



The Path of Promoting the Innovation of Teachers' Teaching Idea in School-based Teaching Research

Ya'nan Meng

Weifang Institute of Technology, Weifang 262500, Shandong, China
Email: wfitzk@wfit.edu.cn

Abstract: In the basic teaching reform, school-based teaching research belongs to a very important topic, so how can we integrate the new curriculum reform idea with the teachers' teaching idea reform and set up new teaching requirements and objectives? This is the most typical problem confronted by the majority of teachers in the actual teaching at this stage. In order to solve the problem effectively, it is necessary to carry out diversified teaching activities with "school-based teaching research" as the starting point, so as to set up a new teaching mechanism with rich connotation and various forms and realize the overall improvement of teaching quality. In this paper, the author conduct initial discussion on the characteristics and significance of school-based teaching research, and then think about the ways to promote teachers' teaching idea innovation in school-based teaching research, hoping to comprehensively improve the teaching level of China.

Keywords: school-based research, teaching idea innovation, path

Introduction

At present, the new curriculum idea has brought many new and complex problems in the formation process. In this regard, how can we strengthen the reform of school-based teaching research activities to ensure the innovation of teachers' teaching idea? From a realistic point of view, schools must take the actual situation into consideration and take the discussion of "actual teaching problems existing in schools" as the starting point to guide teachers to earnestly carry out teaching and research activities. Based on this, we need to combine the characteristics and natures of school-based teaching research to carry out research.

1. The characteristics of school-based teaching research

According to the content of the new curriculum, school-based curriculum gives more focuses on school-based training in order to enhance the subjective initiative of teachers and promote their quality. However, in the development process of various regions and schools, there are often obvious differences. Therefore, in the process of comprehensive implementation of school-based teaching and research activities, it is necessary to design related activities based on the actual characteristics of "school-based education". Specifically, there are four characteristics.

1.1 Pertinence

Due to different regions and schools, students' living environment and cognitive ability are completely different. Therefore, the teaching and research activities carried out by cities, counties, towns and other units are completely different from the corresponding teaching and research issues, which usually cannot get consensus. Therefore, it is necessary to apply the research results and experience to specific schools, which will inevitably affect the enthusiasm of most teachers to carry out teaching and research activities. So, in light of the actual connotation of "school-based teaching and research", the school must demonstrate the functions in education, and the activities in teaching research must be combined with the actual situation with students as starting point. From the point of larger scale, there is a certain similarity, so the purpose of scientific research activities have to be representative at certain scale. Therefore, it can highlight the pertinence of "school-based teaching research" activities^[1].

1.2 Convenience

Based on the essence of school-based teaching and research activities, related activities must be carried out with schools as the carrier, that is to say, making use of schools and for the schools. It is necessary to encourage local education experts, teaching and research staff, discipline leaders, excellent teachers and others to go to "school for guidance" for joint consideration of related issues on students, which can not only help teachers accumulate rich practical experience through communication, but also make the majority of teachers more convenient and efficient to discuss and solve related problems.

1.3 Initiative

For traditional teaching and research activities, due to the low organization frequency, the discussion cycle is short, leading to the inadequate time for presentation among the majority of teachers. At the same time, there are, at times, obvious characteristics of one-way transmission, resulting in low efficiency of teaching and research activities. However, under the influence of the new curriculum idea, the place for school-based teaching and research activities is determined in the school, so efficient and flexible classroom activities can be carried out at any time. And relevant issues can be considered through the observation of students and teachers. Moreover, teaching and research staff can have equal dialogue with experts. Therefore, this will inevitably enhance the subjective initiative of teachers, who can be encouraged to pay more attention to academic research, and thus creating a strong scientific research atmosphere, which will pave the way for the overall improvement of teaching quality and the promotion of teachers' professional development.

1.4 Comprehensiveness

With the comprehensive development of school-based teaching and research activities, it is necessary to pay attention to the cultivation of teachers' comprehensive quality in the process of setting up and implementing some new courses, so as to ensure that teachers can be qualified for the new courses. To strengthen professional training for teachers is critical, which can be, however, achieved with calling off the traditional idea of training, using the idea of school-based education, and carrying out "Peer Mutual Assistance" activities based on practical issues, thus improving the new teachers' training mechanism. Teachers should be encouraged for self-reflection and reform, As a result, the improvement of their own quality can be achieved. Especially for some teachers responsible for comprehensive courses, their comprehensive quality can be improved at a rapid pace^[2].

2. The path of promoting the innovation of teachers' teaching idea in school-based teaching research

School-based teaching research can be conducted with the needs for teachers to realize the transformation of professional identity to serve as the leader and practitioner of the new curriculum reform practice as soon as possible. In this regard, it is very important to strengthen the reform and innovation of teachers' teaching ideas, and then discussions are required from four aspects.

2.1 Change thinking and become researchers of new curriculum and new theory

At present, the creation of new curriculum must be made with implementation of research in scientific theory, which requires teachers to continuously strengthen theoretical research and change their thinking ideas. To be specific, it is necessary to change the narrow vision and backward thinking, abandon the one-sided teaching mode of "attaching importance to knowledge while ignoring atmosphere", and study the specific path of the curriculum reform of basic education in China at the present stage through a higher level. In addition, under the influence of the new era, the teaching mode, teaching means and teaching background will be changed, resulting in the implicit demarcation line between education and employment. Therefore, it is very important to strengthen the interaction between schools and public places. Therefore, the formation of a "lifelong learning" mindset can enable all people to achieve sustainable development. Learning will certainly become an important part of people's daily life, so teachers must change the traditional thinking idea.

Definitely, teachers are required to promote teaching through school-based research, and only in this way can we ensure that the teaching model is updated. In the process of basic teaching curriculum reform, front-line grass-roots teachers are quick to accept new teaching ideas and new teaching models. Therefore, teachers can accumulate more practical experience and promote their own teaching level through continuous reflection.

2.2 Encourage teachers to think creatively and build personalized courses

Through the creation of personalized courses, students can really enhance their subjective initiative to ensure that the thinking is more active, and thus forming a new thinking character, which has obvious contrast with the traditional curriculum. As a result, in the daily teaching activities, teachers must respect students' cognitive characteristics, encourage students to think actively and boldly, and beat off the traditional and backward teaching materials. To create personalized teaching material and to think about problems from the perspective of innovators, they can exemplify themselves by personal example as well as verbal instruction.

In the process of carrying out school-based activities, most teachers are faced with a very common problem. That is, the teaching mode is at most conditions proved to be with a certain complexity. A teaching method that can be widely applied is hard to be discovered. Therefore, teachers must innovate actively, form the concept of lifelong learning under the influence

of the concept of school-based teaching and research, and study deeply through practical activities with an all-round and open mind, so as to strengthen the research on teaching activities and constantly reflect on them. Then they can constantly reshape and combine experience, so as to truly meet the requirements of the application of the new teaching model^[3]. In this regard, the majority of teachers must be open-minded and constantly collect relevant information. At the same time, they also need to capture the shining points in daily teaching activities, and continuously summarize and summarize through the construction of personalized courses, so as to demonstrate the characteristics and advantages of their own teaching activities.

2.3 To make sure of equal communication between teachers and students for joint implementation of daily teaching activities

For a long time, the teachers play the role of the authority in front of students, who give their instructions just like leaders for students, which is not the requirements required by new curriculum on "joint discussion and exploration". As a consequence, this will affect not only the enthusiasm of students to express personal willingness, but also teachers' thinking innovation, leading to the weakened interaction of the both sides. Therefore, this kind of teaching mode fails to meet the application requirements of the new course. To this end, the research activities must be given more top priority according to the connotation of the theory of school-based teaching and research, and the traditional way of "teaching without research, research off the track of teaching" should be abandoned. Integrate teaching and research work with students' learning, and promote fair exchanges and two-way interactions between teachers and students, which can carry out in-depth classroom activities, make teachers truly become collaborators, servers, and organizers of classroom activities, and further improve the student's dominant position. Therefore, if we want to create a development mechanism that takes school-based teaching research as the main body to enhance teachers' teaching quality innovation, we must set up an environment to enhance teachers' teaching research enthusiasm, and encourage teachers to conduct open, fair and efficient communication on the existing problems. Therefore, in order to avoid students' too passive learning, it is necessary to let students get involved and cooperate with teachers on an equal basis, which is positively helpful to enhance the professional level of teachers.

2.4 Improvement of the teaching evaluation mechanism to highlight teachers' expertise and characteristics

Based on the influence of the idea of new curriculum reform, teachers must set up the rich content of the evaluation in the process of evaluation of teaching quality, such as the integrity of the teaching plan, flexibility of classroom structure, teaching contents in order to manifest the personalized teaching characteristic and teachers are encouraged to evaluate students' learning effect at multi-dimension. In addition, in the process of encouraging in-depth communication and interaction between teachers and students, teachers must be encouraged for constant reflection and students should conduct self-evaluation, which can accumulate more materials and data for enriching teachers' "school-based research" content.

It is worth noting that teachers play a very important role in teaching management activities. In this regard, teachers give full play of their role in guide and managing students. More importantly, they are actually providing services for students. Therefore, the internal relationship of "management, guidance and service" must be well coordinated. Only in this way can the evaluation status in "school-based teaching research" activities be highlighted. And the evaluation results can be taken into consideration with teachers' practical teaching activities, so as to abandon the "speaking in generality" based evaluation mechanism, and ensure the in-depth cooperation and sincere interaction between students and students, students and teachers.

3. Conclusion

All in all, the core subject should be teachers in the process of carrying out school-based teaching research activities. However, teachers must follow the subject status of students in the process of carrying out teaching activities. Therefore, to strengthen the reform and innovation of teachers' teaching idea, it is necessary that the majority of teachers accumulate experience through practical activities, so as to change the "backward training mechanism" and promote the majority of teachers to achieve growth and improvement in professional aspects.

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