

Suggestions on Improving the Training of Information Technology Normal Students in Tibet Normal University

-- Sampling Analysis Based on the Literacy of Primary School Information Technology Teachers in Tibet

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Abstract

In order to understand the current situation of information technology teaching in primary schools in Tibet Autonomous Region, improve the current situation of information technology curriculum teaching in primary education in normal universities, and train more qualified information technology teachers for Tibet Autonomous Region, this paper investigates the literacy needs of information technology teachers in Tibet, and puts forward reasonable suggestions for training information technology normal students.

Keywords

Information technology Normal Students; Cultivate; Suggestions.

1. Survey Design

Based on the educational technology ability standard for primary and secondary school teachers issued by the Ministry of education and the implementation measures for the certification of normal majors in ordinary colleges and universities and the certification standard for primary education majors (Level II), this paper consulted with peer experts, revised and compiled the questionnaire on the demand for primary school talents majoring in modern educational technology and the outline of the interview on the demand for primary school talents, and through the questionnaire brought by teachers By means of online distribution and stratified sampling, this paper selects grass-roots primary school teachers in six urban areas of Tibet Autonomous Region as the survey object, investigates and analyzes the needs and wishes of teachers, starting from the aspects of teachers' ethics, educational feelings, discipline literacy, teaching ability, class guidance, comprehensive education, learning to reflect, communication and cooperation, and concurrent discipline, To measure the demand for modern educational technology professionals in primary schools and related problems.

2. Distribution and Recovery of Questionnaires

In this survey, by means of teachers' spontaneous questionnaire and online survey, the counties in Lhasa, Shannan, Shigatse, Naqu, Qamdo and Nyingchi are divided into three levels: excellent, good and medium, and one county is selected at each level according to the economic development level in 2020 and the standards of per capita GDP, education, culture and politics, Using the same method, three primary schools were selected in each county, and a total of 54 primary schools were selected by two stratified sampling. Each primary school distributed 5 questionnaires and 3 interviews, with a total of 270 questionnaires and 162 interviews. According to the actual situation, a total of 275 questionnaires were distributed, 275 questionnaires were recovered, 274 valid questionnaires, the questionnaire recovery rate was

100%, the questionnaire effectiveness rate was 99.6%, 162 interviews were distributed, 162 valid interviews were recovered, and the interview effectiveness rate was 100%.

3. Expectations of Basic Literacy

3.1. Expectations of Teacher's Virtue

On the statistics and analysis of the school's expectations on the standardization of teachers' ethics of graduates majoring in Modern Educational Technology (Information Technology), 98.2% of the teachers very much hope that graduates can take building morality and cultivating people as their own responsibility, implement the party's educational policy, have firm ideological and political beliefs and practice the core values of socialism, and 99.3% of the teachers very much hope that graduates have the will to become good teachers of "Four Haves", 98.9% of teachers very much hope that graduates can abide by professional ethics and have the awareness of teaching according to law. 99.3% of teachers very much hope that graduates can maintain national unity, forge the awareness of the Chinese national community, and be the guardian of the sacred land and the builder of a happy home.

The norm of teachers' ethics is the foundation of a teacher. As a teacher, we should strengthen our ideological and political beliefs, practice the core socialist values, implement the party's educational policy and abide by professional ethics. First learn to build people, and then learn to educate people.

3.2. Expectations of Educational Feelings

99.3% of teachers very much hope that graduates have the will and feelings to serve the education and teaching of primary schools in Tibet, and agree with the significance and professionalism of primary school teachers' work. 98.9% of teachers very much hope that graduates can respect students' personality, be full of love, responsibility and patience, and be the "four" guides for students. 82.8% of teachers very much hope that graduates can love education and understand teachers' responsibilities and values, 82.5% of teachers very much hope that graduates have Humanistic Heritage and realistic scientific spirit.

3.3. Expectations in Discipline Literacy

82.9% of teachers very much hope that graduates can master the basic knowledge, basic principles and skills of primary school information technology, 81.8% of teachers very much hope that graduates have certain humanities knowledge, people-oriented spirit and internal quality, and 98.9% of teachers very much hope that graduates can understand the basic knowledge, basic principles and skills of other disciplines in a primary school, 98.2% of teachers very much hope that graduates can understand the connection between primary school information technology and other disciplines, social practice and primary school students' life practice, 98.5% of teachers very much hope that graduates have certain interdisciplinary knowledge and ability and understand the value of discipline integration in primary school education, and 98.9% of Teachers very much hope that graduates can master graphics and image processing Basic knowledge of core courses of modern educational technology major such as animation design and production, and understand its basic principles, basic skills, ideas and methods.

3.4. Expectations in Teaching Ability

In terms of teaching ability, 98.5% of teachers very much hope that graduates have certain teaching and research ability and can comprehensively use discipline knowledge to analyze and solve teaching problems in education and teaching practice. 82.1% of teachers very much hope that graduates have the basic skills of primary school information technology teaching such as normal students' Teachers' oral English, Chinese character writing, courseware making,

classroom teaching, lecture and evaluation and teaching reflection, 81.8% of teachers very much hope that graduates can make comprehensive use of primary school information technology teaching theory for teaching design, implementation and evaluation according to curriculum standards and primary school students' physical and mental development and cognitive characteristics, and make rational and appropriate use of information technology in this process.

It can be seen from the above that the teaching research ability is the ability that teachers most want graduates to have, and the basic teaching skills and teaching design, implementation and evaluation are the basic abilities and the necessary skills of every teacher, so they are not expected.

3.5. Expectations of Class Guidance

83.6% of teachers very much hope that graduates can understand the principles and methods of primary school moral education, 85.0% of teachers very much hope that graduates can understand the basic laws and methods of class organization, construction and management, and 98.5% of teachers very much hope that graduates can carry out moral education, safety and mental health education in routine work such as class organization, management and education, so as to obtain a positive experience.

According to the analysis in the table, teachers attach great importance to moral education, safety and mental health education for students. Today's education is no longer comprehensive, and safety education and mental health education are also the top priority. Textbook knowledge is not complete, and students' physical and mental health should be paid more attention. Therefore, as a teacher, we should learn to pay attention to the development of students' physical and mental health and let students grow up healthily. Similarly, the principles and methods of class guidance are also regarded as basic literacy, so they have not attracted special attention.

3.6. Expectations of Comprehensive Education

98.9% of teachers very much hope that graduates can understand the physical and mental development of primary school students and cultivate educational laws, and pay attention to the harmonious development of students. 98.5% of teachers very much hope that graduates can guide and educate students to actively participate in thematic education and community activities related to information technology in information technology education and teaching activities, and 83.6% of teachers very much hope that graduates can understand the educational connotation and methods of campus culture and educational activities.

According to the survey, students' physical and mental development, harmonious development, theme education and participation in community activities are valued by almost all the interviewed teachers. Teachers have the responsibility and obligation to guide students' all-round development, and it is basic to understand the educational connotation and methods of campus culture and educational activities.

3.7. Expectations of Learn to Reflect

In terms of teaching ability, 83.6% of teachers very much hope that graduates have the basic awareness of lifelong learning and professional development, understand the development of primary school information technology discipline and the reform and development of primary school information technology education, and can adapt to the development needs of Tibetan primary school information technology education and carry out learning and career planning. 83.6% of teachers very much hope that graduates can reflect on primary school information technology education and teaching activities, Using the method of critical thinking to analyze and solve the problems in information technology education and teaching in primary school.

It can be seen that teachers do not pay enough attention to learning to reflect, so they do not show high expectations for graduates. In fact, whether for new teachers or old teachers, learning to reflect is an indispensable part of the process of education and teaching. There is no end to learning and teaching. Therefore, learning to reflect can be improved.

3.8. Expectations of Communication and Cooperation

99.6% of teachers very much hope that graduates can understand the role of the learning community and have the spirit of teamwork, and 97.4% of teachers very much hope that graduates can communicate effectively with students, parents, leaders and colleagues.

Communication and cooperation ability is a necessary ability for a teacher. The teaching of a class needs the cooperation of multiple teachers. A teacher is often responsible for the teaching tasks of multiple classes. At the same time, he has to communicate with students, parents and other teachers in his work. Therefore, for graduates, the ability of communication and cooperation is an important indicator of their ability to investigate.

4. Suggestions for Training

Through the analysis of the above survey data, in view of the expectations of Tibetan primary school information technology teachers, this paper puts forward improvement suggestions from the following aspects.

4.1. Strengthen the Construction of Teachers and Improve the Overall Quality of Teachers

The institutional rationality and overall quality of school teachers directly affect the development of school education and teaching. According to the existing problems, schools should take teachers' professional development as the leading, improve the school environment, improve the treatment of grass-roots teachers, reduce the mobility of grass-roots teachers, and make the school teachers younger and more professional. At the same time, the school should give high care and support to middle-aged and young teachers with low academic qualifications, actively encourage them to participate in continuing education and academic training, especially create more learning and training opportunities for young teachers, so that they can adapt to the school's education and teaching environment and requirements as soon as possible [1]. The school carries out mechanism innovation in teacher training, assessment and evaluation, incentive and training, formulates a reasonable competitive incentive mechanism, strives to improve the overall quality of school teachers, and lays a solid foundation for the construction of educational informatization.

4.2. Renew Ideas and Establish the Concept of Educational Technology Keeping Pace with the Times

In addition to having a solid foundation of teaching knowledge and rich teaching experience, teachers should also have a comprehensive and objective understanding of classroom teaching. First of all, the existing teaching resources and modern educational technology (Information Technology) are helpful to improve teachers' teaching level and teaching quality. Only by recognizing this, teachers can make rational and efficient use of the available resources and technologies around them, integrate with classroom teaching, improve students' learning enthusiasm in the classroom, and improve their ability to accept book knowledge. Secondly, in the process of practical teaching, teachers should correct their mentality and fully realize the prominent role of modern educational technology (Information Technology) in improving teaching results. Teachers should fully recognize their role, consider and train students in all aspects. Teachers should become the driver of students' active learning and the leader of students' quality training. Due to the limitation of objective conditions, the all-round

development and innovation ability of primary school students have not been well cultivated. To a certain extent, the application of information technology in teaching is conducive to the development of innovation ability and the development of vision, and has a significant influence on the cultivation of students' quality. In such a teaching environment, students no longer participate passively, and learners have greater autonomy and choice, which truly reflects the role of learning subject. With the application of modern educational technology (Information Technology), the content of teachers' knowledge transmission is richer. Teachers gradually become the motivator of students' thinking and the person who helps students find problems rather than give answers directly. Teachers can spend more time helping and guiding students' independent learning and innovative thinking activities [2].

4.3. Comprehensively Improve Teachers' Information Technology Skills

First of all, the theory and practice of modern educational technology (Information Technology) are inseparable. Only by applying technology to practice can we guide the scientificity and effectiveness of technology. For primary school teachers, first of all, they should have a solid theoretical foundation and skillfully use multimedia, computer equipment and other teaching equipment and software to ensure the continuity and efficiency of classroom teaching.

Secondly, teachers need to skillfully use computers, projection and other common teaching equipment, master the use methods of various teaching management software and application software related to teaching (such as word, Excel and PPT), combine book knowledge with media technology through effective teaching methods, integrate various resources, and broaden students' knowledge to the greatest extent.

The introduction of multimedia, computer and other educational technologies into classroom teaching will not only help to enrich teachers' teaching methods and teaching contents, but also successfully combine modern educational technology (Information Technology) with modern educational ideas to form the information technology ability required by teachers in the new era. Through the integration of modern educational technology (Information Technology) and curriculum, it is conducive to optimize the teaching process and improve the teaching quality; It is conducive to cultivating students' information literacy; It is beneficial to cultivate students' innovative ability and stimulate students' understanding of new things, so as to stimulate students' ability to study actively and solve problems independently.

4.4. Training Mode of Innovative Educational Technology.

The first is the integration of training content. To improve the model of giving priority to theory and supplemented by practice, the focus of teachers' educational technology training should be on the guidance of theory to teaching, and then reflect on new methods and ideas from practice. Teachers can summarize a set of teaching methods according to their teaching subjects, let teachers determine their teaching methods and skills through continuous training, and realize the real role of educational technology.

In teaching, the modern educational technology (Information Technology) education methods that teachers can adopt include: taking information technology as a presentation tool, requiring teachers to learn to use ready-made teaching software and Multimedia Teaching Library to make multimedia courseware, or making their own presentation to show the teaching content or key and difficult points; Teachers should also be good at using web sites and search engines to obtain the required learning resources, and strengthen the ability of processing and sorting; Not only that, teachers should also accurately use the information-based education methods according to their actual situation and teaching content, and take modern educational technology (Information Technology) as a tool for evaluation and feedback to give students timely evaluation. During the training, we can use the cases in the teaching practice to make the teaching experience how to integrate the educational technology with the curriculum,

recognize the effectiveness of the application in the teaching, and improve the enthusiasm of transferring it to our own teaching practice [3].

There is no boundary between different subjects, and there are common points among all subjects. Therefore, in the training plan, it is necessary to establish reasonable training contents, or refine the common points between different subjects, so that all teachers can participate in the training and learn together, and encourage teachers to actively participate in the discussion, put forward their own views and opinions, so as to realize multi-directional learning and cooperation, Strive to achieve better educational results.

Establish an effective training evaluation system. Any teaching form and training content need a reasonable evaluation mechanism at the end. Evaluation is not only a comprehensive consideration of learning mastery, but also a way to promote the overall training effect to achieve good results. Therefore, we should strengthen the investigation of teachers' information education skills, such as the assessment and evaluation of teachers' multimedia application technology, the use of network search engine, the mastery of information equipment and so on. It can not only provide a more reasonable way for teachers to review their qualifications, but also promote the issuance of educational and technical qualifications, such as the examination and punishment mechanism for teachers, which can not only promote the positive evaluation of teachers' qualifications, but also promote the issuance of education related certificates.

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