Exploration and Practice Path of Teaching Model Reform for Education Majors in Undergraduate Universities

Xuefeng Liu*

Shinhan University, Uijeongbu 11644, Republic of Korea

*Author to whom correspondence should be addressed.

Abstract: With the continuous advancement of educational reform, the demand for educational talents from the country and society is constantly rising. As a key base for cultivating high-quality education talents, undergraduate universities should keep pace with the times, promote the teaching reform of education majors, optimize talent training models, improve the quality of talent cultivation, and drive the development of China's education cause. Against this backdrop, this paper explores the teaching model of education majors in undergraduate universities. Starting from the characteristics of current education majors' students in undergraduate universities, it briefly analyzes the current situation of the teaching model, and then deeply discusses relevant teaching paths. The purpose is to optimize the teaching model of education majors, improve teaching quality, promote the development of students' professional abilities, cultivate high-quality education talents, and contribute to the development of China's education cause.

Keywords: Undergraduate universities; Education major; Teaching model

1. Introduction

In the new era context, the limitations of the traditional teaching model for education majors have become increasingly prominent. It can neither meet the social demand for interdisciplinary talents nor satisfy students' diversified learning needs. Thus, teaching reform has become an important approach for the development and construction of education majors. The traditional teaching model tends to focus on students' mastery of theoretical knowledge while neglecting the development of their other competencies and qualities. The education cause is calling for interdisciplinary and application-oriented talents. Adopting the writing approach of identifying problems, analyzing problems, and solving problems, this paper progresses from teaching dilemmas to talent standards, and then delves into specific strategies. It aims to cultivate high-quality education majors and provide meaningful references for the development of education majors in other undergraduate universities.

2. The practical dilemmas of teaching reform in pedagogy majors at undergraduate institutions

2.1. Teaching content needs innovation

The teaching content of pedagogy majors is relatively theoretical, covering multiple disciplines such as Principles of Pedagogy and Research on Educational Methods. Although students acquire a large amount of knowledge, they tend to face problems such as insufficient depth of learning and superficial understanding. In addition, teachers mainly rely on textbooks for teaching, resulting in relatively fixed teaching content and a single way of presentation. Some teachers find it difficult to flexibly adjust the content according to actual teaching needs and students' learning conditions, leading to low effectiveness and practicality of the teaching content. The knowledge students learn is not aligned with the development of the times and cannot truly meet social demands. Furthermore, classroom teaching of pedagogy majors also suffers from poor interactivity: teachers focus on students' understanding and memorization of knowledge points while neglecting the need to develop their practical abilities, which hinders students' all-around development.

2.2. Teaching methods are slightly singular

Currently, pedagogy majors in some undergraduate institutions mainly adopt large-class teaching. With a large number of students, teachers struggle to cater to the diverse development needs of each student and adopt a "one-size-fits-all" teaching method, which hinders students' personalized development. Influenced by traditional teaching concepts, teaching in some pedagogy majors has the limitation of "valuing theory over practice"— classroom teaching and assessment often focus on theoretical knowledge while ignoring students' needs to develop their practical abilities. Classroom teaching dominated by abstract professional theories tends to create a dull atmosphere, which is difficult to stimulate students' interest and enthusiasm, resulting in insufficient classroom participation and affecting learning effectiveness. Under this model, students do not have a prominent dominant position in classroom activities; instead, they are in a passive and mechanical learning state, showing a tendency to cram for education, and the problem of singularity is relatively serious [1]. In addition, with the increasing trend of informatization, some classroom teaching of pedagogy majors has insufficient application of digital technology, still staying at the level of simple electronic courseware display, failing to give full play to the maximum value of digital technology and thus being unable to fully arouse students' enthusiasm for professional learning.

2.3. Practical links are relatively insufficient

The knowledge of pedagogy majors tends to be theoretical, and teachers also focus on students' mastery of theoretical knowledge while neglecting the cultivation of their practical abilities in the teaching process. In terms of teaching methods, they mainly focus on knowledge explanation and case analysis, rarely adopt practical teaching methods, or only set up some simple practical links. There is a lack of practical channels and the cultivation of students' problem-solving abilities. In terms of assessment methods, the focus is on understanding and memorizing knowledge, leading students to concentrate their learning on professional theoretical study, which is not conducive to cultivating students' innovative thinking, critical thinking ability, etc. The teaching method that separates theory from practice may result in students' incomplete understanding of theoretical knowledge and superficial mastery of teaching skills, making it difficult to build a bridge between practice and theory and thus affecting learning effectiveness [2].

3. Characteristics of talent cultivated by undergraduate programs in education

Undergraduate education programs aim to cultivate high-quality talents who master relevant educational theories, possess good practical abilities, and have a certain level of educational literacy, to better integrate with society and actively engage in the cause of education.

First, they have good educational and practical abilities. Education is a discipline that emphasizes the cultivation of practical abilities. Students should not only have solid theoretical knowledge but also develop the ability to apply theoretical knowledge to practice [3]. Students majoring in education not only have the ability to engage in basic education in schools, but also should master the capabilities required for work in departments such as educational administration and educational research.

Second, they have a strong sense of innovation. Education is in constant development, but the update of teaching content and methods is relatively slow. Therefore, students majoring in education should have a certain sense of innovation, break free from the limitations of outdated teaching models, dare to innovate teaching methods, develop educational resources, explore new teaching models, and continuously improve teaching quality.

Third, they have a rich knowledge reserve. Education is not an isolated discipline but is closely connected with many other disciplines, such as psychology and sociology, which enable better handling of problems in practical educational work. Based on mastering the content of their major, students majoring in education should continuously learn relevant knowledge to maintain the richness of their own knowledge reserve and the advancement of their knowledge vision [4].

4. Reform and practical paths of the teaching model for pedagogy majors in undergraduate universities

4.1. Clarify teaching objectives and optimize the teaching system

Undergraduate universities can readjust their teaching objectives based on their school-running characteristics and the actual talent needs of the market, to provide guidance for professional courses and make talent cultivation more in line with the needs of the times. Before formulating teaching objectives, university management should gain a detailed understanding of the actual situation of current social development, such as changes in talent demands for positions corresponding to pedagogy. Then, combined with the university's own reality, such as its professional characteristics, teaching advantages, and faculty level, it should clarify the orientation of professional education and define teaching objectives. Specifically, for talent cultivation targeting basic education positions, emphasis can be placed on developing students' theoretical foundation and social adaptability to meet the needs of teaching and management positions in primary and secondary schools. For students oriented towards research positions, efforts can be made to strengthen their academic research capabilities to cultivate professional talents. To adapt to the new teaching objectives, universities should also appropriately adjust the teaching system and provide a more scientific curriculum structure for teachers and students based on the development of disciplines. The construction of the teaching system for pedagogy majors should reflect professionalism, practicality, and applicability. It can be optimized by dividing it into different modules, with detailed classifications covering aspects such as the theoretical foundation module, professional discipline construction, and practical teaching links [5]. It should be noted that teaching objectives and curriculum systems are not static; instead, they should be adjusted based on actual conditions. This requires universities to always pay attention to the development of education, adjust teaching models, improve the quality of talent cultivation, and enhance the adaptability of talent

cultivation to market demands.

4.2. Enrich teaching content and improve teaching effectiveness

Rich teaching content can broaden students' horizons, consolidate their knowledge foundation, and ultimately achieve the goal of improving teaching effectiveness. First, attach importance to the important role of textbooks in classroom teaching. Textbooks are an important basis for pedagogy teaching. Enriching teaching content can start with textbooks—developing high-quality school-based textbooks to help improve classroom teaching quality. Before compiling school-based textbooks, teachers should deeply study the laws of pedagogy textbook compilation, take existing textbooks as the foundation, conduct in-depth interpretation and development, and lay the groundwork for teaching and research work [6]. Universities should establish special textbook compilation teams to work together to undertake the task of selecting and developing school-based textbooks. At the same time, they should strengthen academic exchange activities, such as organizing team members to conduct in-depth learning in excellent universities or enhance academic and teaching exchanges with outstanding foreign universities. By continuously learning advanced experiences and excellent research results, they can contribute to textbook compilation and lay a solid foundation for disciplinary development and construction [7].

Textbook compilation should be comprehensively considered from different perspectives and dimensions to ensure practicality. First, it should reflect the development trend of the discipline; second, it should be consistent with the talent cultivation objectives of undergraduate universities; third, it should meet students' needs; and finally, it should reflect the university's educational philosophy and pursuit [8]. More importantly, textbooks are important tools to serve teachers and students, so they should be compiled based on teachers' actual teaching needs. With the assistance of textbooks, teachers can better formulate teaching plans, optimize classroom teaching, handle classroom problems, and comprehensively improve teaching quality [9]. Second, introduce more time-sensitive teaching content. The education industry is constantly developing, so teachers should uphold the teaching philosophy of keeping pace with the times and continuously introduce new, extended materials, such as modern educational concepts and the latest teaching cases, to broaden students' knowledge horizons and cultivate their awareness of lifelong learning. Interdisciplinary knowledge, such as psychology and sociology, can also be introduced to enable students to better solve practical problems in their future work.

4.3. Make full use of information technology and innovative teaching methods

With the development of Internet technology, information-based teaching has increasingly become an important means of teaching reform. In the teaching of education majors in undergraduate institutions, we should also actively explore the effective application of information technology, innovate teaching methods, stimulate students' learning interest, improve classroom participation, and enhance teaching effectiveness [10].

Firstly, make use of digital teaching resources. The Internet contains a huge number of teaching resources, which are shared, open, and highly timely. It can provide teachers with diversified teaching resources and multiple presentation forms. On the one hand, teachers can provide students with teaching resources in various forms, such as pictures, videos, and virtual scenes, fully mobilizing students' multiple senses, presenting the abstract professional knowledge of education in a concrete form, helping students consolidate the foundation and improve learning effectiveness [11]. On the other hand, teachers can timely search for corresponding teaching resources according to teaching needs, optimize classroom interaction, and enhance the interest of teaching. It should be noted that teachers of education majors should improve their information integration ability, be able to quickly collect and screen high-quality teaching resources, and apply them to various links such as lesson

preparation and teaching. This can not only improve teachers' work efficiency and reduce work burden, but also help students better understand professional knowledge and improve learning effectiveness.

Secondly, adopt innovative teaching methods. Teachers of education majors should abandon traditional and outdated teaching concepts, and actively explore newer teaching methods and means to enhance the attractiveness of professional classroom teaching [12]. Teachers can introduce modern teaching means, such as artificial intelligence technology, to form personalized learning situation files for individual students, covering their learning situation, future career development direction, learning habits, etc., and intelligently push corresponding teaching videos and extended materials to students. It can also cultivate students' ability to reasonably use modern teaching technology in practical problems, improve students' information literacy, and enhance their competitiveness. Teaching means such as blended teaching method and the flipped classroom can also be adopted to enhance the flexibility of professional teaching. Students can carry out autonomous learning according to their actual situation, greatly improving learning efficiency and teaching effectiveness.

4.4. Strengthen practical teaching and improve comprehensive quality

In the process of optimizing the teaching mode of education majors, teachers can start by strengthening the cultivation of students' practical ability, setting up various practical courses to help students improve their practical level. Colleges and universities can contact local primary and secondary schools to provide students with sufficient off-campus training opportunities, or build training bases on campus to provide students with sufficient training opportunities and venues. In the process of personal operation, students can consolidate the theoretical foundation, build a bridge between theory and practice, and achieve the double improvement of theoretical foundation and practical ability [13]. Colleges and universities should build high-quality teaching teams for students' practical teaching, cultivate excellent teachers with equal emphasis on theoretical teaching and practical guidance ability, and provide real-time guidance for students' practical activities, enhancing students' awareness of the sacred responsibility of education work and helping students accumulate practical experience. Transform textbook content into practical skills, cultivate students' good innovative spirit, collaborative ability, application skills, etc., and finally achieve all-around development [14]. In addition, when optimizing the curriculum system, the latest achievements of the development of the education discipline should also be combined, such as the latest theoretical research results of education, national policy documents, etc. On this basis, the proportion of practical courses should be further increased, a more superior practical research environment should be constructed for education majors, and more abundant educational internship opportunities should be provided, so that students can organically combine the learning of theoretical courses with the learning activities of comprehensive practical courses.

5. Conclusion

With the continuous deepening of teaching reform, the teaching mode of education majors in undergraduate institutions is also facing new challenges. The demand for talent in the field of education is constantly increasing. Students should not only have a solid foundation of knowledge, but also have good practical ability, innovative forms, rich knowledge reserves, etc., to adapt to the development trend of education in the new era. However, the traditional teaching mode of education majors has problems such as a single teaching method, poor timeliness of teaching content, and relatively insufficient practical activities. It is becoming more and more difficult to meet the diversified development needs of students, and cannot meet the actual needs of the era for

education talents. Teaching reform is imperative [15]. Undergraduate institutions and professional teachers should uphold the teaching concept of keeping pace with the times. By clarifying teaching objectives, introducing digital technology, enriching teaching content, strengthening practical links, etc., optimize the teaching mode of education majors, improve teaching quality, stimulate students' learning interest, promote the all-around development of students' comprehensive abilities, and contribute to the development of China's education cause.

Disclosure statement

The author declares no conflict of interest.

References

[1] Zhang B, 2024, Beyond Normal Education, Return to Education: Reflections on the Orientation of Undergraduate Program in Pedagogy. Educational Science, 40(04): 1–6.

[2] Shi Y, Xue F, 2024, Examination and Reconstruction of Undergraduate Curriculum System of Pedagogy in Local Normal Universities: From the Perspective of USEM Employability Model. Shandong Higher Education, 2024(01): 45–52 + 90.

[3] Fu J, Li X, 2024, Problem Examination and Reform Path of Undergraduate Program Development in Pedagogy under the Background of Professional Certification. Journal of Corps Education Institute, 34(01): 51–58 + 72.

[4] Chen X, 2023, Dilemmas in Talent Cultivation of Undergraduate Pedagogy Program in Provincial Normal Universities — From the Perspective of Emerging Education Market. China Economist, 2023(11): 211–213.

[5] Yang S, Yang X, 2023, Conception of "Three-Stage Ability Progression" International Cooperation Training Model for Undergraduate Program in Pedagogy. Higher Education Forum, 2023(08): 23–27.

[6] Xiao L, Xu L, Liu Z, et al, 2023, Practical Exploration on the Reform of First-Class Undergraduate Program in Pedagogy under the Background of New Liberal Arts — A Case Study of Henan University. Research in Educational Development, 43(05): 60–67.

[7] Wang S, 2023, Exploration and Practice on the Reform of Teaching Model for Undergraduate Pedagogy Program in Application-Oriented Universities. Journal of Jilin Engineering Normal University, 39(01): 28–30.

[8] Fu G, Luo G, 2022, Research on the Reform of Talent Cultivation Model for Undergraduate Pedagogy Program Based on Emerging Education Market. Heilongjiang Researches on Higher Education, 40(07): 150–154.

[9] Gao J, Cai C, 2022, Conception on the Cultivation of Professional Literacy for Undergraduate Program in Pedagogy. Journal of National Academy of Education Administration, 2022(03): 56–66.

[10] Piao X, Song G, Zhang X, 2022, Research on Curriculum Groups of First-Class Undergraduate Pedagogy Program from the Perspective of New Liberal Arts. Journal of Shenyang Normal University (Educational Science Edition), 1(01): 96–103.

[11] Zhang X, Piao X, 2022, Reform of Undergraduate Programs in China from the Perspective of New Liberal Arts — Taking Pedagogy as an Example. Meitan Higher Education, 40(01): 21–28.

[12] Zou H, 2021, Challenges and Missions: Summary of the Seminar on the Construction of First-Class Undergraduate Program in Pedagogy. Journal of Educational Studies, 17(06): 204–205.

[13] Li R, 2021, Development Paradox of Undergraduate Talents in Pedagogy: Pattern, Cause and Breakthrough Path. Meitan Higher Education, 39(06): 49–59.

[14] Zhang B, Wei P, Qian X, 2021, Reexamining the Significance and Path of Undergraduate Program Reform in

Pedagogy from the Perspective of Disciplinary Development. University Education Science, 2021(03): 4–12.

[15] Yang J, 2020, Exploration on Talent Cultivation Model of Undergraduate Pedagogy Program in Application-Oriented Universities. Popular Standardization, 2020(17): 77–78.