Self-exploration from Pre-education Practical Knowledge based on Online Learning Platform

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Abstract
The pre-education practical knowledge, from the taught experience, is grasped by the normal students before the learning of theoretical knowledge of education and plays a certain role in the educational practice in the future. It is important to figure out the structure and forming mechanism of the pre-education practical knowledge, and to promote the teachers to learn the educational theory, thus conducive to guide the educational practice. Based on the growth and educational experience, this paper explores the pre-education practical knowledge and researches the content and process of the pre-education practical knowledge.

Keywords: Pre-education practical knowledge, Practical knowledge, Teacher

1. INTRODUCTION
Since the 1980s, the study of teacher education paid more attention to the inner thoughts rather than external behavior. In the research field of teacher, the teachers’ knowledge has been one of the hot issues. Among them, the practical knowledge of teachers attached more importance of many scholars. The concept of “practical knowledge of teachers” was firstly established by British scholar Elbaz in 1983. As her Thinking: research on practical knowledge indicates, the practical knowledge of teachers refers to the special knowledge characterized by specific practices and social environment in a unique way. It is provided with a high degree of experience and personalization, with the property of actions and decisions. The practical knowledge of teachers has been the theme of field of teacher’s knowledge for nearly three decades. Afterwards, Connelly. F.M. and Clandinin. D.J. et al. constantly enriched the connotation of practical knowledge of teachers, from different research methods and research perspectives. In the 21st century, Chen Xiangming et al. made lots of researches, which started the research of practical knowledge of teachers in domestic.

With the development of research, the practical knowledge of teachers is widely known. However, it remains to be studied the concept of pre-education practical knowledge, and the way how the pre-education practical knowledge comes into being, and the influence on the development of teachers, as well on the work and life in the future. Based on the growth and educational experience, this paper explores the pre-education practical knowledge and researches the content and process of the pre-education practical knowledge.

2. MULTIMEDIA AND MULTIMEDIA TEACHING
2.1. Multimedia technology
Multimedia refers to the media in the modern sense, the traditional multimedia instead refers to the use of tape recorders, projectors, video recorders and other equipment to achieve the general understanding of a variety of integrated media. A simple composite multimedia technology not all kinds of information media, it is a fusion of text, graphics, images, animation and sound and other types of information on multiple levels, and comprehensive treatment and control by the computer, can support the completion of a series of interactive information technology. Multimedia teaching in China in 80s has begun to appear, but at that time is the use of a variety of electronic media such as slide, projection, video recording, and comprehensive use of classroom teaching, which is the traditional multimedia. This teaching technology also called multimedia combination teaching or audio-visual teaching. Since 90s, with the rapid development and popularization of computer technology, multimedia computer has been gradually replaced by the comprehensive use of various teaching media in the past. Therefore, we usually say that the multimedia teaching is the use of multimedia computers and the use of pre produced multimedia teaching software to carry out the teaching activities.
In the process of multimedia computer assisted instruction, according to the characteristics of the teaching target and the teaching object, the teaching design, the use of multimedia computer, integrated processing and control symbols, language, text, sound, graphics, images and other media information, the multimedia elements according to the teaching requirements, combined and displayed on the screen at the same time according to the need or projection, coupled with sound, man-machine interactive operation between user and computer and complete the teaching or training process. The proper use of CAI teachers in the teaching process, can break through the limitations of time and space, overcome symbols is too abstract and monotonous shortcomings, transfer vivid teaching information to students, expand their horizons and share perceptual knowledge, effectively arouse the students' senses involved in learning activity, enhance emotional experience, stimulate students' interest in learning, improve they heard that reading and writing skills, and to improve the efficiency and quality of the classroom.

2.2. Multimedia English Teaching

The teaching practice in essence is the bridge of communication activities, teachers and students in special education in the context of self exploration activities. In the implementation of education modernization, network multimedia teaching technology plays a more and more important role in promoting quality education and improving the quality of education and teaching. Compared with the traditional English teaching mode, multimedia English teaching mode has the following characteristics:

- **Multimedia Assisted English teaching to arouse students' enthusiasm:** Multimedia teaching can give full play to the human visual, auditory potential, set graphics, text, sound and image as a whole, the form of lively and innovative. In multimedia text, graphics, images, animation can be used for students' vision, commentary, background music and realistic effect can stimulate the auditory, and allow multimedia
interactive operation, so that the learning effect is more significant. In addition, multimedia animation, images can be varied to make a variety of wonderful effects, to promote the sense and imagination to cooperate with each other, resulting in a creative effect. English teaching can make use of this unique advantage, the students learning in this environment, to enable them to gain the traditional auditory input at the same time, but also through the visual information input a lot, strengthen the effect of auditory input, how to better memory of knowledge and skills, learning efficiency is improved. And, through the platform of multimedia network classroom, synchronic learning was broken, the teaching resources are shared to the largest extent, teaching methods and experience of many excellent teachers can be the maximum range and the maximum extent that students benefit. Through the creation of situations, collaborative learning, and promote students to think actively, explore the development of Lenovo thinking, so that students in the learning process to become the main body of information processing and the active construction of knowledge. The multimedia visible rich content, from the aspects of listening speaking reading and writing gives students autonomy the opportunity to greatly improve the students’ enthusiasm for learning English, College English learning is no longer a tedious process, and ultimately contribute to the cultivation of students’ autonomous learning ability.

![Figure 3. Multimedia network classroom](image)

- **Multimedia stimulates students' interest in learning:** The computer multimedia simulation, the abstract image illustrations provide perceptual materials in various forms, different functions to the students, the students into a relaxed and pleasant learning environment, enable students to actively participate in the teaching process, active classroom atmosphere, stimulate students’ interest in learning English, passively learning. At the same time, the interaction of the multimedia system, can form a multidimensional information space with students as the center, the students in this process will feel real, interesting image, knowledge, to stimulate students’ interest in learning. Learning interest is a kind of tendency which is shown by the students on the basis of their own learning. It plays an important role in the study of students. Provide multimedia teaching software in a large, rich, specific, vivid and intuitive image and video information, will enable students to better establish a solid foundation of perceptual knowledge, to mobilize students' learning initiative, active student thinking, help students grasp the skills and intelligence development.

![Figure 4. Computer multimedia English learning](image)
3. CONNOTATION AND ROLES OF PRE-EDUCATION PRACTICAL KNOWLEDGE

The pre-education practical knowledge comes from three following aspects. The first is from the comprehensive theoretical learning of education and subsequent teaching practice. The second is derived from the exploration of education law during the teaching career. The last is from the taught experiences, including the experience of family education from childhood, educational experience in the school, and social experience. The taught experiences from childhood, namely the third aspect, is called pre-education practical knowledge. It has come into being before educated by the teachers formally, and will be expressed in the following educational activities in an accustomed manner. The pre-education practical knowledge include the teacher concept, students view and the education concept. Indeed, it is closely related to the family life, school life, and some social practice before the teacher career; instead of teaching experience since the teacher career.

Previously, little attention has been paid to the pre-education practical knowledge related to education in the minds of students. Its influence on the theoretical learning and educational practice still lacks sufficient knowledge and research. If the role of pre-education practical knowledge is neglected, a wide variety of pre-education practical knowledge will come into being spontaneously in learning and practice. Thus, some pre-education practical knowledge beneficial to the theoretical learning or educational practice cannot be used effectively while the negative ones may hinder the development of education. Consequently, it is important to figure out the structure and forming mechanism of the pre-education practical knowledge, and to promote the teachers to learn the educational theory, thus conducive to guide the educational practice.

4. CONTENT AND FORMATION OF PRE-EDUCATION PRACTICAL KNOWLEDGE

In terms of the formation of teachers’ practical knowledge, scholars tend to analyze it from static perspective. As Elbaz once put forward, the practical knowledge of teachers is mainly composed of subject knowledge, curriculum knowledge, pedagogical knowledge, self-knowledge, and knowledge of school background. The above five kinds of knowledge are static, and turn to be dynamic when connected to the practice. As Chen Xiangming indicated, the practical knowledge of teachers mainly includes the teachers' educational belief, teacher's self-knowledge, teacher's interpersonal knowledge, situational knowledge of teachers, teacher's strategic knowledge, and teachers' knowledge of critical reflection. The practical knowledge plays a filtering and guide role in the theory of knowledge. Both of them are inseparable to each other. According to the classification of teachers' practical knowledge by Chen Xiangming, this study divides the pre-education practical knowledge into six parts, namely psychology knowledge of students, management Knowledge of Students and classes, Knowledge of Classroom teaching, Knowledge of Teacher's Role and Self-awareness of Teachers.

(1) Psychology knowledge of students

There are sweet and innocent ideas and practices in the childhood in everyone's mind. The common staff of students can be used by means of the psychological experience of childhood. Thus, the normal students will understand the ideas of students and solve the problems of students more easily in the education career.

In a math class in the primary school, my formal teacher was on a business trip and a substitute teacher attended class. she was a relative living near the house of my grandmother. I felt myself superior and tried to show off in the class, in order to make others know that I was special. So I was so active in the class that I was punished. I’m still impressed by the process of the punishment at that time. She forced me to stand in the front of the class alone and I had no idea but burst into tears. I cannot return to the seat until the class ended. Since then, I became fear of teachers and did not communicate with teachers in an active manner. I refused to ask for help from teaches. The situation was gradually changing when I grew up.

It is normal for the students to show off just because the course teacher is the relative. In my opinion, the teacher should talk to the student to the first place. Thus, the student will realize that he should obey the rules in the class. In addition, different treatments should be taken in line with different students. The verbal reminder should be carried out if the student is relatively introverted. The punishment can be put into used for the naughty student, but it should be dealt with carefully. In the teaching practice in the future, I will never take approach the same to the above one’s. Such an approach plays an negative impact on the students.

(2) Management knowledge of students and classes

The management knowledge of students and classes has been formed before the formal education, according to one’s own educational experience. It includes that how to stimulate the student motivations, to lead the positive behavior of students by compliment, to reduce the incidence of bad behavior by punishment, to establish the team of class leaders, and communicate with student. These knowledge, from the taught experience, greatly contributes to the management of students in the education career in the future.

It is very common to change seats among the students. Despite a simple staff superficially, different teachers have different ways to deal with it.
In the first year of high school, the head teacher was a math teacher, very strict. We were afraid of him. In peacetime, one would be compelled to run around the playground three times if the slogan sound was not loud enough or someone made mistakes in the math topics. Due to his strict requirements, the students kept good physical fitness and excellent academic performance. However, I had his own way to change seats among the students. In the predetermined time, he announced the detailed seat of everyone. Then everyone changed the seats without any objection, efficiently and orderly. His autocratic approach was based on his understanding of students’ characteristics. The students with different academic achievements and characters were arranged together. As a result, everyone got along very friendly and harmonious with each other.

In the second year of high school, the biology teacher served as the head teacher. It was her first time to be in charge of class in spite of teaching for many years. In the third class in the afternoon, we started to change the seats. First of all, the head teacher listened to everyone’s views. However, pats of the students would make objections if one students expressed his views. Then the teacher discussed with the students to settle a plan. As a result, the arguing was still on through an hour after class. The teacher felt helpless and irritable, so were we. Such a easy thing cannot be solved and it cost so much time. Then the head teacher put off the matter angrily. We were also very wronged, and it was not our fault. Indeed, it was impossible to change the seat to meet the requirements of everyone. In the view of some students, it’s a waste of time to change the seats in such way, and the teacher should not be angry with us.

Although it looks simple to change the seats, different methods and philosophy of education can be learnt. The former teacher manages the students in a dictatorial manner. In this way, the students obeyed the arrangements of the teacher due to the psychological fear. As a result, it was easy to manage the class and the achievements kept quite good. However, we did not like him at all and would not like to communicate with him once encountering something tricky. The latter one tried to meet the requirements of all the students. But it resulted in poor management. In my opinion, the practices of both teacher seemed inappropriate. The management of class should be strict to the appropriate extent. A strict teacher always fails to understand the needs of students in a timely manner for the lack of effective communication with them. As time goes on, the students will be more depressed although they look very obedient. The depressive feelings will lead to something unimaginable if they cannot be released reasonably. Some important information can be provided for the head teacher if he listens to the views of students properly. The majority-oriented rule should be taken if not all the requirements can be met. So it is appropriate to make a decision based on the views of the majority, and to comfort the minority.

(3) Knowledge of classroom teaching

The knowledge of classroom teaching includes the selection of the teaching content, the arrangement of teaching steps, teaching methods, organizational form of teaching, and teaching means, etc. During the learning in the school, the students are affected by the class actively or negatively. In detail, the favorite or disgusted classes leave some information for students, such as whether the teaching method is interesting or not, whether the teaching content is wonderful, and so on. These information will be stored in the brain and affect the teaching ideas and behavior of normal students. They will focus more on how to attract the attention of students, to make them acquire new skills and knowledge happily, and to make the class more lively and efficient.

The humorous teachers are the favorite to the students according to the memory. “Goods Fair” was the topic of a writing course in language classes of primary school. In the class, Several students Introduced their goods. From their statements, the problems could be found and solved by the teacher. She did not tell the students how to write the text. instead, she grabbed a banana and started to introduce it. First of all, she asked everyone what the color of banana is. Someone answered yellow, and someone answered olive while others said it was spotted. Then she asked what the shape of banana is. And she described that it looked like a curved handle or hook, with black end. a student responded that it was like ass. We burst into the laughter together. “So what does the body of banana look like? ” She asked again. Various students set forth their thoughts. The banana is composed of peel and pulp. As soon as describing the physical characteristics, the teacher questioned what the smell was. She made someone smell it and tell their feelings. Afterwards, she started to peel the banana. During the process, we became more interested in the banana.

The teacher slowly peeled the banana, and asked some students to smell the peel and pulp, and to make comparison. After the views of students have been elaborated, the teacher went on peeling the banana and the smell began to spread. The students asked for smelling the pulp and peel actively. Then as the teacher went on peeling the banana, someone sighed that it seemed like the banana is the most delicious food in the world. The entire classroom was full of the smell of banana. Many students could not help but swallowing. The taste of banana began to be studied after the comparison between peel and pulp. The teacher asked the students to have a taste and to tell the taste. Everyone was scrambling to raise their hands to ask for eating the banana. It seemed that the banana was a rare treasure, rather than the ordinary banana in the fruit shop. So the banana was eaten up quickly, and the peel was left. The teacher began to introduce the function of the banana peel. As she put the peel on the head of one student, the teacher told everyone that it can be used as the decorations, as well as medicinal material, etc. Afterwards, she led us to review the process of selling goods, and summed up how to
sell our goods. Then various students introduced their goods from different perspectives, with humor language and a wealth of imagination. Now and then, it burst into heavy laughter. everyone shared his own goods, happy and full of fun.

The banana arouse our imagination, interesting and full of fun. I think I would never forget it. In pleasant description and imagination, we learnt how to introduce the goods in a comprehensive and interesting manner. In my view, the education is originated from the life. The familiar material will make it easier for the students to accept and understand the new knowledge in educational activities. The teaching of teachers should stimulate the imagination of students according to the actual situation and characteristics. The content of classroom teaching can be completed in pleasant exchange. The students access to knowledge in abundant imagination and exchange, without any pressure and burden of learning.

4 Knowledge of teacher’s role

The knowledge of teacher’s role is related to the expected knowledge of teacher's role, or an understanding of ideal teacher. During the learning for ten years, we met a variety of teachers, including inexperienced teachers, skilled teachers, responsible teachers, halfhearted teachers, optimistic ones, depressed ones, rude ones, and patient ones. The teachers with different personalities and characteristics affect the understanding of students on teachers in a positive and negative manner.

In the primary school, some small accidents occurred to the pupils in low grade, especially the grade one, due to the poor self-management skills. In the spring of a year, it was cold and students wore many clothes to keep warm. In the class, one pupil wetted his pants. The teacher rushed to the office and borrowed clean pants from the teacher living near the school and the shopkeeper in stores nearby. After the pants were borrowed, she helped the student put on dry pants and wash the wet pants. In the process, the teacher smiled and chat with him, kind and friendly. Then she told the pupil that it did not matter and he should manage himself afterwards. The pupil felt a little shy and ashamed, and listened to the teacher carefully. At that time, I saw them communicating with each other. She treated him as her own child friendly.

I was deeply impressed and moved by the warm scene. Previously, I always thought that the teachers were someone who merely taught knowledge. Apart from the student learning, the teacher should pay more attention to the various issues of students in their daily lives. The teacher should understand the emerging issues and solve them during their growth, thus beneficial to healthy growth step by step.

In addition to the above aspects, the pre-education practical knowledge includes the self-knowledge of teachers, namely the self-awareness and self-evaluation of teachers. Among them, the self-knowledge, most closely related to education, refer to the efficacy of self-teaching. The efficacy of self-teaching can be used to overall evaluate the working competence of teachers. the limited time of pre-vocational education practice results in a few teaching-related experience. However, the efficacy of self-teaching does not fade away. By the comparison between the basic working ability required for the teacher post and the abilities of their own, the strengths and weaknesses can be judged. Thus, the teachers will have a better understanding of the direction to be improved. Roughly, they can judge whether they will be qualified to be teachers. As the efficacy of self-teaching of normal students promotes, they will be more powerful to be engaged in the education.

5. CONCLUSION

The pre-education practical knowledge is always expressed in an accustomed way. So we can hardly realize or neglect its existence. It plays an significant role in the theory learning and educational practices. Therefore, we should sort out the hidden pre-education practical knowledge and make full use of it in a timely manner.

REFERENCES


