

A Study on the Reform Path of Teacher Education Courses for Normal University Students from the Perspective of "Internet+"

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Abstract: *With the rapid development of information technology, the Internet has deeply affected the field of education, and the teaching mode of education is facing new challenges and opportunities. This paper first reviews the problems existing in the traditional teacher education curriculum of normal college students, and then discusses the influence of "Internet +" perspective on the reform of teacher education curriculum of normal college students, and then puts forward the corresponding reform path. Through the research of this paper, we hope to provide reference and reference for the innovation and development of teacher education courses for normal college students.*

Keywords: *"Internet +" vision; Normal university students; Education courses; Reform path*

1. Introduction

The training of normal university students is an important link to ensure the long-term development of education, but with the rapid change of society and the continuous progress of information technology, the education field is facing new challenges and opportunities. The "Internet +" vision brings new possibilities for education, and puts forward new requirements for the teacher education courses of normal college students. This paper aims to explore how to adapt to the needs of The Times, improve the comprehensive quality and professional level of normal college students, and adapt to the needs of future education development through the research on the reform path of teacher education courses of normal college students under the "Internet +" vision.

2. The existing problems of teacher education courses for traditional college normal students

2.1 Limitations of the traditional curriculum model

The traditional curriculum model is too rigid and simple, and usually adopts face-to-face classroom teaching form, which limits students' learning experience and participation. As a result, normal university students can only passively accept knowledge infusion, lack active exploration and communication, and it is difficult to cultivate innovative consciousness and interdisciplinary thinking. The traditional curriculum focuses on the indoctrination of knowledge while ignoring the importance of practical teaching. Under the traditional education mode, students often can only contact practical teaching through limited internship opportunities, resulting in a disconnect between theory and practice and an inability to effectively deal with the challenges of realistic education. In addition, most of the content in the traditional curriculum is the professional knowledge of the subject, and the introduction of interdisciplinary content is lacking. Modern education requires teachers not only to impart knowledge, but also to possess interdisciplinary knowledge and ability to meet diversified educational needs. The implementation of traditional face-to-face courses requires fixed teaching sites, teachers and students on campus at the same time, which may cause great trouble in special periods or in the case of wide geographical distribution. In addition, the traditional curriculum evaluation method is relatively simple, mainly relying on the form of examinations and papers, it is difficult to comprehensively evaluate the comprehensive ability and potential of students. Such a single evaluation method is easy to lead to over-exam-oriented teaching content, affecting students' active learning interest and motivation^[1].

2.2 Disconnection between knowledge and practice

In the traditional teacher education courses of normal university students, there is a common phenomenon of disconnection between knowledge and practice. Students receive a lot of theoretical knowledge in class, but in practice, they are often faced with situations and challenges that do not fit the theory. This disconnection makes it difficult for students to combine abstract theoretical knowledge with practical teaching. They are unable to flexibly apply the knowledge to solve practical problems. Theoretical teaching pays too much attention to the transfer of knowledge, neglects the actual needs of students and professional skills training, resulting in the lack of profound understanding and experience of education and teaching process. Therefore, when facing the actual teaching scene, they may feel at a loss and lack self-confidence and initiative. The disconnection between knowledge and practice not only affects the learning effect of normal university students, but also poses a potential threat to the teaching quality in the future. The key to solve this problem is to strengthen the practical teaching links of normal university students, so that they can feel and apply the knowledge in the real teaching environment, and cultivate the practical problem-solving ability and professional accomplishment^[2].

2.3 Lack of innovative and interdisciplinary content

Traditional teacher education courses of normal university students often face the problem of lack of innovation and interdisciplinary content. The traditional curriculum mainly focuses on the imparting of professional knowledge of disciplines, and does not pay enough attention to the integration of interdisciplinary content. As a result, normal university students lack a deep understanding of the correlation between different disciplines in the learning process, and cannot form an overall educational concept and thinking mode. At the same time, the traditional curriculum is relatively fixed, lacking flexibility and innovation. The education field is undergoing constant development and change, and normal students need to have the ability and courage to face unknown challenges. However, the lack of innovative and interdisciplinary curriculum makes normal students lack solutions and inspiration when facing new problems, and it is difficult to form the consciousness of independent thinking and independent innovation.

3. The influence of "Internet +" on teacher education courses of normal university students

3.1 Reform of teaching methods

Table 1: Different characteristics and advantages of online teaching methods

Online teaching mode	Features	Strengths
Virtual hands-on instruction	Through virtual simulation technology and virtual experiment platform to simulate the real teaching scene, teaching practice.	Provide a safe practice environment, avoid the risks that may be brought by the actual experiment, repeat exercises, increase students' practice opportunities and learning experience, make up for the shortage of actual scenes, and enhance students' practical operation ability.
Online teaching Projects	Students participate in diverse practical activities such as online community education and international education.	To expand the breadth and depth of practice, students participate in the practice of different education fields, increase the learning experience, provide flexible practice opportunities for normal students, adapt to the diversified educational needs, enhance the social practice ability of normal students, and broaden the employment and development space.
Data analysis Teaching	Use teaching practice data to analyze the performance and progress of normal students and provide personalized teaching programs.	To understand the strengths and weaknesses of normal students through data analysis, and provide targeted teaching guidance. To help students adjust their learning strategies and improve their learning efficiency and results. Optimize the teaching design and provide the teaching content that is closer to the actual needs.
Modern educational concepts and methods	Introduce modern educational concepts and teaching methods such as inquiry learning and project-based teaching.	Stimulate students' interest in learning, increase their enthusiasm for learning, cultivate their innovative thinking and interdisciplinary educational concepts, improve teaching effectiveness, and enhance teaching adaptability and flexibility.

Under the background of "Internet +", the teaching methods of teacher education courses for normal

university students have experienced revolutionary changes. The wide application of Internet technology has completely changed the traditional face-to-face classroom mode. Diversified online teaching mode has become a brand new teaching mode, and has its own teaching characteristics and advantages (see the following table 1), breaking the restrictions of time and space, so that students are no longer limited by the fixed learning progress and location of traditional courses^[3]. With the help of the Internet, students can freely choose learning content according to their own learning progress and schedule, which enhances the flexibility and individuation of learning. The reform of teaching methods under the background of "Internet plus" has also strengthened the interactive communication and cooperative learning among normal university students. Through online teaching platforms and social media, students can communicate and cooperate with classmates, teachers and other professionals in real time. This open communication platform provides them with a wide range of learning resources and knowledge sharing opportunities. Students can actively participate in discussions, discuss educational issues together, learn from each other, and form a learning community, which helps to cultivate students' teamwork and communication skills, laying a solid foundation for their future teaching career. In addition, the reform of teaching methods under the background of "Internet Plus" has also promoted the sharing and integration of educational resources. Teacher education courses can gather high-quality education resources from all over the world, help students to get rich learning content from different universities and majors across regional restrictions, thus providing students with diversified learning choices and broadening the boundaries of knowledge.

3.2 Resource sharing and cross-regional learning

Internet technology has broken the geographical restrictions of traditional courses, enabling students to access educational resources across regional boundaries. Through online teaching platforms and distance education technology, students can easily participate in high-quality courses offered by different universities and institutions, and achieve zero distance contact with excellent educational resources no matter where they are. For example, the National Smart Education Platform is a national education informationization platform supported by the Chinese government, aiming to promote the deep integration of information technology and education and teaching. The platform integrates a large number of high-quality education resources, including teaching videos, online textbooks, interactive learning tools, etc., allowing students to log on to the platform and independently choose and learn the course content from outstanding teachers and famous universities across the country. For another example, through university MOOC, students can participate in the courses from domestic first-class universities through the Internet. These courses are usually free and open to students. Students only need to register an account and can choose the courses they are interested in anytime and anywhere, regardless of geographical restrictions or the number of seats in traditional classrooms.

At the same time, the resource-sharing mode under the background of "Internet +" promotes the wide dissemination of educational resources. College teachers can share their teaching resources and educational achievements through the network platform, so that these high-quality resources can be used by more people, and students can obtain diversified educational resources from various channels, including teaching videos, teaching plans, academic papers, etc. These resources enrich the educational content and help them better understand the connection between educational practice and theoretical knowledge. In addition, resource sharing and cross-regional learning also promote the cooperation and communication among normal students. In the process of cross-regional learning, normal students come from different regions, backgrounds and majors. Through cooperative learning, they can exchange experience with each other, learn from each other's advantages and grow together.

3.3 Personalized education based on big data

In the context of "Internet Plus", personalized education based on big data has become an important development direction of teacher education courses for normal college students. Through the collection, analysis and application of big data technology, educational institutions can deeply understand the learning characteristics, interests, learning progress and other personalized information of each normal university student, so as to tailor personalized learning plans for them. This personalized education model fully respects the learning differences of normal university students, so that each normal university student can learn in their own learning rhythm and way. Big data analysis can also help educational institutions find the learning problems and potential needs of normal students, provide timely and accurate teaching guidance and help, and improve teaching effects. Colleges and universities can apply artificial intelligence such as ChatGPT to teacher education courses of normal college students, and use

ChatGPT to collect a large amount of personalized information about normal college students' learning characteristics, interests and learning progress, which will be integrated and applied to big data analysis, so as to customize personalized learning plans for each normal college student. For example, ChatGPT can provide normal students with their own learning pace and methods according to their learning differences. Some normal students may be more interested in some teaching content, while others may be more difficult. ChatGPT can constantly adjust the teaching content and methods according to the students' feedback and learning performance. To meet their individual needs.

In addition, ChatGPT is able to identify learning problems and potential needs of normal students through big data analysis. If a normal student repeatedly makes mistakes in a certain knowledge point, ChatGPT can quickly identify the problem and provide accurate teaching guidance and help in time. This personalized teaching guidance can improve the teaching effect, so that every normal student can achieve better results and progress in learning.

4. The reform path of teacher education courses for normal college students from the perspective of "Internet +"

4.1 Scientific introduction of high-quality online course resources

On the one hand, with the help of online teaching platforms and educational applications, students can access teaching resources and course content anytime and anywhere. For example, through live video courses, online teaching videos and teaching websites, students can choose their own learning time and place, and study according to their own learning progress. This flexible learning method not only solves the time and space limitations of traditional face-to-face classes, but also promotes students' awareness and ability of independent learning. On the other hand, with the help of network resources, normal students' awareness of interaction can be enhanced to obtain a better cooperative learning experience. Online teaching platforms and social media can be used to guide students to communicate and discuss with teachers and classmates in real time. For example, teachers can set up discussion areas on teaching websites to encourage normal students to share their learning experiences and teaching experiences^[4]. At the same time, normal students can also exchange learning resources with each other and jointly solve the problems encountered in learning. This cooperative learning mode can cultivate the teamwork and communication ability of normal students, and further improve the learning effect. In addition, high-quality course resources are used to continuously expand the teaching content. Through the analysis of big data in education, teachers can understand the learning interests and academic specialties of normal students, and customize the teaching content and learning plan for them. According to students' interests, teachers can guide students to participate in the design of educational projects and interdisciplinary cooperation, which can not only stimulate students' interest in learning, but also improve learning efficiency. In a word, the scientific introduction of high-quality online course resources has brought a positive impact on the reform of teacher education courses for normal university students. Through flexible learning methods, interactive cooperative learning and personalized teaching content, normal university students will better adapt to the needs of educational innovation under the "Internet +" vision, and become excellent educators with global vision and innovative ability.

4.2 Innovation in practical teaching

From the perspective of "Internet +", promoting the innovation of practical teaching is an important direction of the reform of teacher education courses for normal college students. Practical teaching plays a crucial role in the training of normal college students, and the new technology of "Internet +" brings new opportunities for the innovation of practical teaching. First of all, under the background of "Internet +", virtual practice teaching can provide more practical opportunities for normal university students. By using virtual simulation technology and virtual experiment platform, real teaching scenes can be simulated and teaching practice can be carried out. Such virtual practice environment can help normal university students master teaching skills and solve practical problems in a safe situation. For example, in the virtual classroom, students can simulate the teaching situation facing different students, carry out teaching design and practical exercises, so as to improve the teaching effect^[5]. Secondly, by using "Internet +" technology, students can participate in online education projects to expand the breadth and depth of practical teaching. Through online teaching projects, students can participate in diverse practical activities such as community education and international education. For example, by participating in online community education projects, students can actually play the role of community school teachers, carry out community education activities, and enhance their social practice ability. Online practical

teaching provides more practical opportunities for normal university students, and cultivates their practical ability and adaptability in different educational fields.

4.3 Strengthen the cultivation of professional quality and educational skills

With the ever-changing educational environment and the diversified demands of the teaching profession, normal university students need to have more comprehensive professional qualities and educational skills to adapt to the challenges of future educational development. In order to achieve this goal, the introduction of modern educational concepts and teaching methods is the key. The narrowness and singleness of traditional teaching mode can no longer meet the requirements of the "Internet +" era, so the curriculum reform should focus on cultivating the teaching innovation thinking and interdisciplinary education concept of normal university students. For example, by introducing modern education concepts such as inquiry learning and project-based teaching, students can be guided to take the initiative to participate in learning and cultivate their exploration spirit and innovation ability. At the same time, strengthening education practice is an effective way to improve the education skills of normal university students. Through practical teaching such as internship, internship and social practice, normal university students can experience the teaching scene, master teaching skills and enhance teaching practice ability. For example, in the practice, normal students can contact the teaching environment of different types of schools, in the face of diverse student groups, improve the ability to adapt flexibly. Good practical teaching experience makes students closer to the actual teaching scene, so as to improve their teaching skills and educational professionalism. In addition, it is also the key to cultivate normal students' ability to apply information technology. In the "Internet +" era, teachers should have the ability to use information technology, so as to better integrate teaching and technology. Through the application of educational technology, normal university students can design multimedia teaching resources and carry out online teaching practice, so as to improve teaching effect and attract students' learning interest. For example, normal students can learn to use instructional design software to make personalized teaching plans, making teaching more innovative and targeted.

5. Conclusion

By discussing the reform path of education courses for normal college students from the perspective of "Internet +", this paper realizes that the traditional education model is no longer applicable in the face of the challenges of the information age. By introducing modern information technology, it is necessary to strengthen the innovation of practical teaching and cultivate the professional quality and educational skills of normal college students. It can provide an effective reference for the reform and innovation of teachers' education courses in colleges and universities. From the perspective of "Internet +", normal college students can better adapt to the needs of future education development and make positive contributions to the prosperity of education.

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