

## **Research on Professional Development of Teachers in Public Basic Courses under the Background of Internet +**

**Ying Liu**

Liaoning Urban Construction Technical College, Liaoning Shenyang, China, 110122

**Keywords:** Internet; Basic Public Courses; Teachers; Professional Development

**Abstract:** With the development of information technology, teaching methods are constantly being optimized. At the same time, the way students acquire knowledge is not limited to textbooks and libraries. Students can obtain all kinds of information they need through the Internet, so in order to ensure the smooth implementation of teaching activities, teachers need to continuously learn to enrich their knowledge and improve their teaching ability. The public basic course is a compulsory course for all students, and it has an important influence on the training effect of students. This article analyzes the current teaching status of public basic courses in universities and the professional development goals of teachers in public basic course, and explores the professional development path of teachers in public basic course under the background of Internet +.

### **Introduction**

The compulsory courses required by all majors set by universities and higher vocational colleges are public basic courses. Due to differences in the nature of the school, the type of school, and the concept of running a school, different basic courses are set up differently [1]. Usually set up as social science public basic courses, natural science public basic courses, practical link public basic courses, public basic courses and professional courses are compulsory courses for students, which have far-reaching impact on talent training. In recent years, the rise and development of Internet technology has affected many industries, including education. Public basic courses can improve students' scientific literacy while improving their comprehensive literacy and ability. In this case, we must pay attention to the professional development of teachers in public basic courses.

### **1. Analysis Of Teaching Status Of Public Basic Courses In Colleges And Universities**

#### **1.1 Status of Public Basic Courses**

At present, colleges and universities think that it is more important to cultivate students' professional ability, so colleges and universities pay more attention to the setting of professional courses when setting up courses. In order to ensure ample study hours and internships for professional courses, most universities choose to reduce the number of public basic courses [2]. These universities only provide public basic courses required by countries such as sports and politics, and other courses such as professional English are set as professional basic courses, but these courses have a certain impact on the comprehensiveness of student development.

#### **1.2 Status quo of teachers in public basic courses**

At present, the university management system and teacher evaluation system are not reasonable enough. Neither the school leaders nor the students pay much attention to public basic courses. Under this circumstance, teachers of public basic courses have not received due attention. When the school evaluates teachers for scientific research, it does not formulate scientific research evaluation standards based on the actual conditions of different disciplines, which causes some public basic course teachers to fail to meet the standards required by the school. This will directly affect the enthusiasm of teachers to participate in scientific research, and ultimately have a negative impact on their initiative. In addition, the school has not formulated a perfect incentive policy, which has

caused some teachers of public basic courses to have insufficient responsibility, which is not only detrimental to the development of teachers, but also to the development of education.

## **2. Professional Development Goals Of Teachers In Public Basic Courses**

### **2.1 Professional Characteristics of Teachers in Public Basic Courses**

An introduction to Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics, economics and politics, society, philosophy and life, career planning and employment and entrepreneurship, mathematics, computer application foundation, etc. are all compulsory basic public courses [3]. Physics, chemistry, geography, mental health, etc. are all public basic elective courses. The public basic course teacher is the person who is responsible for teaching such courses. It is of great significance to expand the knowledge of students, help students to establish a complete knowledge structure, and promote the all-round development of students. Teachers of public basic courses must not only have rich knowledge and high sense of responsibility, but also master information technology, guide students to complete learning tasks, and guide students to establish correct outlook on life and values.

### **2.2 Teachers' Professional Development Goals**

The process of teachers' continuous learning and accumulation of subject knowledge to improve their teaching ability and subject literacy is the process of teacher professional development. At the same time, it is also a necessary process for teachers to achieve development goals. As a participant in teaching activities, teachers' knowledge level and professional quality will directly affect students' learning attitudes and learning effects. Teachers' professional development goals include discipline specialization, education specialization, and attitude specialization. Teachers' professional development goals mainly include the following categories: First, subject knowledge, teaching ability, and scientific literacy are the basic goals of teacher professional development. Secondly, scientific knowledge, cultural subject knowledge, and teaching ability are important goals for teachers' professionalization. Finally, teachers' professional ideals, professional sentiments, and professional self are the goals of teachers' professional ideals. Teachers should formulate a reasonable target system to promote the professional development of teachers. Teachers of public basic courses are facing students of all majors, and the application and development of information technology have raised the requirements of public teachers in all sectors of society. Teachers of public basic courses must pay attention to their professional development.

## **3. Problems In The Professional Development Of Teachers In Public Basic Courses Under The Background Of Internet +**

### **3.1 Impact of the Internet on the Professional Development of Teachers in Public Basic Courses**

(1) The concept of self-development for teachers of public basic courses is unreasonable

Under the Internet + vision, the network is continuously developing and popularizing, multimedia technology is gradually being optimized, and various intelligent terminal devices are constantly being optimized and popularized. These have continuously updated teaching methods and teaching techniques, which is beneficial to improving teaching efficiency and teaching results. At the same time, the application of big data mining technology and big data processing technology in the teaching industry accurately analyzes user behavior and characteristics. The application of these technologies is very important to improve the learning effect of teachers and students [4]. The application and development of Internet technology make teachers not only learn professional knowledge and improve their comprehensive literacy, but also teachers must learn and master Internet knowledge and Internet spirit. To ensure that teachers can fully integrate the Internet with teaching, teachers must master information technology.

(2) Insufficient teaching ability of teachers in public basic courses

Cloud computing, big data and other technologies are widely used in various industries, and these technologies and theories will also affect education. Only by linking classroom teaching with cloud computing and other technologies can teachers show boring and boring knowledge to students in a vivid and vivid way. While attracting students' attention, they also stimulate students' enthusiasm for learning, and finally train students to be comprehensive the talents. In short, under the Internet + vision, we must not only change the teaching mode of public basic courses, but also improve teachers' teaching ability and comprehensive literacy.

### (3) Insufficient research ability of teachers in public basic courses

The scientific research level and scientific research ability of teachers of public basic courses will affect their professional development. Under the Internet + vision, everyone can publish or obtain information through the Internet. This information is of great significance to the professional development of teachers. Teachers need to use the Internet to search for various open resources to improve their mastery of relevant knowledge and content in order to promote their professional development. The promotion and development of the Internet have enriched educational content and educational laws. Therefore, teachers of public basic courses must continuously optimize their teaching concepts and strengthen research on educational laws to ensure the rationality of teaching programs in accordance with the current development of education.

## **3.2 Problems in Professional Development of Teachers in Public Basic Courses under the Internet + Environment**

### (1) Failure to integrate self-development with the development of the times

In recent years, in order to improve the teaching effect and the quality of talent training, universities attach great importance to the construction of teacher teams, and provide professional teachers with certain support from the aspects of capital investment and management systems. Colleges and universities have not paid enough attention to teachers of public basic courses, and have not formulated a comprehensive teacher management mechanism. In this case, public basic teachers' perceptions of their work are incorrect, and their awareness of changing teaching concepts and methods is weak, and their work responsibilities are not high enough. In addition, teachers of public basic courses do not pay much attention to the study of theoretical knowledge. Some college public basic course teachers have the following problems. First of all, they only pay attention to the development and reform of their courses, do not pay attention to professional theoretical knowledge, do not understand the talent training goals of universities, and the importance of public basic course teaching to talent training. Therefore, its teaching plan is not scientific enough [5]. Secondly, not paying attention to improving one's teaching ability directly affects the teaching effect. Thirdly, no attention is paid to the transformation of basic courses. In the end, teachers did not deeply analyze how to effectively cultivate students' professional literacy and profession and ability. The above factors are all important factors affecting the professional development of teachers of public basic courses. In addition, teachers of public basic courses are still facing the problem of insufficient information literacy and application ability. Many public basic teachers still use the traditional teaching mode to carry out teaching activities. They do not actively learn and understand new knowledge and teaching methods. Even the new teaching mode of MOOC has not been applied to teaching.

### (2) Failure to integrate "Internet +" with classroom teaching

Under the traditional teaching mode, teachers and students need to carry out teaching activities at the same time and in the same place. This teaching mode is greatly affected by time and space. With the development and promotion of big data technology, cloud computing technology and other technologies, the integration of these technologies and education can not only reform the teaching method, but also change the mode of talent training. The teaching concepts of some public basic courses of teachers are relatively backward, and their enthusiasm for learning and using advanced teaching methods is low. In addition, teachers of public basic courses have not integrated their teaching with professional teaching. Some students' study attitude is not good enough, and there may be situations where they do not listen carefully. Teachers of public basic courses have not

changed their teaching philosophy and teaching methods, and still use the traditional teaching mode to open teaching activities. If the teacher cannot integrate the basic theory teaching and professional teaching, it will affect the teaching effect and teaching value of public basic courses.

(3) Teachers' scientific research ability cannot fully demonstrate the spirit of "Internet +"

As we all know, teachers' scientific research ability and scientific research level are important factors affecting teachers' professional development. However, the teaching concepts of most public basic course teachers are not advanced enough, and their scientific research ability and scientific research level are not high enough. Teachers' scientific research ability cannot fully demonstrate the "Internet +" spirit. This problem has the following manifestations: First, teachers of public basic courses have not strengthened their analysis of modern teaching methods. In recent years, information technology has been continuously developed and promoted, teaching methods and teaching techniques have also been continuously innovated and reformed, and teaching models such as advocacy classes and flipped classrooms have been promoted in teaching. At the same time, these new teaching models are a combination of teaching and Internet technology. Many public basic course teachers still adopt traditional teaching methods, and are not active in applying advanced teaching methods. Second, teachers of public basic courses do not have Internet + thinking. Teachers of public basic courses still study in the traditional way of thinking when analyzing the laws of education and choosing teaching modes. The fundamental reason is that teachers of public basic courses do not have modern teaching concepts. This will not only affect the teaching efficiency of public basic courses, but also affect the teaching effect. It will even have a negative impact on students' professional quality and ability. Teachers of public basic courses bear the important responsibility of improving students' comprehensive literacy and thinking ability, and they shoulder the responsibility of cultivating students into comprehensive and sustainable development talents. In this case, we must strengthen the analysis of the professional development path of teachers of public basic courses.

#### **4. Research On The Professional Development Of Teachers Of Public Basic Courses Under The Background Of Internet +**

##### **4.1 Learning Information-Based Teaching Technology and Optimizing Teaching Concepts**

Public basic course teachers must not only have basic course knowledge, but also learn the latest pedagogy Li Lu and modern teaching methods to ensure teaching efficiency and teaching results. With the development and promotion of Internet technology, teachers must actively apply new teaching methods such as MOOCs to carry out teaching reforms to improve teaching efficiency and effectiveness. Teachers should actively apply teaching modes such as flipped classrooms to stimulate students' enthusiasm for learning.

##### **4.2 Master Students' Learning Habits and Understand the Teaching Environment**

Young people are more interested in new knowledge and technologies, and they have a faster grasp of these knowledge and technologies. At present, most students have their own smartphones and computers, which can be used to search for required information and communicate with classmates. In addition, compared with a single text, pictures, sounds, etc. can attract students' attention [6]. In order to attract students' attention and improve teaching effectiveness, teachers need to actively apply digital resources and information technology. Teachers of public basic courses need to understand the learning needs and habits of students, understand the teaching environment, and formulate teaching plans scientifically.

##### **4.3 Integrating Public Basic Course Teaching with Professional Teaching**

Some colleges and universities did not associate public professional courses with professional courses, which led to the independence of public basic courses and professional courses. This situation is not only inconsistent with the development law of education, but also ignores the cultivation of talents. Therefore, teachers of public basic courses must not only master the

knowledge of public basic courses, but also understand the professional knowledge of the teaching class, and link the public basic course teaching with the professional literacy and vocational ability of students in order to achieve the cultivation of students' professional abilities, vocational literacy, and student cultivation for the purpose of qualified personnel.

#### **4.4 Scientifically Develop Teacher Training Models**

Schools can use information technology such as big data technology and cloud service technology to optimize and reform teaching processes and teaching methods, which can effectively improve the teaching efficiency and management level of public basic courses. In order to achieve the purpose of cultivating outstanding teachers, colleges and universities create a talent training environment based on teacher training requirements, and use information technology to establish a teacher training platform to improve teachers' understanding of information technology and comprehensive literacy.

#### **4.5 Develop Teacher Online Service Models**

Relevant departments should encourage public basic course teachers to participate in the production of online learning courses. At the same time, a lifelong learning service mechanism for teachers should be formulated as soon as possible to improve the utilization of curriculum resources. Relevant departments should optimize the teacher's learning model in order to improve teachers' scientific research ability, teaching ability, and promote teacher professional development.

#### **4.6 Develop a "People-Oriented" Teacher Management and Evaluation Mechanism**

The school should analyze the actual situation of the school in detail, and master the actual situation of the teachers of public basic courses, and formulate scientific research assessment and evaluation standards based on "people-oriented" to ensure the scientific and reasonable assessment of teachers. Schools should reasonably adjust the teacher evaluation mechanism in accordance with the actual situation of the school and the state of development of education. During the assessment process, teachers' performance and their future development should be valued. In addition, the assessment should be based on the actual situation of teachers of public basic courses in order to supervise the professional development of teachers.

### **Conclusion**

Public basic course is a compulsory course for students. The professional knowledge level and teaching ability of teachers in public basic course will affect teaching efficiency and teaching effect. Teachers of professional courses and teachers of public basic courses can cooperate with each other to cultivate students into qualified talents. Schools should scientifically establish a teacher management and evaluation system to create a good working environment for teachers. Schools should encourage teachers to learn information technology and learn student learning habits to promote the professional development of teachers in public basic courses.

### **Acknowledgements**

the project of Advisory Committee of Public Basic Course Education, Ministry of Education, P.R. China (2018GGJCKT149)

### **References**

- [1] Wang Li. Crisis and Countermeasures of Public Basic Course Teachers in Colleges and Universities in MOOC Era [J]. Journal of Contemporary Teaching and Research, 2019 (6): 109-109.
- [2] Li Zijun, Zhao Jianwei. Research on the Construction of Public Basic Course Teachers in Applied Undergraduate Colleges [J]. Xueyuan, 2018 (4): 169-170.

- [3] Yang Junqiang. Research on the Status Quo of Teaching Reform of Public Basic Courses in Higher Vocational Colleges [J]. Teachers, 2017 (21): 96-97.
- [4] Liu Yonghong, Wen Libai, Hu Xianwen, et al. Exploration of the Teaching Reform of Public Basic Courses under the Background of “Internet +” —— Taking Basic Chemistry Experiment ( I ) as an Example [J]. University Chemistry, 2017, 32 (12): 31-34.
- [5] Yin Yujian, Yang Jun, Wang Yun. The Influence of Teaching Ability Competition on the Improvement of Teaching Ability of Teachers in Higher Basic Public Courses [J]. Modern Vocational Education, 2019 (12): 234-236.
- [6] Yang Huan. Study on Teaching Effectiveness of Common English Basic Courses in Higher Vocational Colleges [J]. Art Science and Technology, 2019 (7): 61-62.