

A Study on Teaching Reform of “Foundation” Classes in Teacher Training Colleges and Universities under the Perspective of Establishing Virtue and Raising People



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Abstract: The "foundation" course is an important course for teacher training colleges and universities to cultivate students' overall development and improve their comprehensive quality. In view of the problems of teaching "foundation" courses in teacher training colleges and universities, we analyze the problem of how to infiltrate students' moral education in the process of ideological and political education. It is proposed that moral education should be infiltrated from three aspects: ideology, morality and psychology; moral education elective courses should be offered to cultivate students' comprehensive quality; and teachers' professional ethics education and career planning should be strengthened. Through the reform of teaching methods and teaching means of "basic" courses in teacher training colleges and universities, we can further improve the effectiveness of Civic Education, so that Civic Education can become the foundation of moral education and cultivate socialist builders and successors with comprehensive development of moral, intellectual, physical and aesthetic development.

Keywords: moral education; teacher training colleges and universities; "basic" courses

1. Introduction

The reform of China's basic education requires teacher-training students to not only teach well, but also educate students well; not only to cultivate professional skills, but also professional literacy; not only to teach knowledge and skills, but also to focus on moral, physical, and aesthetic education, as well as other comprehensive quality education. In illumination of some teacher-training students' problems and shortcomings in the teaching of "basic courses," what steps should be taken to improve the teaching quality of "basic" courses so that they can become a moral education and cultivate socialist builders and successors who develop morally, intellectually, physically, and aesthetically? The core purpose of this paper is to debate. This paper examines and examines the substance of "basic" courses in teacher education institutions and universities in the perspective of "moral education first and moral and intellectual

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improvement subsequently."

2. Priorities and tasks for upgrading "foundation" courses in teacher education universities and institutions in the context of moral education

The first basic course of all majors in higher education is "foundation," and restructuring the "foundation" course is the essential way to improve the quality of talent training in teacher training institutions and universities. In terms of educational goals, communist education in China aims to "educate people," "moral education," "intellectual education," and "physical education." A mix of "moral education," "intellectual education," and "sports." University education should nurture socialist builders and successors with all-around development of moral, intellectual, physical, and aesthetic attributes.

In terms of the educational substance, our colleges and universities' "basic" courses have different priorities. In terms of educational

curriculum, our colleges and universities' "basic" courses have specific aims. In terms of talent training mode, colleges and universities should base on disciplines and specialties and take ideological and political theory courses as the main carrier to carry out education and teaching activities; in terms of curriculum system, "basic" institutions of higher learning primarily reflect "big concepts, big logic, and big vision"; in terms of knowledge transfer, "basic" university courses indicate significant "big concepts, big logic, and big vision."

In terms of knowledge transfer, university "basic" courses should focus on students' moral quality, thinking ability, innovation spirit, and practical competence, in addition to basic data and skills. In terms of course content and teaching methods, "basic" courses in colleges and universities should emphasise not only stronger understanding of fields, but also societal hot topics such as ideological and political education. As a consequence, teacher education colleges and universities should prioritise moral education as the primary goal and fundamental concept of teaching reform (Shu et al., 2022).

3. Questions surrounding the teaching of "basic" courses in teacher education institutes and universities in the context of moral education

The main contradiction of Chinese society has been transformed into a new stage of contradiction between people's need for a better life and unbalanced and insufficient development, which necessitates teachers setting an example, establishing learning by morality, teaching by morality, infecting students with their noble souls, and inspiring them with the power of life. There are now several issues with the teaching of "basic" courses in teacher training institutes, such as a backward idea of teacher education, a lack of attention to students' personality development, and an unreasonable curriculum. The following is the specific performance.

3.1 Immaturity of collaborative education model

The "foundation" course is still in its early phases in China's teacher training colleges and universities, and there are various obstacles and problems. Teachers, for example, focus on teaching professional information and skills while ignoring comprehensive quality evaluation; they prioritise knowledge transfer but not emotional communication; and they emphasise course teaching but not classroom engagement and social practise (Li, 2022). Furthermore, a lack of teachers' educational and teaching willingness, as well as their ability to innovate, has an impact on students' overall growth. The reform of teachers should be carried out in terms of concept, treatment, and professionalism, so as to change the status quo of "learning"-oriented teaching, and truly take "learning" as an important driving force for the development of students, teachers, and

schools (Wang, 2017). At the same time, it is especially important to establish a scientific and reasonable evaluation system for teachers.

3.2 Classroom teaching efficacy should be improved further.

Scholars did actual study on the fundamental courses in the Basic Requirements for Teaching Basic Courses in Higher Teacher Education as part of the Ministry of Education's thorough review of the teaching work of teacher training colleges and universities (Mao, 2014). The study's findings indicate that there are numerous issues with the teaching of "basic" courses in teacher training colleges and universities, and the implementation impact needs to be enhanced further. According to the results of the survey, we believe that it is necessary to reform the teaching of "basic" courses in teacher training colleges and universities, with the goal of improving students' ability and quality education as the guide, and improving the quality and level of teaching in general. The main reform contents are: to establish a diversified and multi-level course content system; to adjust and improve the "basic" course teaching materials system. Teachers, teaching materials, and course content, as well as teaching methods and other aspects of change, are all addressed. Following the reform, the course content is primarily divided into two major sections: "quality education" and science, as opposed to the former "theory and practise of quality education" and "educational psychology." The new curriculum includes "Topics in Language (including Language Education)," "Topics in Pedagogy," and "Mental Health Education," in addition to the original content of "Theory and Practice of Quality Education" and "Educational Psychology," as well as the establishment of classroom-centered and student-centered teacher roles and learning styles. A new "basic curriculum materials system for teacher training institutions and universities" will be established as a result of these two parts of reform (Lu et al., 2019).

4. The route of "basic" course teaching reform in teacher professional development universities and colleges in the perspective of educational theory

To establish moral education is to implement the Party's education policy comprehensively, to carry out moral education, cultural knowledge education, established practices, and other aspects, to realise the entire staff education, the entire process of education, all-round education, and the entire society together to train socialist builders and successors (Zhou, 2018). The teacher is the major body of teaching, and the "basic" course is the university's first professional course, as well as a significant professional course, and the teacher plays a prominent role in the process of ideological and political education. As a conclusion, in the teaching activities, moral-based

teaching activities must be performed.

4.1 "Basic" courses in teacher education colleges and universities—establishing a sustainable collaborative education mechanism

The Ministry of Education's General Office issued a notice on strengthening the ideological and political education of teacher-training students in teacher-training colleges and universities, mandating teacher-training colleges and universities to raise their political status and prioritise ideological and political education. Teachers of "basic" courses in teacher training institutes should focus on instilling patriotism, collectivism, and communist philosophy in their students. Teachers are the foundation of education and the source of education. Teacher training colleges and universities have long been an important base for training teachers in China, and have a pivotal role in China's higher education system. The development of teacher training colleges and universities is related to the overall development of China's education. As the technological revolution and industrial transformations intensify, new technologies and new models arise, and talent training faces the problems of shortening the knowledge update cycle while also facing a shortage of trained workers. Strengthening the development of basic courses for teacher-training students is an important step toward improving the quality of teacher-training students and education teaching. Teacher training institutions and universities should focus on the "four services" criteria, build on the teacher education system, focus on teacher education, increase teacher quality, and construct a solid integrated teaching reform mechanism and collaborative education mechanism (Han & Zhao, 2020).

4.2 "Basic" courses in teacher training colleges - reforming and innovating classroom teaching mode

With the goal of improving students' learning ability and innovative thinking, the following teaching modes are adopted: problem introduction - students' self-study - teachers' explanation - students' interaction --Consolidation exercises --Classroom summary, in order to cultivate students' learning ability, innovative thinking, comprehensive quality and good psychological quality. This teaching mode is conducive to stimulating students' interest in learning and cultivating the spirit of exploration and independent thinking. In actual teaching, teachers should carefully design classroom teaching contents and adopt flexible and diverse teaching methods according to students of different levels, such as problem-oriented, guiding learners to take the initiative to think, explore, and acquire knowledge in independent and cooperative learning (Xu & Lang, 2015).

4.3 "Basic" courses in teacher training colleges

and universities - building a practical education system

It is the basic task of university education in the new era to build a practical education system, to implement the fundamental task of establishing moral education and to cultivate socialist builders and successors who develop morally, intellectually, physically and aesthetically. The "basic" courses in teacher training colleges play an important role in the process of students' growth and success. Teacher training colleges should build a practical education system, improve the practical ability of teacher training students, and combine innovation and entrepreneurship education with the education and teaching of teacher training students. Combining innovation and entrepreneurship education with the teaching reform of "basic" courses is an important measure to realize the effectiveness of innovation and entrepreneurship education and moral education. Teachers are the initiating teachers for college students to learn scientific and cultural knowledge and exercise professional skills, so they should continuously improve their comprehensive quality and professionalism. The "foundation" course in teacher training colleges should closely link ideological and political education with teacher education, and cultivate socialist builders and successors with comprehensive development of moral, intellectual, physical, social and aesthetic skills.

Therefore, the construction of "basic" courses can be carried out through ideological and political education to all aspects of classroom teaching, practical training and social practice of teacher training students, and actively explore new paths of teaching reform of "basic" courses in teacher training colleges. Firstly, students should strengthen their knowledge and understanding of Marxist theory and ideological and political theory, and combine Marxism with social reality; secondly, students should pay attention to cross-disciplinary and practical training; and thirdly, students should pay attention to practical training and other forms of integration. Teachers of "basic" courses in teacher training colleges and universities should actively explore effective ways and methods to combine ideological and political education with professional practice, improve their theoretical level and teaching quality in practice, and truly realize the fundamental task of establishing moral education. In order to meet the requirements of the development of the times and the impact of the new pneumonia epidemic, teachers of "basic" courses should continuously improve teaching methods and means; enhance students' interest in learning and awareness of innovation and entrepreneurship; allow students to improve their comprehensive quality in social practice; increase innovation and entrepreneurship education in the

teaching process of ideological and political theory courses and The teaching process of ideological and political theory courses should be strengthened and integrated into the teaching of the curriculum.

5. Conclusion

With the increasing national efforts to build and train a new type of teachers, teacher training institutions should also give full play to the role of teacher training system in the construction of a new type of teachers. Teacher training colleges and universities should develop effective teaching contents and methods according to the requirements of teacher training students' education and teaching skills enhancement, development direction and the state's target requirements for teacher training colleges and universities to cultivate high quality talents, combined with their own reality. By cooperating with new vocational training institutions to improve the teaching ability and level of teacher-training students, teacher-training institutions should improve the quality of teacher-training students' "basic" courses and ensure that the professional skills and comprehensive quality of teacher-training students are given full play in the process of teacher-training students.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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