

The Path of Cultivating Teaching Skills of History Teacher Trainees under the Background of "New Teacher Training"—Taking Lingnan Normal University as an Example



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Abstract: To cultivate excellent teachers in the new era, Guangdong Province has put forward the construction strategy of "New Teacher Training", aiming at cultivating high-quality teachers, improving the teacher training team, and constructing a teacher education model with Guangdong characteristics under the impetus of education reform. Lingnan Normal University, as one of the lists of Guangdong Province's national innovation experimental zones and co-construction units, has achieved remarkable results in constructing the "New Teacher Training". Taking Lingnan Normal University as an example, the author analyzes the new challenges in the context of the construction of a "New Teacher Training" mainly from the current situation of teaching skills training for history teacher trainees, the reflection on the training objectives, the existing problems and the training strategies, and reflects on the path of history teacher trainees' teaching skills training during the change of education.

Keywords: new teacher training; history teacher trainees; teaching skills; training paths;

Education is the most important part of a hundred years' plan, and teachers are the most important part of the education plan. Over the years, Lingnan Normal University has been optimizing the skill training mode of teacher trainees to reflect the charm and potential development power of teacher training colleges themselves. However, with the reform of the new curriculum and the new requirements of the "New Teacher Training" construction, Guangdong Province Teachers College will face a more serious challenge, and the teacher trainees in colleges and universities are the reserve army of the education industry. The requirements for constructing the "New Teacher Training" are imminent.

1.History Teaching Skills Cultivation Status of Teacher Trainees

1.1 Dilemma faced by history teacher trainees

The "New Teacher Training" construction program points out that higher teacher training colleges and universities should be oriented to

needs of the industry, identify the main contradictions in the cultivation process, build a good teacher education in colleges and universities, and the professional development of basic education teachers of all types of systems, improve the management system and mechanism of teacher education, and accelerate the pace of development of teacher education. Hu (2018) Guangdong Province, "New Teacher Training" construction aims to strengthen the integration of teacher education resources through public teacher training, non-teacher training colleges and universities to join the policy to cultivate high-quality and high-quality teacher talent, really benefit from the students, and improve the path of teaching and training. In this "New Teacher Training" educational change, professional teaching skills training in teacher-training colleges and universities is crucial. Taking the history major of Lingnan Normal University as an example, the following problems mainly exist: the teaching of history has been in an awkward position for a long time. As a minor subject, history is one of the four minor subjects, whether it is the history of music, physical culture and aesthetics,

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or history, geography, politics, and students, which determines to a certain extent that the subject of history is in a disadvantageous position compared with the main subjects of language, mathematics and English: on the one hand, the curriculum of history is set up mainly in the middle school after the secondary school stage, and the little children do not have any contact with the knowledge of history during their initiation period; on the other hand, even in the history classroom of the secondary school, history has been allocated relatively few credit hours. On the other hand, even in the secondary school history classroom, history is allocated relatively few hours; in addition, in the traditional teaching concept, most people still think that "history is the history of the past", which is of little significance to the reality, and fail to recognize the real meaning of Croce's statement that "all history is contemporary history".

Secondly, the classroom teaching mode of the history subject has been solidified. Classroom teaching is the main position of history teaching work, a good history class not only requires history teachers to have professional knowledge of the subject but also need to master the necessary teaching skills to ensure the efficiency of the history classroom. However, history teachers are often prone to ignore the innovative thinking of the teaching mode, but entrenched in the traditional teaching experience, only "Exam-oriented education" is from the ultimate goal of the examination often leads to the students for the history of learning to produce "old-fashioned" misunderstanding, interest in learning low interest in learning. Finally, the subjectivity of secondary school history teachers is not strong, mainly reflected in the looseness of the history teacher construction team, today's secondary school history teaching is generally short of history teachers, and the emergence of a history teacher to teach at least four to five classes, which will lead to a decline in the quality of secondary school history teacher teaching and other issues.

1.2 The necessity of teaching skills training for history teacher trainees

The 2017 version of the "General High School History Curriculum Standard" has made a more comprehensive adjustment for the implementation of the fundamental task of establishing morality, developing quality education, promoting educational equity, and cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, and aesthetics, etc., of

which the change of the curriculum objectives from three-dimensional objectives to the disciplinary core literacy is the top priority of the reform of the new curriculum standard. (Ministry of Education, 2018)

The Curriculum Standard is an important basis for subject teaching and has a crucial guiding role in the preparation of teaching materials and the implementation of classroom teaching. Core literacy is directed to people, is the systematic expression of the goal of "cultivating what kind of people", and subject core literacy involves the problem of "how to cultivate such people", the cultivation of subject core literacy focuses on the requirements of quality education of establishing morality and educating people. Core literacy focuses on the important character and ability that history education needs to cultivate for students to integrate into society and achieve success in the future. The core literacy embodies the requirements of the times for progress in a more macro dimension and highlights the educational concept of cultivating students as the basis. The "derivation" and "evolution" of core literacy need to be implemented based on the essence of the subject (Zhou, 2017). Therefore, under the reform of the new curriculum standard, the standard of history core literacy for history teacher trainees in practical teaching will be raised, and the threshold of the teacher education industry will be raised accordingly, which indicates that history teacher trainees in teacher training colleges and universities have the urgency and epochal nature of the training of professional teaching skills, and they can only become the mainstay of the educational changes by adapting to the new requirements of the new curriculum standard changes. There is a common misunderstanding of "emphasizing knowledge but not ability" during the period of teacher training in colleges and universities, so teacher trainees tend to have "No fixed goal or direction", without a comprehensive and integrated plan, and the relationship between theory and practice is not properly dealt with, and they unilaterally think that profound knowledge is the key to future employment and graduate studies. The relationship between theory and practice is not properly handled, and they unilaterally think that profound knowledge is a "panacea" for future employment and graduate studies, which leads to the lack of awareness of teaching skills development and the lack of autonomy of the teacher trainees.

2. Conceptual Innovation of Teaching Skills Cultivation for History Teacher Trainees

Liang Qichao said: "What is history? The body of human society's continuing activities, the school's total achievements, to find the cause and effect relationship, for the modern general people's activities to identify them also." (Liang, 1933) This shows that history has a social value as well as a humanistic value, and the purpose of learning history is to discover history in the process of human historical development, to dig out the truth behind history, and to learn from history. Under the new demands of the "New Teacher Training" reform, it is of practical significance to study the basic elements and paths of history teacher training. Taking the contemporary value of the history discipline as the starting point, the conceptual innovation of the path of history teacher trainees' teaching skills training mainly includes the following points:

2.1 Education-oriented, human-centered view of students

The most basic and important educational concept of the history curriculum is to effectively implement the fundamental task of establishing moral education and insisting on "Educating people as the basis, moral education first", which is the centralized embodiment of disciplinary education in the history of disciplinary literacy. In addition to mastering the necessary subject-specific knowledge and teaching skills, history teacher trainees also need to form a correct concept of education in the training of teaching skills, pay attention to the use of the classroom model of "Students as the main body, the teacher as the leading", and put the analysis of the teaching of the learning situation in a prominent position, and do not fall into the training of teaching skills. Do not fall into the quagmire of "teaching for the sake of skills", ignoring the "people-oriented" view of education, we should be clear that the implementation of all teaching skills is built in the teaching situation, teaching skills should be adjusted according to the teaching situation promptly.

2.2 Reflective teaching skills and critical thinking

The famous American educational psychologist Posner has put forward the formula for teacher growth: teacher growth = teaching experience + teaching reflection. This growth formula describes the basic requirements of an excellent teacher, the growth process of teachers is the process of teaching experience continues to accumulate, and teaching skills and professional knowledge in the teaching

practice continues to improve, which is the accumulation of quantity. However, the growth of teachers is not only the process of accumulating teaching experience, but also the process of improving teachers' quality: the accumulation of teachers' experience in teaching is not just an accumulation of experience, but needs to be integrated into the basis of teaching reflection, to form their teaching concepts.

Without teaching reflection, there is no substantial improvement, and without critical thinking, it is easy to be stuck in the old rut, teaching reflection is a necessity for lifelong learning. As the saying goes, "The belly has poetry and books," as a history teacher trainee is even more so, to open the dusty memories of history, history teaching as far as possible to restore history, which requires us to form a history teaching theory with critical thinking.

3. Problems in the Development of Teaching Skills of History Teacher Trainees

3.1 The lagging behind the teaching skill cultivation mode of history teacher trainees

In the traditional training mode, undergraduate teacher training colleges and universities generally have the situation of professional knowledge and teaching skills stratification: mainly reflected in the distribution of professional knowledge learning in the first two years of college, while the theoretical learning of teaching skills and even practical aspects of the teaching skills postponed to the second two years of college, and in addition to the late college teaching skills practice training, universities provide little teaching skills platform, which to some extent is not conducive to the teacher training students' employment program. To some extent, this is not conducive to the arrangement and implementation of teacher training programs. At the same time, the internship period in the fourth year of university coincides with the preparation period for graduate school, which often leads to teacher trainees making unreasonable choices during the critical period of educational internship, and teacher trainees' emphasis on educational internship will change with the change of the situation of graduate school examination and employment situation.

Zhigang Wei, in his "Analysis of the Status Quo of Teaching Skills of Higher Teacher History Teacher Trainees," argues that strengthening the basic skills of history teacher trainees, such as "Three strokes and one language," will lay a good

foundation for teaching in the future. (Wei, 2015) In Lingnan Normal University, for example, teacher trainees are exposed to "Three strokes and one language" ("Three strokes", i.e., chalk, pen and brush; "One Language", i.e., Putonghua) from their first year of college, and the school has set up appropriate training programs for them. In the second year of the university, all students are required to take public psychology and education courses. It seems that Lingnan Normal University has a certain degree of teacher training program, such as the systematic learning of the "Three strokes for one word" course and the holding of the corresponding three strokes competition, the recruitment of morning reading teachers and so on to stimulate the interest of teacher trainees in learning skills. However, there are some shortcomings: for example, taking the history major of the College of Law and Politics as an example, the history teacher trainees were only trained in the first semester of their first year of college in "Three strokes and one language", and the learning of Putonghua was completely independent, without professional guidance and training; also, the teacher trainees generally do not pay enough attention to the courses of public psychology and education, and habitually put them out of their minds. Also, teacher-training students generally do not pay enough attention to public psychology and education courses and habitually put them in the position of elective courses. History teacher trainees only begin to formally contact history pedagogy and interpretation of history curriculum standards and other professional theoretical learning in the third year of college, and large-scale professional competitions such as the National History Teaching Skills Competition are concentrated in this period, followed by the internship period in the fourth year of college, the transition period of history teacher trainees' practical teaching is too hasty. Thus, it seems that the lagging nature of the teaching skills training mode of teacher training colleges and universities will inevitably lead to a significant reduction in the effectiveness of teacher training, how to reasonably improve the skills training mode of teacher training in the four years of college will be the major teacher training colleges and universities of the urgent need.

3.2 The dilemma of educational internship for history teacher training students

The most direct and extensive way of cooperation between universities and primary or secondary schools is educational internship.

Specifically implemented for history teacher trainees, it is the secondary school history education internship, generally speaking, including secondary school history teaching lesson observation apprenticeship, secondary school history teaching routine internship, and secondary school history teaching top-ranking teaching internship. (Chen, 2014) With the increasing urgency of cultivating the teaching consciousness of teacher trainees, Lingnan Normal University has made corresponding adjustments to the educational internship system for teacher trainees in recent years, the most obvious point is the change of the mode of educational internship: decentralized internship - centralized internship, which is to a certain extent conducive to the school's effective supervision of the educational internship for teacher trainees. This is, to some extent, conducive to the effective supervision of the school's educational internship for teacher trainees, but on the other hand, for the teacher trainees who are going to graduate school, how to balance the relationship between the internship and the review of the graduate school is very helpless, which can easily lead to the problem of losing sight of the other.

Educational internship is an important way to test the teaching skills of history teacher trainees, but many teacher trainees do not pay enough attention to educational internships and show a perfunctory attitude towards them. The starting point of the centralized internship arranged by the teacher training colleges is to unify the educational learning of teacher training students, which is conducive to the effectiveness of internship evaluation and allows teacher training students to have a more systematic understanding of the teaching process and classroom practice. However, many teacher training students prefer decentralized internships, which on the one hand provide them with a larger space for activities and greater autonomy and choice on the other hand. Taking the history department of Lingnan Normal University as an example, most of the teacher trainees are opposed to the reform of this mode of educational internship. "Different people have different views", whether a decentralized internship or centralized internship, if the history teacher trainee's teacher consciousness and the teacher trainee's self-constructive subjectivity are not strong, it often leads to little effect of the educational internship.

Lingnan Normal University has adopted the system of group internship based on a practical basis,

with about 9 persons in each group, unified guidance by the instructor, and the implementation of intra-group cooperation and communication. For the acceptance of the results of an educational internship, a mutual evaluation mechanism is generally adopted to build a bridge of evaluation between students and students, teachers and students. This evaluation mechanism of educational internship is generally practical and feasible, basically guaranteeing the effect of educational internship feedback, but there are some problems in the actual evaluation: mainly reflected in the mutual evaluation of the existence of the group within the group dare not evaluate or praise with overflowing words, there is a general lack of internship exchanges within the group, the problem of being alone, which often lead to ineffective evaluation of the educational internship.

4. Teaching Skills Cultivation Strategies for History Teacher Training Students

4.1 Make full use of modern educational technology and practice the innovative concept of history teaching

Teaching skills training should be in line with the requirements of the new curriculum and conform to the development of the times. Exam-oriented education advocates the "Exam" as the main goal of education, and is a more one-sided education model, in the promotion of education reform, China's education model gradually changed to "Quality education", advocating the comprehensive training of students, stimulate students' imagination and learning potential. Students' imagination and learning potential. As the reserve army of history teachers, history teacher trainees should conform to the change from exam-oriented education to quality education, cultivate innovative concepts of history teaching, and adapt to the new requirements of quality education. History teacher trainees should awaken their own teacher's consciousness and innovative teaching ability, and form teaching concepts in line with the education reform.

Today's scientific and technological development is rapidly changing, and modern educational technology has been fully developed. Microgrid teaching, flipped classrooms, the classroom and other teaching modes are the product of the new situation, the most obvious classroom teaching change is reflected in the widespread use of multimedia teaching machines. Multimedia teaching

is conducive to changing the traditional concept of teaching materials, promoting the development of teaching resources, to a certain extent, changing the yoke of "Exam-oriented education" in the single nature of the teaching materials, through multimedia teaching to form a reasonable teaching process structure, to achieve the most optimal teaching results. At the same time, we should avoid multimedia teaching "Flashy" and pay attention to the effectiveness of the history curriculum resources, in the history classroom to open up the transformation of the brain in the history classroom, we should be clear about the essential requirements of history teaching, through the history of the teaching of the important and difficult: history teaching advocates "out of the textbook History teaching advocates "out of the textbook", expanding students' historical perspective, but also "From the textbook to the textbook", the extension of the history curriculum resources is a derivative of the history textbook. The design of textbooks is a direct reflection of the curriculum standards, which stipulates the educational objectives and content, so the history teacher trainees can't be detached from the textbooks, but rather, based on the curriculum standards and the current textbooks, make full use of the modern educational technology, and practice the innovative concepts of history teaching.

4.2 Improve the training mechanism for teacher trainees in colleges and universities and increase the platform for teaching practice

Teaching skills training of history teacher trainees is a long-term process. In addition to the construction of the teacher trainees themselves, the training mechanism of college teacher trainees plays a crucial role in the process of cultivating the teaching skills of history teacher trainees. Teaching skills training of history teacher trainees in teacher training colleges needs to be well-planned and progressive. The so-called "Large class teaching, small class discussion" teaching mode abandons the traditional teaching mode, in the process of large class teaching, teaching theory is the main teaching body, the teaching of the important and difficult points in place, to impart basic knowledge to the college student group; while the small class discussion focuses on the exploration and solution of practical problems, the purpose is to help students find problems, analyze problems and solve problems. The purpose is to help students find problems, analyze problems, and deal with problems, to

improve their comprehensive ability and literacy. (Lin, 2021) Such teaching methods, to a certain extent, ensure the quality of teaching and have been praised to a certain extent. (Zhu et al., 2016)

Lingnan Normal University, for example, Lingnan Normal University Affiliated High School is a municipal complete secondary school under the joint jurisdiction of Zhanjiang Municipal Bureau of Education and Lingnan Normal University, with relatively strong teachers and perfect teaching equipment, Lingnan Normal University and its Affiliated High Schools are complementary relationship, which is conducive to sharing and integration of educational resources. Therefore, Lingnan Normal University can make full use of the teaching resources of affiliated secondary schools for teaching observation and even educational internships. To ensure the effectiveness of the teaching skills training of history teacher trainees, increase the teaching practice platform, and identify problems in teaching competitions and other practice platforms, to reflect on the classroom effect of history teaching skills.

4.3 Promote the change of educational internship mode and rationalize the arrangement of educational internships

The educational internship is an indispensable teaching link in teacher education to carry out the principle of linking theory to practice and realize the cultivation goal, and it is an important part of the teaching plan. History teacher trainees can make practical use of their teaching skills through educational internships. The author mainly considers the following two aspects: on the one hand, appropriately extend the time limit of the educational internship. It is difficult for history teacher trainees to give feedback on their teaching skills in a short period in the classroom, and a reasonable transition period is needed to buffer them; on the other hand, the evaluation mechanism of educational internships should be improved. The acceptance of the results of the internship is an important manifestation of the educational internship, the instructor can carry out a teaching exercise before the internship (in the form of a trial lecture or lecture), and then carry out another teaching exercise after the internship period, so that through the comparison before and after the evaluation, which is not only conducive to the improvement of the evaluation mechanism for the educational internship, but also has a supervisory and

motivational role in the educational internship of the teacher training students.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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