

The Development Needs and Reform Approaches of Pedagogical Principles

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Abstract

As a basic and required course, pedagogy is not only an important public course for students in normal colleges and other colleges who want to obtain teacher qualifications, but also a required course for education majors at all levels. The basic teaching goal of pedagogy principle lies in improving students' cognition of pedagogy principle and connotation by explaining pedagogy theory knowledge, and then enhancing students' practical operation ability. Under the background of educational reform, it is necessary to continuously reform pedagogy principles, further optimize the teaching effect of pedagogy principles, and improve the teaching quality of this discipline. Pedagogy principle requires students to grasp the connotation of pedagogy on the basis of fully mastering the theoretical knowledge of pedagogy, deepen their understanding of pedagogy principle in an all-round way, and further enhance their practical operation ability. This paper mainly analyzes the development needs and reform approaches of pedagogy principles in order to improve the teaching quality and teaching effect of this discipline.

Keywords

Principles of Pedagogy; Development Needs; Teaching Quality.

1. Introduction

Today, with the continuous advancement of teaching reform, the curriculum of pedagogical principles has gradually been unable to meet the current teaching requirements, showing a certain degree of deficiency in the current teaching needs [1]. As a basic and compulsory course, pedagogy principle is not only an important public course for students in normal universities and other colleges who want to obtain teacher qualification, but also a compulsory course for all kinds of Education Majors at all levels [2]. In recent years, China's new curriculum reform has been continuously strengthened, which also puts forward higher requirements for the teaching mode and teaching objectives of pedagogical principles. The traditional teaching mode has been difficult to meet the actual teaching needs of pedagogical principles [3]. With the deepening of the new curriculum reform, new requirements are put forward for the teaching methods and learning objectives of pedagogical principles. The deepening of the new curriculum reform also puts forward higher requirements for the teaching of pedagogical principles. In order to better meet the development needs of pedagogical principles, it is necessary to optimize and reform the pedagogical principles, to improve the teaching effect and quality of pedagogical principles [4]. As a basic course for normal universities and college students who want to obtain teacher qualification certificate, pedagogy principle is also a compulsory course for Pedagogy Specialty. Through the study of pedagogical principles, students lay a good foundation in the basic problems, basic concepts, laws and principles of Education [5].

The principle of pedagogy is important because this course not only requires students to have a solid grasp of basic theoretical knowledge, but also requires students to understand the

connotation of pedagogy, understand pedagogy in an all-round way from a macro perspective, and further enhance their operational and practical ability [6]. In view of the current situation and shortcomings of the development of pedagogical principles, we should actively take reform measures. In the setting of university curriculum, there are many problems in the teaching concept and teaching strategy of pedagogical principle curriculum due to the complex concept, boring content and the non-combination of theory and practice [7]. The lag of teachers' teaching ideas and educational ideas makes some new knowledge unable to be effectively transmitted to students. In the teaching process of pedagogical principles, colleges and universities also need to be able to clarify the development of China's existing education industry, fully grasp the development needs of pedagogical principles, and then adopt corresponding teaching reform strategies, to achieve the expected teaching effect [8]. This paper mainly analyzes the development needs and reform ways of pedagogical principles, in order to improve the teaching quality and teaching effect of this discipline.

2. The Development Needs of Pedagogical Principles

2.1. The Concept of Educators is Backward

In view of the current teaching situation of the discipline of pedagogy principles in China, it is not difficult to find that in the teaching practice, there is still a phenomenon that some educators' teaching concepts are seriously lagging behind, which makes it impossible for educators to carry out reasonable reform and optimization of the current teaching methods and approaches in combination with the actual situation. Pedagogy principle requires students to grasp the connotation of pedagogy on the basis of fully mastering the theoretical knowledge of pedagogy, deepen their understanding of pedagogy principle in an all-round way, and further enhance their practical operation ability, so as to improve their comprehensive quality and lay a solid foundation for the country to reserve outstanding educators [9]. Teachers' teaching ideas and teaching methods are still bound by the traditional mode, and the classroom teaching of pedagogy principles lacks innovative elements, which cannot stimulate students' potential and interest, etc. These are the shortcomings of the teaching application of pedagogy principles at present. The principle of pedagogy requires students to fully grasp the basic knowledge of pedagogy, and on this basis, they can fully understand the core and connotation of pedagogy, to strive to improve their comprehensive quality and grow into an indispensable national talent in education. In the process of teaching principles of pedagogy in China at present, there are still some problems that educators' own teaching concepts are too backward. In the process of teaching activities, these educators mostly carry out teaching activities according to traditional teaching concepts, and have little understanding of the actual development of Chinese education industry under the new curriculum reform, which directly affects the teaching quality of principles of pedagogy.

2.2. Lack of Effective Supervision in the Teaching Process

What education needs now is that teachers use the educational problems they encounter in teaching practice as case materials according to the requirements of teaching objectives and teaching tasks, present some specific and specific situations and events to students, and organize students to actively explore this case material. In teaching practice, many educators pay more attention to the classroom teaching process. For example, they ignore the students' preview before class and do not actively guide the students' classroom learning behavior, which has brought serious adverse effects to the students' learning of other courses. The root cause of such problems lies in the failure of schools to effectively supervise the teaching work of educators, so that the classroom teaching behavior of educators cannot be managed and standardized. In the process of specific teaching practice, many educators do not do a good job in this aspect of teaching. They mostly focus on classroom teaching and ignore the students'

preview and after-school review, which leads to the failure of standardized management of classroom teaching behavior. Based on the current situation of the development of pedagogical principles, some teachers' teaching ideas, teaching contents and methods still cannot give real play to the teaching effect and teaching purpose, teachers' teaching ideas and teaching methods cannot fully meet the psychological requirements of students, and students cannot flexibly use what they have learned.

3. Teaching Reform Approaches of Pedagogy Principles

3.1. Renew Teaching Ideas

The traditional idea of exam-oriented education has obviously been unable to meet the educational development needs of modern society. In the teaching activities of the discipline of pedagogy principles, educators should first change the traditional teaching concepts in a timely manner and constantly innovate the current teaching methods, so that the teaching work of the discipline of pedagogy principles can better meet the actual learning needs of modern students. In case teaching, teachers should ask students to collect and sort out the proposed cases, draw corresponding viewpoints and conclusions, and finally summarize and supplement them. Through this teaching method, more students can participate in classroom learning, solve problems independently, and fully mobilize students' enthusiasm and subjective initiative, which plays an important role in cultivating students' ability to solve and deal with problems. Educators can properly introduce and apply the case teaching method in combination with students' actual learning situation and learning needs, and guide students to explore and answer with their own knowledge through the analysis of actual case teaching, to improve the classroom teaching effect of the discipline of pedagogy principles. After the case selection is completed, it is necessary to set up the corresponding process and plan for case teaching, taking into account the key knowledge in the subject and the problems that students can think of and easily ignore, so as to guide students.

3.2. Application of Multimedia Teaching Means

In recent years, with the deepening of China's new curriculum reform, teachers are required to actively adopt new teaching methods such as multimedia technology in the course teaching process, so that students can better grasp the course teaching content through diversified teaching strategies. In the teaching of pedagogy principles under the background of the new curriculum, the application of multimedia in the new era will have unexpected teaching effects. Through the application of more intuitive, vivid and vivid materials in the classroom, it will strengthen the classroom appeal and stimulate students' various senses. In the teaching process of pedagogy principles, through the application of multimedia technology, some boring and difficult knowledge points can be intuitively displayed to students, attracting students to actively participate in the study and discussion of the course, and promoting the overall teaching quality to be further improved [10]. Figure 1 shows the implementation process of the multimedia-based hybrid teaching platform.

In the teaching of pedagogy principles under the background of the new curriculum, modern multimedia, with its various effects such as intuition, animation, vividness, image and sound, can display knowledge intuitively and vividly in front of students, stimulate students' various senses and make them absorb information to the maximum extent. There are still some drawbacks in the application of multimedia teaching methods, which requires teachers to master the teaching methods and give full play to their guiding role in the process of multimedia teaching, to realize the coordination between multimedia teaching methods and traditional teaching methods. When explaining complex concepts or abstract concepts, three-dimensional techniques can be used to explain them, which is convenient for students to understand. In

multimedia teaching, teachers play the role of guides, and students are the subjects of study and inquiry, which can effectively improve the effectiveness of the course of pedagogy principles.

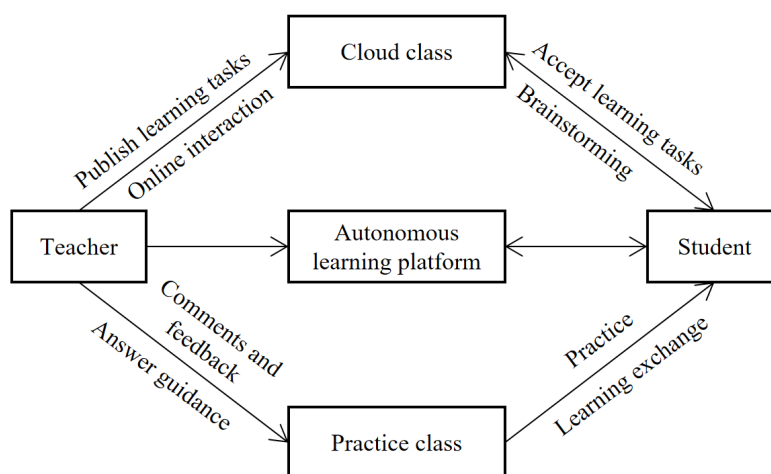


Figure 1. The implementation process of the hybrid teaching platform

3.3. Perfecting Evaluation Mechanism and Optimizing Teaching Effect

In the past, teachers generally evaluated students through the final examination results, and based on the results, they gave back relevant information to students and their parents. In the new educational concept, teachers are not judges, but helpers. It will be of great significance to reform the teaching evaluation mechanism. If the evaluation is only based on the students' academic achievements and knowledge, and the learning process is not taken as the influencing factor of the evaluation results, then the students' enthusiasm for learning is likely to suffer a huge blow, and if it is serious, it will also lead to aversion and fear of this subject. In the process of formulating the new teaching evaluation mechanism, besides the previous evaluation standard of academic achievement, students' activity in class and classroom performance should be included in the evaluation mechanism, and students' learning process and learning attitude should be paid more attention. Only in this way can students' actual learning situation be accurately grasped, and teachers can reasonably control the teaching progress and teaching content based on the specific learning situation, to achieve the expected teaching effect. When assessing students' learning level, teachers should bring students' normal learning into the assessment scope, and observe whether students' normal learning is serious and homework is completed. At the same time, it is necessary to carry out practical assessment to a certain extent and arrange practical assessment items to assess students' ability to use knowledge, and finally to obtain comprehensive evaluation results. This will not only assess students' learning more fairly and comprehensively, but also enhance students' learning enthusiasm. The evaluation results can also provide suggestions for students' future learning.

4. Conclusion

Pedagogy principle is a basic discipline in contemporary pedagogy. In the current teaching practice, the development status of the discipline of pedagogy principles is still not optimistic. According to some shortcomings in the development of pedagogy principles, adopting corresponding means and reform approaches can promote students to solve problems better and cultivate students' thinking ability and creative ability. In order to further improve the teaching quality of pedagogy principles, educators should take effective reform measures in time, strengthen the introduction and application of case teaching method, and guide students to carry out active and inquiry-based cooperative learning through group cooperative learning method, to fully stimulate students' subjective initiative. In view of the current situation and

shortcomings in the development of the principles of pedagogy, we should actively take reform measures, apply the case teaching method to the courses of the principles of pedagogy, and promote students to solve practical problems by using their knowledge. In the process of teaching principles of pedagogy, universities can make clear the development needs of this discipline, and on the basis of combining the teaching problems of principles of pedagogy at present, carry out continuous reform and innovation on the existing teaching mode, so as to achieve the expected teaching effect.

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