Establishment of an Education Platform for Cultivating Teacher Education Students' Accomplishment

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Abstract The cultivation education of normal students has the characteristics of practicality, process, experience, and penetration. For normal students, practical teaching is equally important as theoretical teaching. Therefore, designing a platform that is beneficial for cultivating the accomplishment of normal students can optimize the dynamic process of teacher training in normal universities, improve the learning and practical experience of normal students, enhance the quality of education and teaching, and form a student-centered education and teaching community, which is of great value and significance for cultivating normal students who meet national requirements. This article will explore the creation of a teacher training student accomplishment education platform from three aspects: the purpose, composition, and implementation of the platform design.

Keywords education platform, creation, cultivation of accomplishment

1. The purpose of designing an education platform for cultivating the accomplishment of normal students

The cultivation education of teacher training students not only emphasizes the learning of professional knowledge and skills, but also focuses on the development of teachers' professional beliefs, emotions, and abilities. It follows the formation laws of teachers' professional qualities and has the characteristics of practicality, process, experience, and penetration. So, how to promote the process of cultivating the accomplishment of normal students and cultivate talents who meet the standards of teacher professional certification is currently a problem that higher normal universities must solve for the cultivation of normal students.

1.1 Creating Situations for Teaching Practice of Normal Students

Whether it is practical knowledge, professional emotions, beliefs, or professional ethics of teachers, they mainly come from the daily educational practice of normal students, rather than solely from classroom teaching. Only through long-term and continuous educational practice training and experience can teachers actively develop their professional qualities. The cultivation of teacher training students' accomplishment is a practical oriented training model that reflects the characteristics of practicality. This is because the process of cultivating the accomplishment of normal university students can only be completed through continuous participation in educational practice activities and experiences. The practice here not only emphasizes educational practice, but also emphasizes the cultivation in life practice and the cultivation in the environment.

The education platform for cultivating the accomplishment of normal students can provide teaching scenarios for their teaching practice: teaching practice is carried out in various educational and teaching training rooms, cultivating them to combine professional theoretical knowledge with teaching practice, continuously honing the teaching professional skills of normal students, and gradually improving them; The online real-time teaching scenarios, remote teaching observation, and learning community interaction services and resources provided by primary and secondary school teachers outside of school provide comprehensive educational and teaching

scenarios for normal students, and compare themselves with teaching cases in actual teaching scenarios. Through a virtuous cycle of "practice reflection re practice re reflection", normal students can fully improve their educational and teaching practical abilities in educational practice and life practice.

1.2 Meeting the procedural needs of professional development for normal students

The education of cultivating the qualities of normal students requires a long-term training and cultivation process, which can also be said to be a dynamic education. It emphasizes more on the process of practice, experience, and activity, which is a development process from quantitative change to qualitative change. From the four-year training of normal university students, cultivation education runs through their daily learning life and even all four years of their learning, not only in the classroom, but also in extracurricular activities and activities. In the process of cultivating the accomplishment of normal students, it is necessary to pay attention to its process, and promote the professional development of normal students through long-term and continuous educational practice, professional emotional experience, and teacher cultural influence. Therefore, cultivation education emphasizes the process of repeated practice, long-term experience, and environmental influence.

The education platform for cultivating the qualities of normal students can not only provide practical training venues for learning and practice, but also provide personal growth records for each normal students, enabling them to record their daily learning, actions, and thoughts. This not only records their learning and life, but also their entire growth process. Through the platform, normal students can review and reflect on their learning and growth process, understand their own problems and shortcomings, and continuously improve themselves with the environment and resources provided by the platform. They can continuously develop their knowledge, abilities, and personality, thus achieving a development process from quantitative to qualitative change.

1.3 Provide full career experience for normal students

During their time in school, normal students can, on the one hand, utilize the professional training facilities provided by the teacher training platform to continuously practice teaching and experience the professional competence of the teaching profession; On the other hand, with the help of network technology, multimedia technology, and interactive technology of the platform, normal students can remotely observe various educational processes outside of school anytime and anywhere, and compare them with their own teaching practices. Through practical activities, they can experience the professional characteristics of teachers, feel the personality traits of teachers, understand the relationships between teachers and students, and between students, and use this experiential process to develop themselves. In addition, the education platform for cultivating the accomplishment of normal students can provide them with professional education by setting up cultural corridors, educational corridors, and exhibition halls, striving to provide them with a full professional experience.
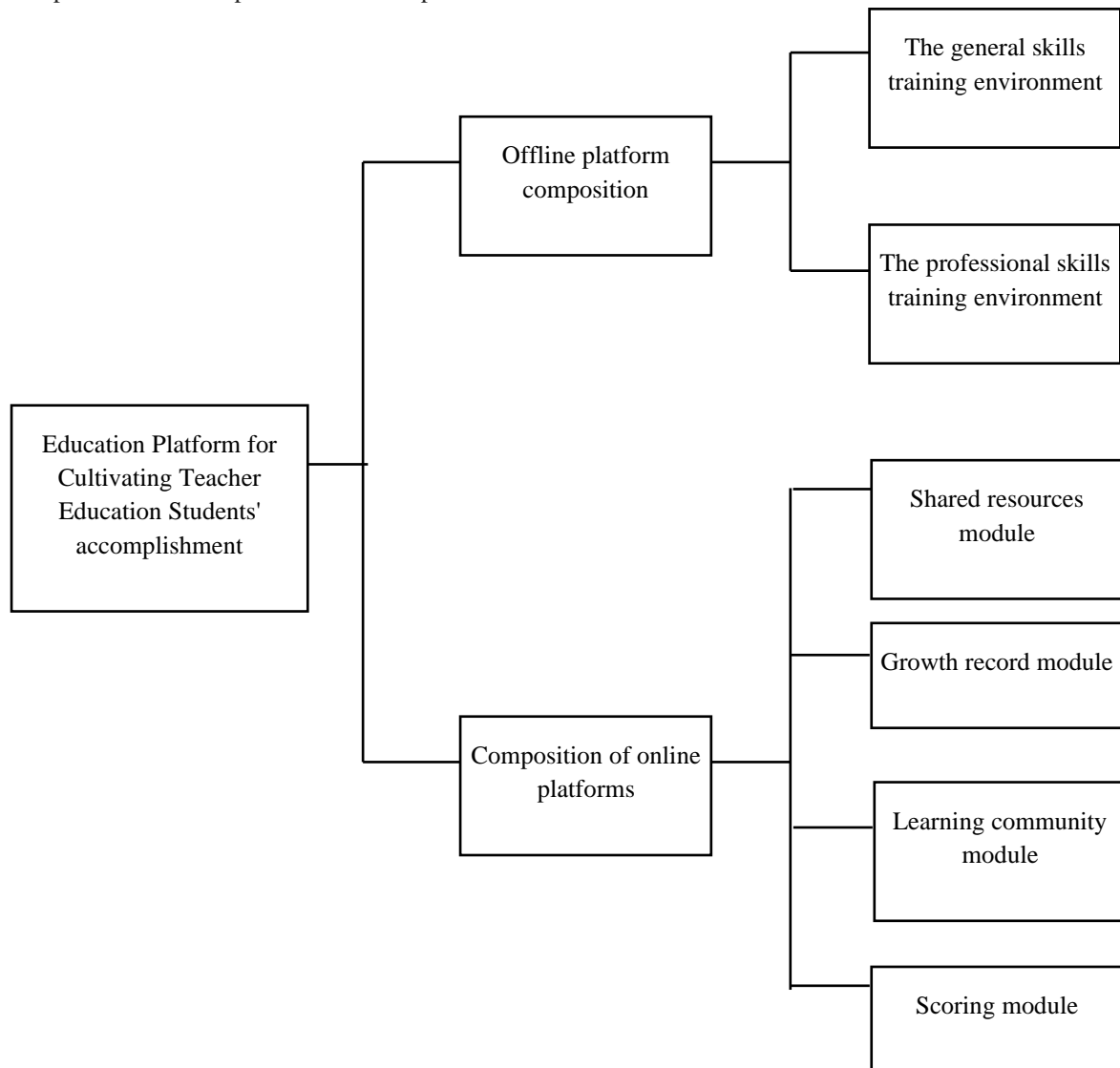
1.4 Integrating the Cultivation of Teacher Education Students' Accomplishment into Education and Teaching

The design of the education platform for cultivating the qualities of normal students revolves around "student-centered", which is not limited to the field of classroom teaching, but should highlight the subjectivity of normal students. Through learning communities, personal growth records, teacher-student interaction, and student interaction, more attention should be paid to their ideological consciousness, professional knowledge, practical ability, emotional spirit, career planning, and other aspects since enrollment; Pay attention to the growth patterns of normal students, so that they can continuously adapt to the needs of learning and work together with teachers to achieve teaching goals; Pay attention to the growth of normal university students in terms of professional, emotional, practical, and employability, provide them with comprehensive growth services and guidance, and enable them to develop their accomplishment unconsciously and achieve comprehensive development.

2. The composition of the education platform for cultivating the accomplishment of normal students

Education Platform for Cultivating Teacher Education Students' accomplishment include Offline platform composition and Composition of online platforms.

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                                          ┌─────────│ training environment│
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                         │Offline platform│ │
                         │ composition   │─┤
                         └──────────────┘ │         ┌─────────────────────┐
                                          │         │ The professional    │
                                          └─────────│ skills training     │
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┌──────────────────┐
│Education Platform │
│for Cultivating    │
│Teacher Education  │─┐
│Students'          │ │                             ┌─────────────────────┐
│accomplishment     │ │                             │ Shared resources    │
└──────────────────┘ │                    ┌─────────│ module              │
                     │                    │         └─────────────────────┘
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                     │   ┌──────────────┐ │         │ Growth record module│
                     └───│Composition of│─┤─────────└─────────────────────┘
                         │online        │ │
                         │platforms     │ │         ┌─────────────────────┐
                         └──────────────┘ │         │ Learning community  │
                                          ├─────────│ module              │
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                                          └─────────│ Scoring module      │
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2.1 Offline platform composition

The professional skills training environment of the offline platform for cultivating the accomplishment of normal students mainly includes the general skills training environment and the professional skills training environment. Among them, the general skills training environment includes language skills training room, writing skills training room, modern educational technology training room, micro teaching training room, mental health education training room, remote teaching observation room, class management skills training room, education and teaching training room, smart classroom, etc; The professional skills training environment includes music skills training rooms, art skills training rooms, children's science and technology activity guidance training rooms, and body and dance training rooms for primary education majors; The physical and dance training room, piano (including electric piano) training room, music education activity training room, art education activity training room, teaching toy training room, preschool activity simulation room, childcare skills training room, scientific exploration training room, preschool life simulation hall, etc. for preschool education majors.

2.2 Composition of online platforms

The online platform for cultivating the accomplishment of normal students mainly consists of basic functional modules such as shared resources module, growth record module, learning community module and scoring module.

2.2.1 shared resources module

The shared resource module mainly provides high-quality resources for normal students to learn independently, including sub modules such as online courses, excellent lesson examples, and famous teacher videos. The online course module provides teaching resources such as micro courses, MOOC, flipped classes and the course WeChat official account. Normal students can learn online through the online course module, which can realize the seamless connection between offline courses and online courses; The excellent lesson example module provides teaching resources such as high-quality courses, excellent courseware, and lesson plans, making it convenient for normal students to browse, download, and engage in personalized learning, fully reflecting the student-centered approach; The Famous Teacher Video Module provides teaching resources such as demonstration classes and public class videos for primary and secondary school and preschool teachers for normal students. Students can compare themselves, draw on the strengths of each school, and continuously improve their teaching practice level.

2.2.2 growth record module

The growth record module mainly records the process learning achievements of normal university students at different stages and aspects during their school years, including sub modules such as learning tasks, daily growth, learning records, homework, teaching practices, etc. The learning task module mainly provides students with learning tasks that need to be completed at each stage from enrollment to graduation; The daily growth module mainly records students' daily skill practice, such as photos written in chalk, pen, and calligraphy, daily reading experiences, etc; The learning record module mainly records the process oriented content of students learning various courses, such as learning notes, listening records, learning experiences, etc; The homework module mainly records the learning outcomes of students at each stage, such as lesson plan design, course assignments, painting works, recitation and speech videos, etc; The teaching practice module mainly records the practical content of students conducting teaching internships and internships, such as micro lesson teaching, simulated classroom activities, simulated class management, and other videos.

2.2.3 learning community module

The learning community module mainly provides teaching observation, practice, reflection, discussion, and collaboration functions for normal students and teachers to achieve the integration of teaching internship and study, including sub modules such as teaching observation, lesson evaluation, and teaching reflection. Normal students observe and learn typical teaching processes of teachers and students through the teaching observation module, evaluate excellent teaching examples, and then attempt teaching practice. Through collaboration between teachers, students, and students, they continuously reflect on their own teaching. In addition, the learning community module also supports work display, work review, and excellent work push and like functions. Normal students can upload their homework, speech and teaching videos, learning achievements, etc. from each stage to the learning community. Teachers and students can leave comments and comments under the work records.

2.2.4 scoring module

The evaluation and integration module mainly evaluates and integrates the learning outcomes of normal university students at various stages, including sub modules such as self-evaluation, peer evaluation, teacher-student evaluation, and development points. The self-evaluation module provides an evaluation function for normal students to assess their own learning and growth; The peer evaluation module provides evaluation functions for students to collaborate and communicate with each other; The teacher-student evaluation module provides a function for teachers to rate the growth records of students; The cultivation points module can be used to score and evaluate the level of student accomplishment development. All evaluation points can be displayed in the form of scores or graphical representations. The evaluation points module can also decompose and implement professional learning tasks into the training process of each semester in the university according to the

requirements of teacher training professional certification, set specific tasks and quality standards, and have automatic points function. By monitoring the learning situation of teacher training students in a timely manner through the high and low scores, the growth process of teacher training students can be evaluated to promote the cultivation of teacher training students' accomplishment.

3. Implementation of an Education Platform for Cultivating Teacher Education Students' Accomplishment
3.1 Enhancing Educational Practice through Situational Teaching
The education platform for quality cultivation of normal school students constructs an open, equal and free online platform through network technology, multimedia technology and interaction technology, which integrates normal universities, primary and secondary schools and kindergartens, normal students and teachers and students of primary and secondary schools, and provides normal school students with a learning environment of independent exploration and collaborative communication based on Internet interaction technology.

In this context, the learning and practice of normal students have significant goals and directionality. Normal students can observe the teaching process of excellent primary and secondary school teachers in real-time and remotely on the basis of pre theoretical learning and micro practical training. They can learn their teaching skills, teaching methods, and skills in handling various teaching events in real teaching environments, continuously deepen their understanding and understanding of basic education teaching practice, and then integrate their learning experiences into teaching skill training on offline platforms, constantly improving their professional skills and practical abilities, and thus achieving self-improvement and improvement.

3.2 Comprehensive integration promotes professional experience
The education platform for cultivating the accomplishment of normal students integrates multiple factors such as in class teaching and extracurricular teaching, online experience and offline experience to construct a three-dimensional practical teaching system, providing normal students with sufficient professional experience. In class teaching focuses on using the offline skills training room of the platform to highlight the practicality of teaching content, connecting the knowledge taught to real-life teaching positions of school teachers, transforming it into vivid scenario discussions, speaking, reading and writing training, case analysis and other real-life practices. With the help of online platforms, teachers can remotely observe various educational processes outside of school and compare them with their own teaching practices, enhancing their professional experience in teaching practice activities; Extracurricular teaching focuses on teachers' teaching ability to carry out a variety of distinctive cultural and sports training activities, such as reading, speech, textbook play performance, original magazines, newspapers, blackboard newspapers, etc., and then through the platform to continuously push excellent works to normal students in the form of online voting, WeChat official account notification, etc., to arouse their interest in the normal profession, and encourage students to actively participate in it, so that they can constantly gain professional experience in the comprehensive practice related to the teacher profession.

3.3 Learning Community Helps the Growth of Normal Students
The education platform for cultivating teacher education accomplishment provides a socialized learning community for teacher education students. Based on offline and online platforms, and linked with classroom teaching, a new type of learning space that integrates learning organizations such as students, teachers, classes, clubs, and interest groups into social interactive learning is called a multi-dimensional learning community. It enables teachers and students, as well as students, to learn through community based interaction, forming an integrated online and offline system, meeting various communication needs of teachers and students, constructing a social sharing learning environment centered on interpersonal connections in the learning community, breaking the limitations of classroom time and space, and forming a "borderless classroom", which further promotes the personal growth of normal students.

3.4 Ensuring the Cultivation of Teacher Education Students' Accomplishment through Multivariate Evaluation

The education platform for cultivating the accomplishment of normal students has created a comprehensive and diversified teaching evaluation system through modern information technology, greatly promoting the initiative and collaboration of normal students in their growth process. The platform provides self-evaluation for normal students, collaborative group evaluation, student evaluation, and guidance teacher evaluation; For different time and space scenarios, the platform provides real-time (heterogeneous) evaluation and real-time (heterogeneous) evaluation. For the evaluation content, it not only includes the learning outcomes of teacher training students, but also their learning processes, such as the completion of specific practical teaching processes, participation in group collaborative learning, frequency and effectiveness of teacher-student interaction in education and teaching, personal growth records, etc., and provides corresponding evaluation scores through the quantitative standards of teacher training professional certification, intuitively reflecting whether teacher training students can meet the expected training standards. Such diversified evaluation methods can help normal students accurately grasp their true growth process from multiple aspects, help them understand themselves, establish confidence, and more conducive to the sound personality and stimulation of learning potential of normal students, thereby ensuring the process of cultivating their accomplishment.

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