANKING, authoritative professional research and consulting service institution in China), there are more than 160 normal colleges and universities in China. According to the Number of Regular Students for Normal Courses in HEIs by Discipline (Number of Regular Students for Normal Courses in HEIs by Discipline) compiled by Ministry of Education, PRC, there are 1,981,164 normal university students. In the face of such a large number of normal schools and normal university students, from the perspective of the researchers themselves, it is difficult, even impossible, to carry out such a research on the cultivation of normal university students' teaching skills and obtain nationally representative data and conclusions by using scientific research methods. Therefore, starting from the real situation of the researcher, the researcher chooses to use case study to conduct in-depth research on the selected representative cases in order to obtain the research data and conclusions of practical significance within a certain range through scientific and rigorous educational research methods. At the same time, it is worth mentioning that, because the researcher has already had a certain understanding of the case in the cultivation of teaching skills of normal university students, which is equivalent to having the basis and conditions for exploratory research in the early stage, so he chose this case for case study.

Research Instrument

Questionnaire. In this study, the researcher is expected to use the questionnaire to understand the status and satisfaction of normal university students on various ways of teaching skill cultivation. Interview. Researchers will select certain samples from normal university students for qualitative interviews and collect interview data.

Research Population

Introduction to The Study Case. The case selected in this case study is a provincial normal university, which has a long history of teacher education and unique characteristics of teacher education. It is the most representative normal university in China with the largest proportion of teachers. According to the university where the case is located, there are more

than 15,000 normal students in March 2023. The class is about 3,500 people per year. From the perspective of this educational process, only the students in the second semester of the senior year can complete the entire training process, the experience of teaching skills training can be completely completed, and the understanding of the teaching skills training mode of normal university students can be complete and profound. Therefore, this study selects senior students for questionnaire survey and interview. The questionnaire survey will be stratified by major to ensure the proportion of senior normal university students in each major participating in the questionnaire survey. The interview will select 5 to 8 students of liberal arts, science and art.

Research Techniques

In this study, stratified random sampling will be used in questionnaire 1 (Questionnaire survey on teaching ability cultivation of normal university students). The researchers divided the normal students in the case school into different layers according to their majors. As mentioned above, there are 21 normal majors in the case school. In different layers (in this study, different teacher majors), questionnaire 1 is issued and sample data is collected.

Data analysis techniques will adopt T test for independent samples, unary linear regression and stepwise regression. The first hypothesis is that the teaching ability of first-year normal university students without systematic teaching skills training will be significantly different from that of fourth-year normal university students who have undergone systematic teaching skills training. To verify this hypothesis, spss software is expected to be used for independent sample T-test. For research hypothesis 2 to 7, in order to verify the influence relationship between independent variables and dependent variables, the researcher will use linear regression in this study to test the hypothesis of studies 2-7. In this study, researchers set up multiple research questions in the same dimension. Then which aspect of the same dimension has the greatest impact on teaching ability? The researchers used a stepwise regression method to verify this.

Contribution

The theoretical contribution of this study is that it will broaden and deepen the theoretical research of teaching skills training, and help to promote the professionalization of teachers and enrich the theory of teacher education. The contextual contributions of this research are to provide guidance for normal university students to master their vocational skills as teachers, so that their vocational skills can be substantially improved. This paper provides feedback information for the training of teachers and provides a meaningful reference for the reform of the training mode to the universities and colleges. To provide impetus for promoting the professional development of teachers and strengthen the vocational ability and skill training of pre-service teachers is the driving force to promote the continuous development of teacher specialization.

Acknowledgement

All the work for this study was supported by China West Normal University in Nanchong, Sichuan, China. One of the project is a university education and teaching reform project (Project name: Research on the Education Practice System of Teachers Specialty; Project No.: 403709). The other project is the Ideological and Political Education Research Center of Sichuan University Students (Project Name: Ideological and Political Education and Curriculum Ideological and political construction in Colleges and universities, Project No.:

468133), and the third project is the basic scientific research project of the university (project name: Construction of internal teaching quality assurance system in colleges and universities under the opportunity of review and evaluation, Project No.:416605).

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