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# Research on the Import Skills Based on Micro-Teaching in Junior Middle School

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## ABSTRACT

**Attaching importance to the improvement of teachers' skills and qualities and strengthening the construction of teachers' ranks are the foundation of consolidating education and the source of education. As a new training method of teaching skills, micro-teaching provides support for the cultivation of classroom teaching skills of normal university students and promotes the implementation of teaching skills training of normal university students. At present, in the actual teaching, teachers' import skills still need to be strengthened. Therefore, this paper selects the import skills in micro-teaching, combined with the specific teaching content cases in junior high school chemistry, to explore the application of import skills.**

**Keywords:** Import skills, Micro-teaching, Junior High School.

## INTRODUCTION

The centennial plan is teacher-based, and teachers play the role of guides in school education. In the stage of compulsory education, the systematic chemistry education course should be basic in the teaching content setting, which has enlightenment significance for students. This

requires teachers to master and use all kinds of chemistry teaching skills skillfully in teaching. Therefore, colleges and universities should provide more standardized, strict and systematic training in the process of cultivating the teaching ability of chemistry students, improve their teaching skills, and lay a good foundation for adapting to the new curriculum teaching concept and effectively implementing the teaching process.

Leading-in skill is a necessary teaching skill for every teacher in classroom teaching, and the rational design of leading-in link is also a reflection of teaching ability for junior high school chemistry teachers. At present, in the training of chemistry normal university students, there are few teaching skills training, and there are still some problems and deficiencies in the actual teaching. Micro-teaching training mode has been favored by many colleges and universities, and has been applied by many colleges and universities to cultivate and train normal students' teaching skills. Although micro-teaching has not been formally used in China for a long time, it has achieved remarkable results in the current application [1]. In addition, the teaching skills training of normal chemistry students is generally based on the traditional model, and the teaching skills should be trained according to the theory, principle and research method of micro-teaching. This is in line with the requirements of the new curriculum reform for the professional development of teachers and the requirements of today's society for education [2]. Therefore, it is of great significance to study the application of import skills in junior middle school chemistry micro-teaching.

## THE DEFINITION OF CHEMISTRY MICRO-TEACHING

Chemistry micro-teaching, in a certain sense, is to use the micro-teaching mode to cultivate the teaching skills of chemistry normal university students and in-service chemistry teachers. Through a short and small class combined with the characteristics of chemistry disciplines, trainers can be fully trained effectively, so that they can master the chemistry teaching skills [3].

## IMPORT THE DEFINITION OF THE SKILL

Introduction of skills is a kind of activity that can attract students' attention and stimulate their learning interest. It is conducive to the formation of learning motivation and can promote the connection between knowledge on the premise of clear learning objectives [4]. In practical teaching, imported skills are often used at the beginning of class, or applied to new topics, new chapters, etc., and sometimes applied to the initial stage of carrying out a teaching activity. When teachers enter the teaching link, they use new and concise language, various teaching media and other media to create a suitable teaching situation, and lead students to enter the situation. This is conducive to stimulating interest, developing thinking, and effectively focusing students' attention, so as to promote students' active thinking and learning.

## TYPE OF IMPORT

1. Straight to the point method. Class introduction is the "introduction" and beginning of a class, like the prelude of a beautiful movement, which can "lead" students' minds back to the class [5]. In the way of straight to the point and single shot, the teacher will directly elaborate the teaching objectives related to the content of this section at the beginning of the class, highlight the important and difficult points in teaching, and emphasize the content that needs special attention.
2. Question leading method. The teaching process is a process in which teachers continuously guide students to find and solve problems. In class, teachers should first

present questions and problems to students to arouse their thinking. In the introduction of the classroom, the teacher should fully consider the psychological characteristics of the students, appropriately give the questions in line with the cognitive level of the students, and fully inspire the students.

3. Related to the actual introduction of life. Life is full of chemistry, in the introduction of chemistry classroom, teachers can start from the actual life, collect and collate and make full use of chemistry related materials in daily life. And the material should be timeliness, so that students can feel the close combination of chemistry with life practice and social development.
4. Experimental introduction method. Teachers can choose to demonstrate some interesting and inspiring chemical experiments to introduce, giving students a wonderful sensory experience. Students are subjected to a large number of sensory stimuli in various aspects such as color, smell, state, sound, light and electricity [6], and the reasons for the formation of experimental phenomena are considered, and relevant questions are put forward.
5. Review old knowledge and new introduction method. Under the guidance of the constructivism theory, teachers can rationally apply the strategy of reviewing old knowledge and introducing new knowledge to effectively and continuously present knowledge, which can enable students to review and summarize the previously learned content in a timely manner, and also promote the realization of classroom linkage effect and the smooth completion of classroom introduction.

## INTRODUCE PRINCIPLES FOR THE APPLICATION OF SKILLS

1. The principle of integrity. The teaching process of chemistry class is rigorous and gradually in-depth. Teachers should not only properly sort out the problems in the initial introduction, but also scientifically index the problems in this link. A good introduction should be connected to the knowledge before and after, rather than as a separate link.
2. (2) The principle of pertinence. In micro-teaching, when training and importing skills, normal university students are organized to conduct multi-directional and multi-level training according to different teaching contents and teaching methods[7]. When designing classroom introduction, the materials should be able to reflect the content to be learned in this lesson, be targeted, and cannot deviate from the teaching content. For different topics, teachers should combine the characteristics of different lesson types to design teaching cases that adapt to them.
3. The principle of simplicity. As the beginning of a class, the introduction of the class means to guide the smooth progress of the class. The design of the introduction link is mainly to reduce students' strangeness to the teaching material and arouse students' interest. Therefore, the content of import selection should be refined and concise[8].
4. Scientific principle. In the process of designing teaching links, teachers should follow the scientific principle. Therefore, teachers should pay attention to the scientific content when carrying out the introduction link. In addition, chemistry teachers should choose methods that can help students expand their thinking and not deviate from the teaching goal. Scientific and reasonable lead-in design plays a crucial role in whether students can enter the teaching state smoothly[9].

## MICRO-TRAINING EXAMPLES OF IMPORTED SKILLS

| | |
|---|---|
| content | Burning condition |


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| Teaching duration | 8 minutes |
|---|---|
| Teaching objectives | 1. Introduce activities before class to arouse students' interest and learning about burning conditions<br>2. Master and understand the conditions of combustion by exploring the combustion process<br>3. By exploring the combustion conditions, learn to use the way of scientific inquiry to learn chemistry, and cultivate the scientific spirit of daring to explore and seeking truth from facts |
| Time allocation | Teaching process |
| 1min | 【Teacher introduction】Students, the teacher asked you to look at a group of pictures and think about what these pictures have in common.<br>【Teacher Behavior】Multimedia displays pictures of people making fire in primitive times, launching Long March carrier rockets, cooking food, smelting copper in ancient Egypt...<br>【Student behavior】Observe the pictures presented in the multimedia and answer the question: The content shown in the pictures is related to burning.<br>【Design intention】 To attract students' interest and focus on the class. |
| 2min | 【teacher' narration】In the primitive period, human ancestors have mastered the secret of burning, and now, burning has provided us with a lot of convenience, so today we will learn about burning.<br>【Student behavior】Associate the burning phenomenon in life.<br>【 Design intention 】Develop students' imagination and stimulate the enthusiasm of learning combustion and fire fighting content. |
| 3min | 【Teacher asked】Before we learned a lot of chemical reactions related to combustion, can the students still recall?<br>Previously we learned about the combustion of iron wire, sulfur, carbon and other substances in oxygen.<br>【Design intention】Use old knowledge to introduce new knowledge, help students to establish a sense of familiarity with new knowledge, enhance the closeness of the connection between new and old knowledge, and help students to form a systematic learning concept. |
| 5min | 【Teacher asked】Just now we mentioned the reaction related to burning, what do they all have in common?<br>【 Student behavior 】Answer the question: All belong to the luminous, exothermic oxidation reaction, and think about the common ground with the combustion related reaction.<br>【Design intention】Organize and guide, promote students' thinking, and help students observe the characteristics of combustion from a systematic perspective. |
| 6min | 【Teacher asked】Combustion provides convenience for human life, please think about what substances can be burned under what conditions?<br>【Teacher Behavior】Multimedia presentation of combustibles and ignition points related concepts.<br>【Student behavior】Discuss and summarize the burning conditions.<br>【Design intention】By analyzing and summarizing the relevant reactions, the combustion conditions are given together. |
| 8min | 【Summary of teachers and students】Combustion requires three conditions: first, there must be fuel, second, in the presence of oxygen (or air) conditions, in |

| | |
|---|---|
| | addition to the need to reach the minimum temperature required for combustion of fuel.<br>【Design intention】Highlight the importance, vivid color, arouse students' attention. |

## CASE ANALYSIS

In this case, the teacher introduces pictures related to life as materials, and the students' attention is quickly attracted. It can be inferred from the state of students in class that students have a high degree of completion of preview before class. In the real classroom, teaching time is precious, and teachers should consciously include the detection of students in the design of the leading-in link. This can not only realize the efficient use of time, but also cultivate students' good habit of constantly reviewing and consolidating knowledge[10].

In addition, by playing pictures, telling, reviewing and other ways, new topics are introduced, and common examples in life are used to enrich the content, highlighting the importance of combustion, enhancing the fun of learning combustion, making students feel that chemistry is everywhere in life, and shaping students' confidence in learning chemistry. And the interactive content between teachers and students in the whole process is appropriate. The design introduction process presents the relevant concepts and importance of combustion, conforms to the realization of teaching objectives, helps students consolidate old knowledge while introducing new content, and is conducive to cultivating students' systematic view of chemistry.

In the course of lectures, the teacher's teaching style is natural and generous, the time allocation is proper, the scientific design process, and the effect of introduction is remarkable. Students actively interact with teachers, with strong initiative, good cooperation and active atmosphere. In the whole class, the teacher reasonably allocates eyes and attention, and tries to take care of every student in the classroom. While reflecting the subjective status of students, the teacher also fully respects the personality of students. Teachers should pay attention to cultivating good teacher-student relationship, maintaining normal classroom teaching order and promoting the formation of chemical knowledge literacy [10].

To sum up, the teacher's import fragments have generally reached the training goal, and the import link is suitable for this topic. In addition, teachers spread students' thinking by connecting with reality and reviewing old knowledge, which promotes the achievement of teaching goals.

## CONCLUSION AND OUTLOOK

The training of import skills should abide by the principle of application and take students as the main body. Teachers should fully mobilize students' interest in learning and ensure that students' attention enters the classroom. In the case training process of the study, the training focuses on the relevant links of chemistry introduction skills, which can provide references for the micro-teaching skills training of normal university students in the future, so that each normal university student has a clearer cognition of micro-teaching. The training principle of imported skills can also be selectively applied to other teaching skills training to promote the comprehensive development of chemistry students.

Micro-teaching can systematically cultivate teachers' teaching skills. In the whole micro-training of chemical introduction skills, it is vivid and intuitive, so that the parties know themselves vividly like looking in a mirror. In this process, the combination of chemistry and micro-teaching mode still needs to be perfected, and the implementation of curriculum standards in the new era puts forward higher requirements for the micro-teaching skills of chemistry students in normal universities. Therefore, micro-teaching can only achieve sustained and effective progress by persisting in development and improvement and advancing with The Times [11]. It is necessary for colleges and universities to set up compulsory courses related to skills training of micro-teaching and pay attention to the combination of theory and practice.

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