

The Investigation of the Influence of Post Practice on the Development of English Normal Students' Teaching Ability

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Abstract

Post practice is an important form of educational practice and it is also a significant way to improve the quality of pre service and post service teacher training. It is not only conducive to the improvement of the comprehensive quality of normal students, but also promotes the development of local basic education. Based on the investigation of the development of the teaching ability of the English normal students' college students, it is found that the students gain a lot from the practice, and their teaching ability is improved to some extent, but the changes of the teaching design ability, the teaching implementation ability and the teaching research ability are small. Based on the findings, this paper puts forward the corresponding countermeasures, which will provide a reference for the establishment of teaching method courses and the practice training of English normal students in normal universities, and provide a certain scientific basis for the implementation and reform of the replacement of post practice in the "national training plan".

Keywords -- *Post practice; teaching ability; teaching design ability; teaching implementation ability; teaching reflection ability*

I. INTRODUCTION

Post practice is an important form of educational practice in normal colleges and universities, which has attracted extensive attention of researchers. "Post practice" in normal universities refers to a practice mode in which senior students in normal universities, with the help and guidance of teachers, come to rural primary and secondary

schools for half a year to support teaching and promote the development of rural basic education in order to effectively promote the improvement of teaching ability of normal students and the development of rural basic education. As a new practice mode, post practice can effectively solve the problems of short practice time and unpopularity in traditional education practice, promote the development of rural basic education, and alleviate the shortage of teachers in rural primary and secondary schools. Therefore, since 2000, Professor Zhang Shiya of Southwestern University formally put forward the idea of "supporting teaching by post" in the report submitted to the ministry of education. This idea has been highly valued by the ministry of education which has also been extensively explored by normal colleges and universities throughout the country. Domestic researches on post practice mainly focus on the following aspects: the historical development of post practice of normal students (Li Xin, 2017), the current situation of the implementation of post practice of normal students, the impact of Post Practice on the growth of normal students (Zhang Shiya, 2004; Yuan Li, 2014; Gao Zhimin, 2015; Tang Jinping, 2018), the impact of Post Practice on the education of normal universities, important issues highlighted in the implementation of Post Practice (Yuan Jiangshan, 2013; Wang Xiuting, 2014; Li Jizhong, 2015).

In order to ensure the effectiveness of teaching and achieve the expected teaching objectives, teachers' teaching ability is the comprehensive ability of planning and design, organization and management, hands-on operation, expression, evaluation and feedback, adjustment and

control, understanding and communication, teaching and research and scientific research in the whole teaching process (Sun Yaling, 2004). Generally speaking, a teacher's teaching ability includes general ability and special ability. General ability mainly refers to the basic intelligence of the teacher, and refers to the cognitive ability of the teacher when he is engaged in teaching activities. Special ability refers to a teacher's special ability to engage in specific teaching activities, that is, the ability in teaching cognition, teaching design, teaching operation, teaching evaluation and other aspects shown in teaching practice activities (Zhou Qijia, 2011). At present, the research on teaching ability is generally based on the on-the-job teachers, but the research on the teaching ability of the practical English teachers is relatively scarce.

To sum up, the research of on-the-job practice in normal colleges and universities in China is still in the initial stage, and the problems in the process of on-the-job practice have not been effectively solved. Many hypotheses in the on-the-job practice research need to be tested and reviewed in reality, such as the effectiveness of on-the-job practice, the factors affecting the improvement of teaching ability of on-the-job English normal students, etc.; moreover, at present, there is still a lack of research on the English normal students' internship. Through the investigation and analysis of the influence on the development of teaching ability of English normal college students, this study will provide a reference for the establishment of teaching method courses and the practical training of English normal college students, and provide a scientific basis for the implementation and reform of the internship placement of the national training program.

II. RESEARCH METHODS

A. Subjects

The subjects of this study are 57 normal college students in 2016 from a normal university in Jiangxi Province.

B. Research Tools

In this study, data were obtained by questionnaire and interview. The questionnaire uses the "questionnaire on the development of teaching ability of English normal students on post practice" to understand the development of teaching ability of English normal students on post practice. The questionnaire mainly covers five aspects of teaching ability of English Normal Students: English language, teaching design, teaching implementation, teaching evaluation and teaching research ability. The interviewees are randomly selected from the students on post practice, and 10 students are interviewed, of whom each student's interview time is 5 minutes, and the main purpose is to make a reasonable explanation of the questionnaire and talk about the understanding and harvest of the internship. In this study, spss 22.0 software is used to analyze the data of 57 valid questionnaires collected.

III. RESEARCH FINDINGS AND DISCUSSION

A. Students' General Practice Attitude, Obtainment and Change of General Teaching Ability

Through the analysis of the internship attitude, obtainment and total teaching ability of the internship students, the results show that (Table 1): 59.19% of the students approve of the internship, but only 16.33% of the students are very willing to do so. Through interviews, most of the students think that the internship time is as long as one semester, and they think that the time is long, and the workload is large. In addition, the conditions of state training internship school are relatively simple and hard.

Table 1: total practice attitude, obtainment and total teaching ability change description statistics

Question	Mean	SD	1	2	3	4	5
Q1 Attitude to the post practice arranged by the school	3.6122	.97503	Extremely reluctant	Reluctant	Just so-so	Willing	Very willing
			4.08%	6.12%	30.61%	42.86%	16.33%
Q2 What you have gained through internship	3.6735	.98716	Nothing	Little	Just so-so	Much progress	Tremendous progress
			4.08%	2.04%	38.78%	32.65%	22.45%
Q3 Teaching ability compared to that before post practice	2.7800	.8236	Nothing	Little	Just so-so	Much progress	Tremendous progress
			6.12%	2.04%	24.49%	48.98%	18.37%

55.1% of the students think that they have gained a lot from the internship, 1% of the students think that their teaching ability has improved greatly, and only 8.16% of the students think that their teaching ability has not improved, so it can be seen that the internship is very meaningful, and students have gained a lot, and their teaching ability has been improved to a certain extent.

B. Analysis of Teaching Ability Elements

According to the statistical analysis of the changes in the teaching ability of the English normal college interns in this survey (Table 2), the five teaching ability levels of the subjects, such as teaching evaluation ability, language ability, teaching design ability, teaching research ability and classroom implementation ability, are in the middle level (the average value is higher than 3), and the students' teaching ability changes are not very discrete, the level is relatively similar (standard deviation is about 0.9). The order of the five teaching abilities of the investigated students is: teaching evaluation ability > language ability > teaching design ability > teaching research ability > teaching implementation ability.

Table 2 : statistical table of each teaching ability description (compared with that before practice)

Item	Mean	SD	Rank
Teaching evaluation ability	3.6735	0.8288	1
Language ability	3.4898	0.9030	2
Teaching design ability	3.4439	0.9184	3

Teaching and research ability	3.4	0.8987	4
Classroom implementation ability	3.3783	0.8373	5

Usually, the normal interns have trial teaching practice in the teaching method class, and many students also have teaching practice work in winter and summer vacation. In addition to on-the-job practice of their own classes and participate in class observation activities. Therefore, students' teaching evaluation ability changes relatively to a larger degree; through on-the-job teaching practice, language ability has also been greatly improved; teaching design ability changes little. Intern students pointed out that in the classroom teaching, they are more in charge of discipline, so the teaching design is not paid much attention to, so the improvement is also very slow; this survey shows that the educational and scientific research ability of college English normal students has changed little. The interviewed students reflect that the teaching and research activities of the school are less, and they seldom touch the knowledge of teaching and research in the university, so the students' educational and scientific research ability is weak. Classroom implementation ability ranks last among all teaching abilities. According to the interview with students, the most difficult part of English classroom teaching is not the teaching of English knowledge, but the control and management of the classroom. This is the weakness of students, which should be paid attention to by educators, and

the opening and management of courses in the management of students should be strengthened.

C. Analysis of English Language Ability

Teachers' language ability includes English communication ability, English interpretation ability, English using ability and English writing

ability (Zhao, 2010). This survey shows that among the four sub skills, students' oral English expression ability is the most improved, followed by English interpretation ability, language creation ability and English communication ability, and English writing ability is the least changed (Table 3).

Table 3: statistical table of language proficiency level changes compared with that before practice

Question	Mean	SD	Rank	1	2	3	4	5
				Nothing	Little	Just so-so	Much progress	Tremedous progress
Q12: Oral English ability	3.6327	.83401	1	2.04%	4.08%	34.69%	46.94%	12.24%
Q6: English expression ability	3.5102	.93814	2	4.08%	6.12%	36.73%	40.82%	12.24%
Q14: English interpretation ability	3.4898	.93814	3	4.08%	6.12%	38.78%	38.78%	12.24%
Q35: Language creation ability	3.4694	.84415	4	2.04%	6.12%	44.9%	36.73%	10.2%
Q13: English communication ability	3.4490	.86750	5	2.04%	6.12%	48.98%	30.61%	12.24%
Q15: English writing ability	3.3878	.99617	6	6.12%	6.12%	42.86%	32.65%	12.24%

12.24% of the students think that the two abilities are tremendously improved, and 59.18% of the students think that the level of language ability is greatly improved, because students often use English in teaching. The change of English writing ability is the smallest. The reason is that students seldom write in English in the process of practice teaching. Even if they write teaching plans, they also write in Chinese. There are no students who can insist on writing teaching logs or teaching reflection in English.

D. Analysis of Teaching Design Ability

Teaching design refers to making clear of students' learning situation, teaching objectives, teaching contents, teaching difficulties, teaching tasks and teaching methods and means of the courses to be taught before classroom teaching, and predicting the possible problems and teaching effects in teaching, so

as to achieve the expected teaching effect. Teachers are the chief designer of classroom teaching, and the level of teaching design is a very important basic skill of teachers. According to the survey results of five sub skills of teaching design (Table 4), the cognitive ability of students is the fastest to improve. The reason is that before the practice, students learn more about the theoretical knowledge of teaching method, and they only know something theoretical. Even in the classroom teaching practice, the teaching objects are generally classmates, so students generally lack understanding of the real learning situation of primary and secondary school students. Through the practice teaching, students can generally understand the students, understand the learning situation, and have the teaching consciousness of teaching according to their aptitude.

Table 4: statistical table of changes in teaching design ability compared with that before practice

Question	Mean	SD	Rank	1	2	3	4	5
				Nothing	Little	Just so-so	Much progress	Tremendous progress
Q21: Students' situation cognition ability	3.7551	.80443	1	2.04%	2.04%	28.57%	53.06%	14.29%
Q22: Ability to choose teaching methods	3.7143	.81650	2	2.04%	2.04%	32.65%	48.98%	14.29%
Q19: Ability to define teaching aims	3.6735	.89879	3	4.08%	2.04%	30.61%	48.98%	14.29%
Q20: Ability to use textbooks	3.6122	.90867	4	4.08%	4.08%	30.61%	48.98%	12.24%

Q36: Ability to compose teaching activity	3.5102	.81961	5	2.04%	6.12%	38.78%	44.9%	8.16%
Q5: Ability to master key and difficult points	3.5102	.93814	5	2.04%	2.04%	28.57%	53.06%	14.29%
Q4: Teaching design ability	3.0816	.109614	7	2.04%	4.08%	36.73%	40.82%	16.33%
Q23: Teaching plan designing ability	2.6939	1.06466	8	2.04%	2.04%	28.57%	53.06%	14.29%

The ability of students to choose teaching methods, determine teaching objectives, using teaching materials, create teaching activities and grasp the key and difficult points of teaching has also changed a lot compared with the ability before practice. Students generally improve a lot, and the distribution of these abilities is not discrete, and the degree of students' improvement in these aspects is not large; the change of innovation ability of teaching design is relatively small compared with that before practice, only 3.0816, the average difference is as high as 1.09614, and 16.33% of the students think that the innovation ability of teaching design is greatly improved compared with that before practice, while as high as 36.73% of the students think that the innovation ability of teaching design is not obvious compared with that before practice. The reason is that the innovation ability of teaching design is related to

many factors, especially the teaching enthusiasm and comprehensive quality of students. For many students, it is said that without certain awareness and dedication, it is difficult to get significant improvement in the process of practice. The design teaching plan ability has the smallest change compared with that before the practice, the average value is only 2.6939, the standard deviation is 1.06466, and the dispersion is also large. 32.65% of the students think that the design teaching plan ability has no obvious or no change compared with that before the practice, whether the practice brings about the improvement of the design teaching plan ability varies from person to person. According to the interview, the practice attitude is positive, the teaching is very devoted, and the interns with solid English skills, their teaching design ability and blackboard writing capacity have improved faster.

Table 5: statistical table of changes in teaching implementation ability compared with that before practice

Question	Mean	SD	Rank	1	2	3	4	5
				Nothing	Little	Just so-so	Much progress	Tremendous progress
Q16 : Assignment and correction ability	3.9388	.82685	1	2.04%	2.04%	18.37%	55.1%	22.45%
Q7 : Practical classroom teaching ability	3.8163	.88208	2	2.04%	2.04%	24.49%	53.06%	18.37%
Q8: Classroom organization and management ability	3.7551	.92490	3	2.04%	2.04%	32.65%	42.86%	20.41%
Q31: Ability to arousing students' learning enthusiasm	3.7143	.79057	4	2.04%	4.08%	24.4%	59.1%	10.2%
Q25: Error correction ability	3.6939	.74173	5-1	2.04%	2.04%	28.57%	59.18%	8.16%
Q26: Ability of answer and feedback	3.6939	.76931	5-2	2.04%	2.04%	30.61%	55.1%	10.2%
Q17: Blackboard writing ability	3.6939	.87092	5-3	2.04%	4.08%	32.65%	44.9%	16.33%

Q24: Questioning ability	3.6531	.77865	8-1-1	2.04%	2.04%	34.69%	51.02%	10.2%
Q27: Classroom control ability	3.6531	.77865	8-1-1	2.04%	2.04%	34.69%	51.02%	10.2%
Q32: Ability to help people with learning difficulties	3.6531	.80496	8-2	2.04%	4.08%	30.61%	53.06%	10.2%
Q29: Ability to identify and use language opportunities	3.5102	.79379	11	2.04%	4.08%	42.86%	42.86%	8.16%
Q30 : Ability to use modern technology	3.4898	.79379	12	2.04%	4.08%	44.9%	40.82%	8.16%
Q18: Ability to use simple strokes	3.3061	1.08405	13	8.16%	8.16%	42.86%	26.53%	14.29%

The students' ability to use modern technology and simple strokes is relatively weak. The average value of the ability to use simple strokes is the lowest (only 3.3061), and the dispersion is the highest, the standard deviation is 1.08405. 61.02% of the students think that the improvement of the ability to use simple strokes is not obvious or there is no improvement. The reason is that students seldom use the teaching of simple strokes in the practice teaching, and only in the open class they possibly use simple strokes, students are more willing to use multimedia assisted teaching. The reason for this may be that teachers and students in the era of science and technology tend to neglect the role of simple strokes teaching and rely more on electronic devices to create English learning situations; however, simple strokes play an indispensable auxiliary role in English teaching in primary and secondary schools because of their vivid and simple images, which are the basic skills that normal students should have. In order to improve the teaching ability of normal students, students' ability of simple strokes needs to be strengthened. In rural primary and secondary

schools, the teaching equipment is simple, and multimedia is rarely used in teaching. Even if the multimedia teaching conditions are good, generally teachers do not like to use multimedia teaching. Therefore, the use of modern technology and the ability to use simple strokes by English teachers need to be paid enough attention by educators and education departments.

F. Analysis of Teaching Evaluation Ability

The ability of teaching evaluation is a necessary ability for English normal students, and it is also an important part of English teaching curriculum system. In terms of teaching evaluation ability, the mean value of the six specific ability changes is higher than 3.5, with obvious changes (Table 6). Specifically speaking, class observing and evaluation skills rank first, followed by teaching reflection ability. In the process of on-the-job practice, middle school students often listen to and evaluate lessons, so listening and evaluation skills improve greatly. Through teaching practice, teaching reflection ability also improves rapidly.

Table 6: statistical table of changes in teaching evaluation level compared with that before practice

Question	Mean	SD	Rank	1	2	3	4	5
				Nothing	Little	Just so-so	Much progress	Tremendous progress
Q41: Ability of class observing and evaluation	3.7959	.81598	1	2.04%	4.08%	20.41%	59.18%	14.29%
Q10: Teaching reflection ability	3.7551	.92490	2	2.04%	2.04%	32.65%	42.86%	20.41%
Q42: Subject examination and evaluation skills	3.6735	.77427	3-1	2.04%	2.04%	32.65%	53.06%	10.2%
Q9: Teaching evaluation ability	3.6735	.85117	3-2	2.04%	2.04%	32.65%	51.02%	12.24%

Q34: Ability to evaluate the teaching effect	3.5918	.78842	5	2.04%	4.08%	34.69%	51.02%	8.16%
Q33: Ability to estimate the effect of teaching	3.5510	.81806	6	2.04%	4.08%	40.82%	42.86%	10.2%

The ability of students to estimate the teaching effect has also made great progress compared with that before practice. 10.2% of students think that the progress is very great, but 46.96% of students think that the progress is not obvious or no progress. The reason is that the students lack the awareness of this ability. There is a misconception when preparing lessons. Generally, they only prepare textbooks. They have little or no awareness of the presupposition and preparation of learning situation, which should arouse our attention. Preparing lessons is not only to prepare lessons, but also to take students as the center, learn more about learning situation and prepare students in depth, so as to improve teaching effect and efficiency.

G. Analysis of Teaching and Research Ability

Through the statistical analysis of the changes of students' teaching and research ability, the

results show that (Table 7): the total teaching and research ability of students changes greatly compared with that before the practice, with the average value exceeding 3.5, indicating that the interns' teaching and research ability has been improved to a certain extent through teaching practice, participation in the teaching and research activities of the practice school and their own thinking and perception. Specifically speaking: the ability of statistical analysis and the ability to find educational problems have been greatly improved, especially the standard deviation of the ability to find educational problems is large (.91101). 12.24% of the students think that the progress is very large, but 51.02% of the students think that the progress is not obvious, it can be seen that there is much difference among students in finding educational problems. It is easy for those students who practice hard, and study teaching laws seriously to find some educational problems in the process of teaching.

Table 7: statistical table of changes in teaching and scientific research ability compared with that before practice

Question	Mean	SD	Rank	1	2	3	4	5
				Nothing	Little	Just so-so	Much progress	Tremendous progress
Q37: Teaching and research ability	3.5102	.81961	1	2.04	4.08	44.9	38.78	10.2
Q39: Statistical analysis skills	3.4694	.84415	2	2.04	6.12	44.9	36.73	10.2
Q11: Ability to find educational problems	3.4082	.91101	3	4.08	4.08	51.02	28.57	12.24
Q38: Research method selection and application skills of subject application skills	3.3469	.90257	4	4.08	6.12	51.02	28.57	10.2
Q40: Paper writing skills	3.2653	1.01603	5	8.16	8.16	40.82	34.69	8.16

The research method selection, application skills and paper writing skills of students' have little change, and the average value is less than 3.5, indicating that the change of students' teaching

and research ability is small, and students' teaching and research ability is weak. But the ability of teaching and research is one of the important abilities that English normal students should have. Teachers

should not only impart knowledge and solve puzzles, but also explore teaching problems and rules, and also be teaching researchers. However, due to the lack of teaching and research related courses in many colleges and universities, college students are also not required to write graduation thesis, and students have almost never been exposed to any knowledge or training in teaching and research, so their teaching and research ability is weak.

IV. SUGGESTIONS ON IMPROVING THE TEACHING ABILITY OF INTERNSHIP STUDENTS

According to the above investigation and analysis results, internship gives interns the opportunity to go deep into the front-line teaching classroom, enables students to get teaching exercise, makes students gain a lot, and improves their teaching ability to a certain extent. Unlike ordinary internship, post internship needs to fully perform all the responsibilities of their posts, so it also comes with many challenges and difficulties. In view of the relatively weak ability and existing problems in students' teaching practice ability, the following suggestions are put forward to improve students' teaching practice ability:

A. Attaching Importance to the Cultivation of the Practical Ability of English Teachers

At present, there are many teaching theory courses for English normal students in colleges and universities, but few practical courses except practice training. The students reflect that the teaching method content of the university is seriously out of line with the actual primary and secondary school classroom. Students can be inspired by micro teaching, VR foreign language immersion teaching practice room simulation teaching, classroom on-site micro teaching, holding normal students teaching skills competition and other activities to stimulate students' interest in teaching practice, improve their classroom design and implementation ability. In addition, colleges and universities as well as teachers should also organize students to visit teachers' classrooms, carry out seminars, and invite excellent

teachers to give lectures to create a strong learning atmosphere; moreover, colleges and universities need to extend the time of practice and training. Practice and training is an important part of normal teaching, but at present, the time of practice and training is generally short.

B. Improving Teaching Design Ability through Excellent Teaching Case Analysis

At present, the teaching design ability of normal college students is generally deficient. Only by exploring new ways to improve the teaching design ability of normal college students, and then improving their overall teaching ability, can they finally realize their professional development before and after their job. Many students don't have the concept of teaching design in their mind. When teaching, they should follow the book and teach the lesson. A good English lesson must be a carefully designed classroom. A good design must fully consider many factors, such as learning situation, teaching content, teaching objectives, selection of teaching methods, design of teaching problems, careful preparation of teaching aids, blackboard design, etc. Therefore, students can learn more excellent English teaching cases in primary and secondary schools, and carry out discussion, evaluation, heterogeneous activities to improve their teaching design ability. Teachers can guide students to analyze the advantages of classroom design in learning cases, summarize the experience and lessons in the cases, inspire and encourage students to divergent thinking, stimulate students' interest, and let students actively design classroom teaching.

C. Paying Attention to the Improvement of Classroom Management Ability of English Normal Students

This study shows that the students' classroom implementation ability has the smallest change before and after post practice, which shows that the students' classroom implementation ability is weak. According to the results of interviews with teachers and students, the most deficient ability of students is the ability of classroom management. Because the intern teachers are young and lack of

experience, it is difficult to establish prestige in a short period of time, and the students are generally naughty, so it is difficult to manage the classroom discipline, and even some interns reflect that it is the key to manage the discipline in English class. First of all, teachers should have good ethics. Teachers should care for each student, remember the name of each student as soon as possible, and keep the principle of strictness before relaxation. Teachers should establish their prestige among students with their love, patience and knowledge, so as to ensure that classroom discipline is in a good state. Secondly, teachers need to have flexible coordination ability. Teachers should pay attention to the students' emotions and ideological trends, see the micro knowledge. Teachers should also use appropriate and effective strategies to resolve the conflicts in the classroom. Thirdly, teachers should keep a positive attitude and use positive energy to infect students. Teachers can also stimulate students' interest in learning through humorous language and activities. Teachers can skillfully design problems, fully inspire students' wisdom, and cultivate students' thinking ability.

D. Reform the Curriculum of English Teachers and Optimize the Training Plan

The results show that students are weak in English writing ability, teaching plan design ability, modern technology application ability, simple stroke application ability, teaching effect estimation ability, research method selection and application skills of subject application skills, thesis writing skills, etc. Therefore, it is suggested that colleges and universities should reform the curriculum of English normal students, optimize the training program, take the results output as the guide, take the students as the center, and constantly improve the teaching curriculum setting and arrangement, for example, colleges and universities can strengthen the English writing course, the teaching design course, the modern electronic teaching technology course, the simple stroke course and the teaching research course, as well as the assessment of teachers and students. Secondly, we should also set up some elective

courses of teaching methods, such as the introduction of second language acquisition theory, teachers' classroom language, English teaching plan writing, English testing, English curriculum design, modern teaching technology, teaching statistical methods, English classroom management and other courses to refine the teaching methods and improve students' teaching ability.

E. Strive to Improve the Education Innovation and Evaluation Ability of Teachers and Students

In order to improve the education innovation and evaluation ability of teachers and students, colleges and universities and teachers should take the OBE teaching concept as the guidance, teachers should change their roles, the classroom is no longer a teacher's "talk", the teacher is the student's guide, promoter, and the scaffold to help students learn. The classroom atmosphere should be democratic, and harmonious, and the classroom teaching activities should be student-centered, which encourages students to actively participate in the exploration. Under the guidance of OBE teaching concept, teachers should constantly reflect and improve teaching methods, so reflective teaching is also very important. Teachers and students should reflect every time they practice and listen to classes, and form teaching reflection into words and actions, and their teaching level will be constantly improved. In order to improve the teaching and research ability of normal college students, it is suggested that colleges and universities should set up scientific research related courses, so that students can preliminarily understand the scientific research methods, and lay a solid foundation for students' pre service scientific research literacy Basics.

V. CONCLUSION

Based on the investigation of the development of the teaching ability of the post practice of English normal college students, the results show that most of the students have a positive attitude towards the practice, and through the practice

students gain a lot, and the teaching ability has been improved to some extent, but in particular, the students' teaching design ability, teaching research ability and teaching implementation ability have not been improved. In view of these situations, it is suggested that colleges and universities as well as teachers should pay attention to the cultivation of the practical teaching ability of English normal students, improve the students' teaching design ability through the analysis of excellent teaching cases, pay attention to the improvement of the classroom management ability of English normal students, reform the curriculum design of English normal students, optimize the training program, and strive to improve the education innovation and evaluation ability of

teachers and students. The research on the influence of on-the-job practice on the teaching ability of English normal students involves many factors and is relatively complex. Thus, there are many deficiencies in this research. In the follow-up research, we will focus on some problems that need to be further solved in the process of organization and implementation of on-the-job practice of normal students, mainly including curriculum, class arrangement, effective guidance, peer assistance, replacement training, the problems of system construction and so on.

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