

How Teachers Transfer Their Identity in the New Curriculum

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Abstract: *As the transformation of teaching constantly deepens, training innovative talents is further highlighted, while enhancing the role of teachers in innovative education becomes increasingly crucial. The vital demands of innovative education for teachers is "transformation", which involves teachers' own educational philosophy, teaching mode, classroom activity organization and evaluation system. With focus on the transformation problems confronted by Aviation University Air Force, this paper analyzes and discusses how teachers should transform in this new context, and it is of great reference to their work in the future.*

Keywords: *Transformation construction; Teacher's transformation; Education and teaching*

1. Introduction

During the education reform, our school shall put focus on teaching transformation, which will inevitably lead to changes in curriculum. Accordingly, to establish the new curriculum, it requires us to transform the previous teaching methods, that is, to change the past single model centered on teacher, teaching materials and classroom. Instead, the curriculum should stress the cultivation of students' capability of knowledge exertion, place priority on the students' interest in learning, life experience and cognitive reality, advocate the learning methods through experience, practice, participation, cooperation and communication as well as task-based teaching approaches. To this end, teachers could serve as the main force in the curriculum reform, but also become the resistance in the process. The conversion between new and old courses puts forward higher requirements for teachers.

2. Teachers Should Improve All-Around Quality

Given the new curriculum tends to be more informative and comprehensive, it is indispensable to cultivate students' higher overall quality. At present, teachers are basically trained in different subjects. While it is hard for teachers with lack of all-around quality to bring up high quality talents [1]. Hence, against the new situation, teachers are required for higher standard and should not be fixed in the box of teaching, but are supposed to set up the concept of people education, and improve themselves from the ideological and professional level. First of all, teachers should develop supreme morality, with strong sense of responsibility, rigorous academic attitude and dedication to education. Another aspect is professionalism. As a teacher for a specific subject, in addition to the mastery of the subject knowledge and outstanding teaching ability, teachers should also grasp certain knowledge in other fields. Since students tend to be "teacher-oriented", they oftentimes place their desire for knowledge on teachers. When students' own independent opinions conflict with traditional ideas, teachers need to educate students in an all-round manner and guide them to correct their one-sided or even wrong ideas, which is inconceivable without common language and extensive knowledge. Therefore, teachers of specific subjects should constantly learn, acquire professional knowledge, as well as knowledge in other fields, and strive to improve self-quality.

3. Curriculum Include More Than Textbooks

Textbook is compiled by subject experts based on the psychological and age characteristics of students, according to the subject learning pattern and the new curriculum standards for the compilation of teaching materials and usage suggestions. Teaching materials are the general name for teachers and students' books and auxiliary tools [2]. The curriculum is the integration of teachers, students, teaching materials and environment, which is not only a process, a result, but also a consciousness. Therefore,

only with a certain sense of curriculum, can we truly understand what is a curriculum and realize that the curriculum is a planned process of arranging students' learning opportunities, and enable students to acquire knowledge, participate in activities, and increase their experience. Only with this sort of curriculum consciousness can we better implement the new curriculum and make our teaching always vibrant.

4. Stimulate Students' Interest in Learning, Develop Beneficial Learning Strategies

Currently, the major difficulties for students are caused by problems of interest, confidence and strategy. If students do not have sufficient interest and confidence at the very beginning, there will be no good start, and there will naturally be difficulties in future study [3]. Teachers should be adept at studying teaching methods in accordance with the characteristics of students' psychological and physiological development. The teaching plan for a lesson should consist of basic content, preparatory content and extended content; time-limited and creative activities; as well as individual and interactive activities. In addition, teachers shall consciously infiltrate the training of learning strategies in teaching, so that help students bear them in mind to try and exert these learning strategies, and lay a solid foundation for their lifelong learning.

At present, how to cultivate students' innovative personality and improve students' innovative ability through classroom creative teaching activities is insufficient [4]. As a result, who takes the lead in carrying out the reform in this respect and fundamentally transfers the focus of teaching activities will be in the forefront of the reform. For this purpose, it is believed that the following issues should be paid attention to:

4.1 Teachers' innovation consciousness and classroom innovation education

Teachers, as the main body of innovative education, will directly determine the success of classroom innovative education and the of success of educational reform with their level of innovative consciousness and quality [5]. Whether the teacher is creative or not, the criterion lies in: (1) whether the lesson preparation is from closed to open; (2) whether encourage creative students; (3) whether regard student's grades as the only criterion; (4) whether take innovation and creation as the fundamental task; (5) whether discuss the plan with other teachers; (6) whether attach importance to the cultivation of students' interest; (7) whether change from dominating students to cultivating students' abilities; (8) whether know the latest new about disciplines, etc. Only with these qualities can teachers creatively inspire students in teaching activities. Many teachers only attach importance to the positive argumentation of a certain problem in teaching, while ignore the narration of the same problem from different angles and in different ways to enlighten students' creative thinking.

4.2 Innovative education and cultivation of students' creative personality and thinking mode

The creative ability we advocate refers to creative thinking and personality [6]. In this regard, although the relevant studies at home and abroad show various descriptions, they are generally consistent in terms of the basic elements. That is, creative thinking mainly has the following qualities: (1) fluency, agile and unobstructed in thinking; (2) flexibility, be flexible in thinking, to analyze and address problems in a multi-angle, multi-dimensional and multi-type way; (3) precision, rigorous, meticulous and comprehensive in thinking; (4) originality, it means the rareness of the thinking outcome in reality, the rarer it is, the higher the originality.

Creative personality contains the following elements: (1) curious, students are interested in new knowledge, new things and exploration; (2) imaginative, rich and colorful in inner world, with extensive personality; (3) challenging, dare to question textbooks, superiors and teachers; (4) adventurous, decisive and bold in action while not fear of risks. In order to cultivate students' creative thinking and personality.

In teaching practice, teachers should: (1) maintain and encourage students' curiosity and be willing to listen to their individual opinions; (2) relieve students' fear of mistakes and encourage students' bold attempt; (3) protect and promote students' diversity; (4) encourage students to make audacious imagination; (5) reward creative students; (6) often tell students that creation is a worthy goal; (7) develop a free atmosphere of lectures and answers in the classroom; (8) encourage students to contact and learn from creative talents.

4.3 Construction of innovative teaching model in classroom

Classroom is the major place to enlighten and cultivate students' innovative spirit. It is conceivable that if classroom teaching can cultivate students' innovative spirit more fully and pay attention to the corresponding ability training, then students will not regard learning as a burden like nowadays, and there will be no general weariness. According to the latest research results of modern teaching theory, classroom teaching is a systematic structure composed of five elements, namely, teaching purpose and task, teaching content, teaching methods and means, students' learning activity organization form and teaching effect [7]. Classroom teaching should be the movement process in which these five elements reach the best state and form a systematic relationship with each other. Among these five elements, the most active are teaching methods and student activity organization forms, which are also the main variables that teachers can control. Therefore, how to construct an innovative education model in classroom teaching is to make students generate "enlightenment" and "inspiration" through problem thinking. Generally speaking, there are five indispensable basic processes in the innovative education model: A. perceptual experience and obtaining perceptual knowledge; B. problem thinking and obtaining problem understanding; C. rational teaching and obtaining rational understanding; D. concrete application and deepening problem understanding; E. feedback evaluation and deepen rational understanding. In teaching practice, how to make good use of the above five processes reflects the basic characteristics of innovative education model. As the main body of innovative education, teachers must grasp the following key links in constructing innovative education model in classroom teaching. (1) Formulation of enlightening questions. In the mode of innovative education, the cultivation of students' innovative thinking is mediated by a certain number of enlightening and extended problems. Therefore, it has become the key to implement innovative education in setting up problems, in this way, students can achieve knowledge with the exploration of problems not only by analogy, but also through integration, so as to put forward a series of original analysis and problem-solving programs. (2) How the innovation education manifests the discipline characteristic. The main place of innovative education is in the classroom, and classroom teaching is the pattern of sub-subjects, which objectively requires subject teachers to follow the general pattern of innovative education, combined with their own characteristics, and then explore the road of teaching reform with discipline characteristics. (3) The relationship between extracurricular activities and innovative education. At present, a series of innovative education research have been carried out, and many projects focus on activity classes and extracurricular activities [8]. Although belonging to the innovation education channel or approach, it is not the major way. Our focus should be put on introducing innovative education into classroom teaching and giving full play to the main role of classroom teaching. Hence, how to deal with the relationship between classroom teaching and innovative education is a vital problem that we must break through. In short, in teaching practice, we should follow the basic pattern of innovative education, establish the basis on cultivating students' innovative ability, deal with the relationship between the internal elements of innovative education, and eventually develop a systematic classroom teaching mode of innovative education.

5. Highlight Students As The Main Body

A successful lecture depends not on the teacher's performance in the classroom, but on the development of the students. No matter how splendid a teacher's language ability is, if the student's knowledge mastery ability has not grown, it is only the teacher's continuous progress, which has no real significance to the student. Therefore, teachers should impart knowledge to students according to the development of the times and the needs of strategy.

6. Converse teachers' Role, Reflect Cooperation and Interaction

Teachers are no longer the knowledge passers, managers and leaders, but more diversified. In teaching, teachers should change from leaders of classroom teaching to collaborators, organizers of teaching activities, guides of students' learning, promoters and guides of students' development. At the same time, teachers must also bear the responsibility of education and teaching research. In terms of basic skills, teachers should have the ability to speak, read, write, ask, listen, speak, teach and act. Teaching process should be the process of teachers and students taking teaching materials as the content, cooperating with each other, the process of equal dialogue between teachers and students, the process of cooperation, experience, communication and practice between teachers and students [9]

The new curriculum should focus on the spirit of cooperation. Cooperative spirit is an important content to cultivate emotional attitude [10]. Teachers in the content of cooperation, actively create space for students, consciously cultivate the spirit of cooperation. Moreover, teaching and learning are two-way, teachers and students should also establish harmonious and democratic interaction, often reflect on the teaching process and learning effect with students, encourage and assist each other, and achieve mutual teaching.

7. Demand for Diversified Teaching

In the innovative teaching, teachers should change from "single-phase professors" to "two-phase communication". It is necessary to create a learning environment with dual communication and a practical process, which can arouse students' internal learning motivation.

Taking case teaching with various subjects, textbooks or a small amount of supplementary materials for repeat and mechanical training will only get students bored. Hence, teachers need to prepare as much extracurricular knowledge as possible for students, which can not only improve their interest in learning, but also master the knowledge through cases, which is exactly the purpose of diversified teaching.

In short, teachers may feel confused to some extent in the face of new textbooks and new courses. However, if teachers can't systematically grasp the new teaching materials and new courses, how is it possible to control the whole class? The only solution is to face up with challenges, keep learning all the time, adapt to the requirements of the new-style teaching, so that teachers can stand out in the new round of teaching transformation. Only on the basis of renewing teaching concepts and reforming teaching methods, can we conscientiously study, probe into new teaching materials, grasp the essence of them, and adopt effective teaching methods to create better teaching effect, and only in this way can we cultivate high-quality talents.

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