

COMPETENCY TRAINING PROCESS OF NON-NORMAL GRADUATES IN PRIMARY SCHOOLS

Huiling Zhou¹, Wang Shuai²

^{1,2}*Graduate School, Southeast Asia University, Bangkok, Thailand*

E-mail: S6446B10036@live.sau.ac.th

Abstract

Under the background of China's open teacher qualification system, more and more pre-service non-normal graduates have the opportunity to enter primary schools to engage in education and teaching. Can the new mathematics teachers of non-normal primary schools be competent for classroom teaching management? What questions exist? What are the ways to improve the classroom teaching management ability of primary school teachers of non-normal majors? This study focuses on these issues along the logical structure of literature review → theoretical framework → research design → problem investigation → cause analysis → countermeasures and suggestions. Firstly, the theoretical basis of this study is determined through literature review, the concepts of non-normal teachers, new teachers and classroom teaching management are clarified, and the connotation of classroom teaching management is expounded in detail. Taking the non-normal primary school teachers in T school in H area as the research object, focusing on the classroom teaching management of the two research objects, this paper makes a case study inside and outside the classroom by classroom observation and interview, clarifies the basic situation and existing main problems of the classroom teaching management of non-normal primary school teachers, and puts forward relevant countermeasures and suggestions, so as to achieve the purpose of improving the classroom teaching quality and teaching effect, realizing effective teaching, and further promoting the professional quality of new mathematics teachers in non-normal primary schools.

This study introduces the general situation of classroom teaching management. Non-normal primary school teachers from four dimensions: classroom Teaching content management, classroom teaching time management, classroom Environment management and the management of teachers and students in classroom teaching. Based on the theory of educational ecology, this paper analyzes four existing problems from the following aspects: subject and environment, balance and imbalance, inheritance and variation, symbiosis and competition. Finally, this study puts forward corresponding strategies and suggestions for classroom teaching management of primary school teachers of non-normal majors. Keywords: normal graduates; Non-normal graduates; Competency training process

This study introduces the general situation of classroom teaching management. Non-normal primary school teachers from four dimensions: classroom Teaching content management, classroom teaching time management, classroom Environment management and the management of teachers and students in classroom teaching. Based on the theory of educational ecology, this paper analyzes four existing problems from the following aspects: subject and environment, balance and imbalance, inheritance and variation, symbiosis and

competition. Finally, this study puts forward corresponding strategies and suggestions for classroom teaching management of primary school teachers of non-normal majors.

Keywords: normal graduates; Non-normal graduates; Competency training process

Statement of the problem:

With the continuous improvement and promotion of the teacher education system, it is becoming a social reality for comprehensive university graduates to teach in primary and secondary schools. In recent years, the proportion of this number has generally increased. With the help of the employment report of graduates released by colleges and universities every year, we can know the macro situation of these graduates in choosing their careers. For many years, the profession of primary and secondary school teachers has not been the first choice for these graduates, but the number and proportion of this profession have increased significantly in schools all over the country in recent years. The source structure of teachers in China is increasingly diversified, and non-normal graduates constitute an important force of teachers. From the perspective of teachers' professional development, there are indeed differences between normal and non-normal graduates when they first join the job. How should non-normal graduates be competent quickly when they join the primary school? It is very important for non-normal graduates. This paper discusses the training process of non-normal graduates' competency in primary schools. In recent years, the demand for teachers has gradually shifted from "quantity" to "quality", and excellent teachers have become an urgent social need. "Cultivating better people with excellent people" has become the call of the times. Both policy documents and social voices reflect the concern for improving the quality of teachers in the new era, and high-quality teachers are gaining more and more social recognition and practice verification. Our country's teacher policy needs to make simultaneous efforts on "excellent teachers should teach" and "excellent teachers should teach". On the one hand, we should build an effective teacher admission mechanism to screen more outstanding graduates to join the teaching team; on the other hand, we should take measures according to the characteristics of non-normal graduates to promote their professional growth. In order to be competent for primary school teachers' work faster.

Objective/Hypothesis

Challenges faced by non-normal graduates entering primary schools. The growth path of non-normal graduates entering primary schools. Solve the actual needs of teachers, expand and stabilize the source and development of teachers.

Conceptual Framework

This study adopts the research path of literature review-theoretical framework-research design-problem investigation-cause analysis → put forward countermeasures and suggestions, investigates the present situation and problems of classroom teaching management of mathematics teachers in primary schools of non-normal majors, reveals the existing problems and analyzes the reasons, and then puts forward relevant strategies.

Conceptual Framework:

1. Consult and sort out the relevant theoretical knowledge of classroom teaching management at home and abroad, understand the research status, and analyze, sort out, summarize and summarize the literature.

2. After the research object is determined, the classroom observation method is used for field observation, and the observation records are recorded by video and written records, and the first-hand field data are collected.

3. According to the survey results, this paper analyzes the basic situation and existing problems of classroom teaching management of new teachers who are not normal graduates.

4. This paper analyzes the basic situation and existing problems of classroom teaching management of new primary school teachers who graduated from non-normal major, and puts forward some strategies to improve classroom teaching management of new primary school teachers who graduated from non-normal major.

Theory Supported/Literature Reviews

Normal graduates and non-normal graduates Classroom teaching management Educational ecology theory.

Research Methodology

Population, variables and sampling methods

Qualitative research is an activity in which researchers use themselves as research tools to explore social phenomena in natural situations, collect data in various ways, summarize and analyze them, and interpret the behavior of research objects.

Classroom observation

A scientific research method that records, directly or indirectly obtains observation contents and information, and then makes comprehensible analysis and evaluation. This study takes the back row of the classroom as an observation angle, and records the teacher's observations according to the proposed observation outline.

Classroom management activities, recording all aspects of teachers' classroom teaching, the performance of students' behavior and class learning.

Learning atmosphere, teacher-student interaction and other aspects. At the same time, in order to make the observation more comprehensive and complete, in addition to written records

We also record the classroom process by means of audio and video recording, and observe the classroom after class by means of audio and video recording.

Make a second supplement to improve the lecture notes, and carry out the classroom teaching management behavior of teachers through the teaching record information.

Think deeply.

Interview method

Classroom activities are very complicated, and only when you are there can you feel the "silent" information.

Classroom observation can truly reflect the classroom teaching process, but to get more accurate information, only the class should be conducted.

Observation is far from enough, and it is necessary to combine interviews to get a deeper understanding of teachers' thoughts and cognition. Therefore, pen

Interviews were conducted with the subjects to supplement the information that could not be obtained in classroom observation. Before the interview, the author

Combined with literature review, it focuses on the knowledge and understanding of classroom teaching management of primary school mathematics teachers who are not teachers' majors.

Draw up a general interview outline first. After the interview, adjust the interview content according to the specific situation to obtain

Get more accurate information. With the consent of the interviewee, the author recorded the interview content.

Save, and at the end of the interview will be recorded data into text data for follow-up analysis and research.

Data collection

Interview each person at least once, each time lasting 90-180 minutes. Using concrete semi-structured interviews to collect data, participants are given a topic to discuss, and they are encouraged to tell their stories and feelings independently and completely. Researchers will ask questions appropriately. If the participants have a long pause in this process, the researchers will properly participate in the dialogue, refine the questions and increase the two-way communication. In order to protect the privacy of the narrator, all the names of people were changed in this study.

Tools/Research Design (Questionnaire)

This questionnaire is designed in order to provide a systematic learning model for the research on the competency training process of non-normal graduates in primary schools, and to quickly improve their comprehensive ability.

Statistics and data analysis

A total of 200 questionnaires were collected. Through the questionnaire survey, 85% of non-normal graduated teachers hope to provide some ways for non-normal graduated teachers to learn. It is best to have a special and systematic training to learn how to be a qualified teacher so that they can be competent for their jobs faster. In addition, 78% of non-normal graduate teachers hope to improve their teaching skills and manage their classes quickly after joining primary schools. Finally, from the questionnaire survey, it can be seen that non-normal graduates are slower than normal graduates in starting primary school teachers, and they are more confused. Therefore, we urgently hope that the research on the competency training process of non-normal graduates entering primary schools will provide a perfect and systematic training scheme for non-normal teachers who graduate later.

Research Result

Firstly, the background of non-normal majors is constructed by drawing lessons from the existing research results of classroom teaching management. The content and elements of primary school teachers' classroom teaching management, classroom observation forms and interviews used in this study. The outline is compiled by researchers on the basis of existing literature research, which is feasible to some extent, but it needs further improvement and perfection. At the same time, due to the author's lack of proficiency in interview and classroom observation, coupled with the limitation of research time and the lack of self-ability, the interview data and observation data are sorted and divided. In the process of analysis, qualitative analysis is not normative and scientific enough.

Secondly, from the perspective of management, the theoretical basis of classroom teaching management in this paper needs further discussion. At the same time of exploration, further research is needed on the definition of the connotation and elements of classroom teaching management.

Discussion and Conclusion

This study mainly adopts case study to deeply understand the lessons of elementary school mathematics teachers with non-normal professional background.

Teaching management in the classroom. Due to the limitations of the sample, the research results are not rigorous enough, and more typical examples need to be selected.

On behalf of the case, we conduct in-depth research on the class of primary school mathematics novice teachers with non-normal professional background. Teaching management and existing problems. The author needs to continue to improve this paper from the following aspects:

First, continue to carry out further in-depth research on classroom teaching of primary school mathematics teachers of non-normal majors.

Further discuss the construction of management content elements, optimize the analysis dimension of observation, and explore the influence.

The core causes of classroom teaching management problems of primary school mathematics teachers who are not teachers' majors in order to improve the research subjects.

Second, expand the research scope of the sample, and continue to collect more information about elementary school mathematics teaching for non-normal majors.

Teacher's classroom teaching management case, explore other targeted and practical classroom teaching management strategies.

1. Construct individual ecology and create a harmonious classroom teaching environment.

2. Pay attention to self-reflection, and stimulate the inner drive of teachers' educational reflection.

3. Pay attention to equal dialogue and build a win-win ecological relationship between teachers and students.

4. Use the Internet to improve your teaching knowledge structure.

5. The school creates a good ecological atmosphere and improves the ecological environment of the group.

The school creates a good ecological atmosphere and improves the ecological environment of the group.

The environment is an important factor that affects teachers, students and classrooms. Make full use of the school and outside.

Social resources of the Ministry play an important role in improving the classroom teaching management ability of non-normal graduates in primary schools.

1. Improve teacher training and implement targeted after-service training.
2. Pay attention to the inheritance of experience and improve the effectiveness of the "mentoring system"
3. Build a support system and build a community of teachers' growth.
4. Build a professional platform and strengthen the training of non-normal teachers.
5. Improve the evaluation system and strengthen the guidance to non-normal teachers.

References

- Li, Yunfu, & Fei Wang. (2016). Analysis of Teacher Prenerves and its enlightenment to the research and practice of teachers information leadership in China. *Research on Audio-visual Education*, (11), 113-119+128. doi: 10.13811/j.cnki.eer.2016.11.016.
- Li, Yingzhuo., & Yag, Jingyan. (2016). In-depth analysis and promotion strategies of teachers informatization leadership. *Teaching and Management* (15),47-49.
- Ronghuai, Wang., & Hu, Yongbin. (2012). Informatization Leadership and School Informatization Construction. *Open Education Research*, (05), 11-17. doi: 10.13966/j.cnki.kfjyj.2012.05.006.
- Wang, Zhongzheng., & Leslie, Cheung. (2013). The development of teachers information-based classroom teaching leadership. *Journal of Guangxi Education University*, (01),134-137-165.
- Zhong, Yin., & Xu, Changjiang. (2012). The Realization of Teachers Leadership Concept. *Educational Research and Review (Primary Education and Teaching)*, (09), 92.