

Reform of Teaching Mode Based on Cadre Training of Women's Women's Federation

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Abstract: *This paper aims to discuss how to reform the teaching mode based on the cadre training of women's women's federations, so as to improve the teaching effect of cadre training and cultivate excellent female cadres. This paper will investigate the existing training mode and propose a reform plan based on practical teaching and quality course construction to promote the comprehensive quality of women's federation cadres.*

Keywords: *women's women's federation cadre training, teaching mode*

1. Introduction

Women play an important role in social development and construction. Women's federations are an important institution to promote women's rights and interests and development^[1]. Women's federations play a unique role in social development and the construction of a harmonious society. As an important part of women's women's federations, the cadres of women's women's federations bear the responsibility and mission of promoting the development of women and children's cause^[2]. However, due to the problems of the teaching mode, the existing cadre training of women's women's federations has not been effectively improved, and its training effect has gradually weakened, and it is difficult to meet the actual needs.

In the past, the cadre training of women's federations mainly adopted the traditional classroom teaching mode, focusing on the teaching of theoretical knowledge, and lack of practical operation links. This teaching mode makes it difficult for the cadres of women's federations to apply the knowledge they have learned to their practical work, which affects the improvement of their ability and level. At the same time, with the change of social development, the needs of women and children's career have also undergone profound changes, and the traditional training methods have been unable to meet the needs of today's society.

In order to solve the problems of the existing mode, improve the quality and effect of WWF cadre training, and meet the needs of social development, this study aims to explore the reform of teaching mode based on cadre training of women's federations. Through the introduction of innovative teaching methods and practical operations, it aims to improve the professional quality and practical application ability of the women's federation cadres, so as to better serve the development of the cause of women and children.

This study will use literature demonstration and other methods to conduct in-depth research and analyze the needs and problems of the existing women's federation cadre training, as well as the implementation of the teaching mode reform. Through the evaluation and analysis of the reform practice and the comparison with the traditional model, this study will highlight the positive impact of the new model on the learning and ability improvement of women's federations cadres, and provide useful reference and suggestions for the reform of the cadre training of women's federations. In order to promote the innovation and improvement of the cadre training of women's federations, improve its actual effect and application value, and promote the healthy development of women and children's cause. Through the development of this study, we will provide empirical research support for the teaching mode reform of cadre training of women's women's federations, and contribute to the development of women and children's cause and the construction of social harmony.

2. Teaching mode of cadre training of women's women's federations

At present, the traditional teaching mode is the most common mode in the cadre training of women's women's federations. In this mode, the lecturer mainly plays the role of the knowledge impartor, and conveys the content to the students through lectures, explanations, demonstrations and other ways.

First of all, the traditional teaching mode can quickly transfer knowledge, which is applicable to the training with relatively simple knowledge content. Secondly, this model is convenient for organization and management, and the training process can be arranged centrally to improve efficiency. In addition, students can gain experience and examples in relevant fields by directly attending the class to enrich their knowledge reserve.

However, the traditional teaching mode also has some shortcomings. First of all, this mode focuses on one-way information transmission between teachers and students, which lacks interactivity and lacks students' participation and motivation, which is easy to produce problems of fatigue and inattention. Secondly, this model pays attention to armchair, lack of practical links, it is difficult to cultivate students' practical operation ability and the ability of problem-solving. Moreover, this model ignores individual student differences and cannot meet the learning needs and interests of different students.

Therefore, this study notes that there are some problems in the basic situation of cadre training of women's federations. The traditional training mode mainly focuses on the teaching of theoretical knowledge, but lacks practical operation and ability training. To some extent, this mode limits the career development of cadres and the improvement of practical working ability of women's federations. In addition, the uneven allocation of training resources for cadres is also a problem, and some regions and organizations lack effective training opportunities and resource support, which leads to differences and imbalance among practitioners. This unbalanced situation is difficult to meet the needs and requirements of women's federation cadres in different positions and positions.

In the current social environment, there are some urgent needs for the cadre training of women's federations. First of all, the content of the training needs to be more close to the actual work needs, focus on solving practical problems and challenges. The cadres of women's federations need to have certain practical operation ability and the ability to solve problems, so the training should pay attention to the analysis and discussion of actual cases, and provide ideas and methods to solve problems. Secondly, the cadre training of women's federations should pay attention to the cultivation of professional quality and professional ethics. The cadres of women's federations must have certain professional knowledge and skills, as well as good professional ethics and values, so as to better fulfill the mission and responsibility of protecting the rights and interests of women and children.

In addition, the women's federation cadre training also needs to pay attention to the cultivation of innovative consciousness and thinking ability. With the continuous development and change of the society, the work of the women's Federation is faced with increasingly complex and diversified challenges. Women's federation officials need to have innovative ways of thinking and the ability to solve problems in order to better adapt to and respond to these challenges. Therefore, the training should pay attention to innovative education methods and cultivate innovative consciousness, and stimulate the thinking potential and creativity of women's federation cadres.

3. The theoretical basis of the teaching mode reform based on the cadre training of Women's Women's Federation

In the reform of teaching mode, we need to rely on a certain theoretical basis to guide and support it. Several common theoretical bases are introduced below, which provide guidance and basis for the concepts, objectives and methods of teaching model reform.

3.1 Construct the theoretical basis of subjective learning

Subjective learning is a teaching theory based on the learners' main-body participation and active construction of knowledge. In the training of cadres of women's women's federations, adopting the teaching mode of subject learning can stimulate students' interest and enthusiasm in learning, enhance their learning motivation and improve the learning effect. According to the theory of subjectivity learning, learning is a process of interaction between the subject and the environment, and learners

actively construct their own knowledge structure and understanding mode through the interaction with the teaching materials, teachers and other students. In the cadre training of women's federations, case teaching, group cooperative learning and problem-oriented learning can be introduced to cultivate students' active learning ability and cooperative spirit and improve the learning effect.

3.2 Theoretical basis for providing personalized learning support

Personalized learning support is a teaching theory that provides personalized learning resources and guidance based on learners' characteristics and needs. In the training of women's federations, providing personalized learning support can meet the differentiated learning needs of students and improve the learning effect and satisfaction. Personalized learning support theory emphasizes the dominant position of learners in the learning process, and requires teachers and teaching designers to pay attention to students' interests, tendencies, learning styles and learning objectives, and to provide corresponding learning resources and guidance. In the training of women's federations, personalized learning plans, customized learning contents and learning support tools can be used to help students conduct personalized learning according to their own needs, so as to improve their learning effect and application ability.

3.3 The theoretical basis for introducing technical support

Technical support is a teaching theory based on modern educational technology, which improves the effect and efficiency of learning through the introduction of technical means. In the cadre training of women's federations, various educational technology tools and platforms, such as online collaborative learning platforms and mobile learning applications, can be used to provide diversified learning resources and learning support to promote students' learning experience and learning results. According to the technical support theory, modern educational technology can change the limitations of the traditional teaching mode and provide learners with a more flexible, personalized and interactive learning environment. In the cadre training of women's federations, online learning platform can be used to build a learning community, promote communication and cooperation among students, and provide learning resources and learning support to meet their flexible learning needs.

In a word, the construction of subjective learning, the provision of personalized learning support and the introduction of technical support are the important theoretical basis of the teaching mode reform in the cadre training of women's federations. In the actual teaching implementation process, these theoretical bases can be combined to design and implement an innovative and practical teaching mode to improve the quality and effect of training. At the same time, it is also necessary to combine with the actual situation of the cadre training of women's federations, and flexibly use different theories to provide more effective and feasible programs for the reform of teaching mode.

4. Practical case of teaching mode reform based on cadre training of Women's Federation

In the field of cadre training of women's federations, the reform of teaching mode is an important way to enhance the training effect and meet the needs of students. The following will take the training project of Yunnan Trade Union Communist Youth League Women's Federation as an example to introduce the practice of the teaching mode reform in detail.

The teaching mode reform of this project mainly includes the following three aspects of practice:

Introduce subjective learning: through case teaching and group cooperative learning, stimulate students' active learning and cooperative spirit. In each course, teachers will select real cases related to the work of the Women's Federation for students to analyze and discuss in groups. Students can learn about the challenges and solutions in real work and share their experiences and opinions in group cooperation. This teaching method of subjective learning guides students to participate in learning more actively, and improves their problem-solving and teamwork ability^[3].

Provide personalized learning support: In order to meet the personalized learning needs of students, the program has introduced personalized learning plans and learning tutoring services. Before the opening of the class, we will fully investigate and understand the needs of students, arrange and set courses according to the needs of students, build a platform for students, and get learning guidance and support through the training base to observe and learn, the experience sharing of outstanding women

and women's federations, and on-site communication among students. This practice of personalized learning support enables students to learn according to their own needs and improve the effect and satisfaction of learning.

Integrated technical support: In order to provide richer learning resources and promote the communication and cooperation among students, the project integrates the construction of a learning platform and the interactive learning mode. Students can get course materials and textbooks before class, participate in interactive discussion in the course, and submit homework after class. In addition, participants can join the learning community to share experiences, seek help and participate in learning programs with other participants. This way is different from the traditional teaching mode, so that students can really learn through the platform and gain knowledge. Enable students to better organize learning time and conduct collaborative learning.

Through the above teaching mode reform and practice, the training program has achieved some remarkable results. First, students' participation and motivation for learning have increased significantly. The methods of subjective learning and group cooperative learning stimulate students' interest in learning and enable students to participate in the learning process more independently. Secondly, the students' ability to interact and cooperate in learning has been improved. Through group cooperative learning and communication in learning communities, students form a positive and mutual learning network to inspire and help each other. Finally, students had high satisfaction with personalized learning support and technical support. Personalized learning plan and learning tutoring services meet the diversified learning needs of students, while the learning platform and learning community provide convenient learning resources and communication platform, which have been widely praised by students.

Therefore, the teaching mode reform based on the cadre training of women's women's federations is an effective way to enhance the training effect and meet the needs of students. By introducing subjective learning, providing personalized learning support and integrating technical support, students can stimulate their learning motivation, meet their learning needs, and the training effect can be enhanced. At the same time, the reform of teaching mode needs to be combined with the actual situation, and continuous practice and improvement, so as to provide more effective and feasible teaching programs for the cadre training of women's women's federations.

5. Challenges and countermeasures of the teaching mode reform based on the cadre training of women's Women's Federation

5.1 Student Diversity

There may be differences in students' background, experience, learning ability and learning style. This poses challenges for teaching model reform, as one teaching model may not meet the needs of all students at once. The key to addressing this problem is to provide personalized learning support. Through the student needs analysis, the design of personalized learning plan, to provide students with targeted learning resources and learning guidance. Furthermore, diverse teaching activities and evaluation methods can be introduced to accommodate the learning styles and abilities of different trainees.

5.2 Professional competence of teachers

Teachers play a key role in the reform of teaching mode, and they need to master new teaching techniques and methods. However, the professional competence of teachers can be a challenge, especially for those who are accustomed to traditional teaching models. One countermeasure is to provide professional training and support to help teachers understand and master new teaching ideas and techniques. This can be achieved by organizing teacher training seminars, sharing best practices, and providing online learning resources. In addition, a cooperation network and mutual observation mechanism among teachers should be established, and teachers should be encouraged to learn and support each other through trial teaching, lecture teaching, grinding teaching, and AB corner setting of the same course. Finally, the curriculum framework should be set up between each training direction, the system of compulsory courses and elective courses should be established and improved, and the course direction of each teacher in the teaching system should be arranged, so as to ensure that teachers have a solid foundation and flexible adaptability and strain ability.

5.3 Technical support and infrastructure

Teaching mode reform usually involves the application of technology and the construction of online learning platforms. However, the conditions on technical support and infrastructure may vary between regions and institutions. To address this challenge, rational technical planning and resource investment strategies need to be developed. In terms of the basic class management, homework submission and modification, teaching feedback and effect analysis, more technology platform should be used to provide more convenient and efficient services for students, which means to ensure that both students and teachers can get enough technical support and training to skillfully apply technical tools and platforms. In addition, we will cooperate with relevant partners such as telecom operators and IT enterprises to share resources and improve the technical environment to ensure the smooth progress of the teaching mode reform^[4].

5.4 Evaluation and Quality Assurance

The teaching mode reform needs appropriate evaluation methods and quality assurance mechanism to monitor and evaluate the teaching effect. However, the traditional evaluation methods may not adapt well to the new teaching model. Therefore, research and adoption of evaluation methods suitable to subjectivity and cooperative learning are needed. This can include project assignments, case analysis, group reporting, and self-assessment. In addition, a sound quality assurance system should be established, including regular teacher training, teaching quality assessment and student satisfaction survey.

By adopting the above countermeasures, the challenges of the reform of teaching mode based on the training of women's women's federations can be effectively met. Personalized learning support and teacher professional ability training can meet the diverse needs of students. Technical support and infrastructure improvement can support the effective implementation of the teaching mode. Evaluation and quality assurance mechanisms can ensure improved teaching results. In short, the reform of teaching mode requires various efforts and cooperation, but through sufficient preparation and appropriate countermeasures, these challenges can be overcome, so as to bring better training results for women's federation cadres.

6. Conclusion

Overall, this study concluded that the teaching mode reform based on the training of WWF cadres is important to enhance the training effect. By strengthening the diversity of students, improving the technical support and infrastructure, and strengthening the construction of teachers, and improving the evaluation and quality assurance, the comprehensive quality and ability level of women's federation cadres can be improved. This will help to further promote the development of women's federations and the reserve and training of women cadres and talents.

At the same time, in this study, we should also realize that there are some limitations and limitations. First, due to time and resource constraints, we only selected specific training programs for empirical research, so the findings may not be generalizable. Secondly, this study only focused on the effect of teaching model reform on the training effect, and did not involve a comprehensive assessment of other factors. Future studies could combine more factors for in-depth analysis.

On the basis of this study, future research can be carried out from the following aspects: First, the sample size and research scope can be expanded to explore the teaching mode reform of cadre training of women's women's federations from different backgrounds and regions. Secondly, the influence of other factors on the training effect, such as course design, training resources, etc. Finally, follow-up studies can be conducted to assess the sustained effects of reform measures in long-term training.

In conclusion, this study is of great significance and value by conducting empirical research on the teaching model reform based on cadre training of women's women's federations. Through the reform of teaching mode, the training effect can be enhanced, the practical ability of students can be enhanced, and the work of women's women's federations can be promoted. In the future, we should continue to pay attention to and study the teaching mode reform based on the cadre training of women's federations, so as to make greater contributions to the development of the work of women's women's federations.

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