# New Normand Psyclogical Development—Study of the Competency of Distant Tuition Teachers from Online Tuition to Dual-Line Tuition

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*Abstract:*

Based on the characteristics of distance tuition system, teachers should innovate their thinking, avoid complacency, emphasize "people-oriented" in management concept, management mode and management methods, and truly consider problems from the perspective of trainees; It is very important to change teachers' opinion towards the competency development of "double line mixed tuition" and grasp the competency raise of "double line mixed tuition". The consistency of competency development of "double line mixed tuition" should be maintained in the aspects of educational objectives, educational concepts and educational methods; Build a platform for competency development of "double line mixed tuition", build an effective educate people model, and improve teachers' enthusiasm for competency development of "double line mixed tuition". This paper investigates the competency status of "double line mixed tuition" by means of questionnaire, makes data statistics and analysis, and makes a detailed analysis from the aspects of theoretical basis, distance tuition cognition and expression. It is found that teachers' distance tuition cognitive level is uneven, and some teachers' distance tuition cognitive level is limited, which urgently needs to be improved. The factors affecting the competency of "double line mixed tuition" mainly include social factors and professional factors. People from all walks of life pay great attention to the cultivate of young trainees, and the requirements for distance tuition teachers will be more and more strict; The key to the development of distance tuition lies in the quality of teachers' distance tuition, and distance tuition teachers need to bear greater social pressure; We should increase the practical links of distance tuition, reasonably arrange the raise contents of each period, and establish the necessary tutor system to comprehensively improve the competency of distance tuition teachers in "double line mixed tuition". Modern distance education is a new type of tuition with the development of modern information technology. In terms of the development of distance tuition, in addition to the efforts of tuition scholars, we can also widely listen to the opinions of the people, crack down on brainstorming, find out loopholes and fill vacancies, and make distance tuition develop well in an all-round way. We should create certain conditions for the development of distance tuition teachers, provide different raise and guidance according to different development stages of distance tuition teachers, improve the professional development level and quality of distance tuition teachers, and adapt to the characteristics of modern sociology.

*Keywords*: *Distance tuition, Psychological development, Dual-line mixed tuition, Competence.*

## I. INTRODUCTION

This research focuses on the competency of "dual-line blended teaching", combined with the current situation of distance education teachers, from the current research and analysis of the competency of "dual-line blended teaching", distance education training wants to be reformed, there are still with certain obstacles and troubles. The cultivation of competency of "dual-line blended teaching" will become the vanguard of the reform of the training system. Therefore, the future development of competency training of "dual-line blended teaching" has become a topic of keen attention.

## II. TEACHERS' "DOUBLE LINE MIXED TEACHING" FROM THE PERSPECTIVE OF NEW NORMAL AND PSYCHOLOGICAL DEVELOPMENTIMPORTANCE OF COMPETENCY TRAINING

Based on the characteristics of the distance education system, it is inseparable from the comprehensive, efficient and standardized Dual-line Blended Teaching competency development. [1] Therefore, teachers should also innovate their thinking and avoid resting on their laurels. In management concepts, management models, and management methods, they should emphasize "people-oriented", truly consider problems from the perspective of students, and establish good communication and interaction with students to ensure that while managing students well, strictly abide by relevant rules and regulations. Nowadays, an excellent class can effectively promote the high-quality development of the whole class, and it is also helpful for the smooth development of distance education. [2.3] Therefore, the competency development of Dual-Line Blended Teaching is a key part of the distance education system. However, due to the trivial and complex competency development of the Dual-Line Blended Teaching Model, it is not enough to rely solely on teachers for management.

2.1 Strengthening the Competency Development of Dual-line Blended Teaching Model from the Perspective of Concept

If you want to change the status quo of the competency development of Dual-line Blended Teaching Model, the first thing to do is to change teachers' attitudes towards the competency of its development. First of all, it is necessary to attach importance to the existence of the competency development of the Dual-line Blended Teaching Model, and allocate equal course time in order to satisfy the guidance of the cultivation requirements for the Dual-line Blended Teaching Model. [4-6] For example, teachers are the main participants within the model, the coordination and communication between teachers and student becomes essential amongst the development of the Dual-line Blended Teaching Model. However, because teachers have limited energy and cannot attend toevery student at the same time, there is a need to select a capable and excellent management team to assist teachers to jointly develop the competency development of the Dual-line Blended Teaching mode. Furthermore if teachers have encountered any problems in class, they can report to the management team first, and deal with the problems according to the feedbacks given by the management team. This forms a circular chain of competency development, which can effectively improve the efficiency of Dual-line Blended Teaching development, that further allows teachers to communicate their learning and life experiences in a timely manner.

2.2 Improve Teachers' Competency Development Level of "Dual-line Blended Teaching" in Action

Comprehensively develop the competency of Dual-line Blended Teaching mode and enhance the consistency of the development. The consistency of competency development of Dual-line Blended Teaching includes the consistency of educational goals, educational concepts, and educational methods. [7] Elementary schools should clarify their educational goals, educational concepts, educational methods, etc., and strive to achieve consistency in the above-mentioned aspects, so as to avoid the "torsion" [8] acting on them, and to maximize the role of Dual-line Blended Teaching in competency development.

It is necessary to expand the competency development channel of Dual-line Blended Teaching mode and establish a feasible competency development model. Meanwhile, primary schools can carry out the competency development of Dual-line Blended Teaching mode in various forms, establish a feasible Dual-line Blended Teaching mode competency development model, and make it play an important role in educating and supervising the competency development of "dual-line blended teaching".

2.3 Build a Platform for the Development of Competencies of "Dual-line Blended Teaching" and Build an Effective Education Model

Different qualifications will be different. Especially for middle school students, who are in the development of thinking, personality, vocal cords, etc., which is a perfect time for shaping their characters. [9,10] Therefore, when the teacher guides and cultivates the competency development course of Dual-line Blended Teaching for these children, they should conduct self-guided and cultivated learning according to the needs of the children. That is to say, what kind of teaching method is suitable for what kind of teaching method, the teacher should adopt the appropriate teaching method for it.

For the establishment of the competency development goal of the Dual-line Blended Teaching, many countries and regions have invariably abandoned the previous concept and skills of the Dual-line Blended Teaching competency development. The practice of teaching the primary goal. [11] Instead, it emphasizes the development of interests and hobbies and the development of aesthetic ability. Through the Dual-line Blended Teaching competency development, there is a potential to supervise comprehensive, harmonious and fully developed individuals.

For example, in the competency development of Dual-line Blended Teaching mode, some people emphasize to teach in an acceptable way. The main purpose of guiding and cultivating is to develop potential. It is essential to supervise the competency development of Dual-line Blended Teaching by emphasizing the diversified development of promotion based on interest as the starting point.

2.4 Boost the Enthusiasm of Teachers to Enhance the Competency Development of Dual-line Blended Teaching

Dual-line Blended Teaching competency development is of great help to the developing students' character, temperament and ways of thinking. It can play a great role in the physical and mental

development of the students. Based on individual needs, teachers should teach students in accordance with their aptitude and seek suitable teaching methods. This can, to a certain extent, increase their interest in the development of their Dual-line Blended Teaching competency development, and unearthed the potential talents of the students.

A teacher's job is to guide them to their great potential. The same is true for the competency development of Dual-line Blended Teaching. In this teaching mode, teachers guide and cultivate knowledge in the way of demand, which to a certain extent It can attract attention for the development of the competency of Dual-line Blended Teaching mode. After improving the Dual-line Blended Teaching mode, we can quickly see how great the potential it is. Under such development, I believe that the Dual-line Blended Teaching mode is something that every teacher should adopt in their teaching method. According to the needs of the mainstream, to develop a suitable teaching method would improve teachers' acceptance and learning ability to a certain extent.

## III. INVESTIGATION AND RESEARCH ON THE COMPETENCY STATUS OF DUAL-LINE BLENDED TEACHING

### 3.1 Determination of the Object of Investigation

The respondents of this questionnaire are distance education teachers.

### 3.2 Questionnaire Design, Distribution and Withdrawal

#### 3.2.1 Design of the questionnaire:

The questionnaire designed this time mainly researches the current situation of the competency of Dual-line Blended Teaching. Through the different stratification of distance education teachers, we can understand the current development status of distance education teachers.

#### 3.2.2 Issuance and withdrawal

After several revisions to the questionnaire, the author conducted the questionnaire at the end of March 2021. The subjects of this study are distance education teachers. A total of 105 questionnaires were distributed in this survey, and 100 were recovered, with a recovery rate of 95%, of which 100 were valid questionnaires, with an effective rate of 95%.

### 3.3 Data statistics and Analysis

As shown in the Table I, among the 100 valid samples, the number of male respondents and female respondents were equal, accounting for 22% and 78%, respectively, with women in the majority, and the age groups were mainly concentrated in 22-34 years old.

### TABLE I. Gender summary of Distance Education Teachers

|  | Frequency | Percent | Valid Percent |
|---|---|---|---|
| Male | 22 | 22 | 22 |
| Female | 78 | 78 | 78 |
| Total | 100 | 100 | 100 |

(Source: Obtained from SPSS statistics).

3.4 Analysis of Results

According to the questionnaire, we can understand the competence level of Dual-line Blended Teaching, so as to know whether teachers are competent for distance education positions. The following will make a detailed analysis from the theoretical basis, distance education cognition, expression and so on.

### TABLE II. Summary of basic theoretical ability evaluation

|  | Frequency | Percent | Valid Percent |
|---|---|---|---|
| Excellent | 10 | 10.0 | 10.0 |
| Good | 36 | 36.0 | 36.0 |
| Average | 39 | 39.0 | 39.0 |
| Not So Well | 10 | 10.0 | 10.0 |
| Bad | 5 | 5.0 | 5.0 |
| Total | 100 | 100.0 | 100.0 |

As shown in the Table II, it can be seen from the table that the theoretical foundation level of most distance education teachers is in a good to general state, and they are basically qualified. Among them, 10% of distance education teachers are very good, and 15% of distance education teachers are not qualified. It can be seen that the selection and emphasis on distance education teachers are relatively high, but there are still shortcomings.

According to the content of the questionnaire, the analysis of the difficulty of distance education shows that some distance education teachers agree with the feedback on the difficulty of distance education, and believe that they have learned something different from the theoretical major. It can be seen from the table that in the analysis of the difficulty of distance education, 62% of the respondents believe that the difficulty of distance education is reasonable, while 38% of the respondents believe that the difficulty of distance education is relatively high. It can be seen that the competencies of "dual-line blended teaching" of distance education teachers are uneven, and comprehensive and systematic professional training is required to achieve a unified distance education level.

**Table III. Analysis on the difficulty and ease of Distance Education**

|  | Frequency | Percent | Valid Percent |
|---|---|---|---|
| Reasonable | 62 | 62 | 62 |
| Difficult | 38 | 38 | 38 |

As shown in the Table III, as far as the current situation is concerned, some distance education does not pay attention to the competency of dual-line blended teaching, but only pays attention to the experienced and old trainers, ignoring the competency training of distance education teachers for dual-line blended teaching, which results in two polarities. China's current training system is still mainly based on exam-oriented training. Therefore, this has created a preconceived idea in many distance education. The success or failure of modern training depends on the merits of the test scores. Whether distance education teachers' test scores are good or not directly affects the reputation of distance education.

**TABLE IV. Summary of distance education cognitive evaluation**

|  | Frequency | Percent | Valid Percent |
|---|---|---|---|
| Excellent | 8 | 8.0 | 8.0 |
| Good | 26 | 26.0 | 26.0 |
| Average | 27 | 27.0 | 27.0 |

| | | | |
|---|---|---|---|
| Not So Well | 24 | 24.0 | 24.0 |
| Bad | 15 | 15.0 | 15.0 |
| Total | 100 | 100.0 | 100.0 |

Therefore, some distance education teachers blindly pursue experienced and famous teachers, but turn a deaf ear to the Dual-line Blended Teaching competency training of distance education teachers. Over time, a vicious circle will be formed, resulting in a shortage of distance education trainers. In contrast, although professional training has been developing for distance education teachers, it has little use nor the substantive effect, and it has very little room for improvement.

According to Table IV, it can be seen that the cognitive level of most teachers in distance education is good to average, of which 8% are very high, and 39% are not up to the standard. It can be seen that teachers' cognitive level of distance education is uneven, and some teachers' cognitive level of distance education is limited, which may cause a lag in the quality and efficiency of distance education.

**TABLE V. Summary of distance education teacher expression evaluation**

| | Frequency | Percent | Valid Percent |
|---|---|---|---|
| Excellent | 6 | 6.0 | 6.0 |
| Good | 18 | 18.0 | 18.0 |
| Average | 29 | 29.0 | 29.0 |
| Not So Well | 33 | 33.0 | 33.0 |
| Bad | 14 | 14.0 | 14.0 |
| Total | 100 | 100.0 | 100.0 |

According to Table V, it can be seen that the expression situation is not very optimistic. Distance education teachers are generally in a state of average to not very good, and only 6% of them express very well. Internships and other practical experience. Unqualified accounted for 47%, nearly half of the unqualified rate. This part of distance education teachers is almost the first time to try distance education. Therefore, the level of expression and distance education teachers lack distance education experience and practical experience, resulting in a state of low expression level.

## IV. ANALYSIS OF INFLUENCING FACTORS OF COMPETENCY OF "DOUBLE-LINE BLENDED TEACHING"

### 4.1 Social Factors

Adolescent students are the most important part of every family, so family members attach great importance to the quality and effectiveness of education for young students, and this has become a social factor that increases the pressure on distance education teachers. Distance education teachers not only need to consider their own achievements, but also need to deal with the attention of the society, which will cause greater mental pressure. With the evolution and development of the times, social citizens and people from all walks of life are very concerned about the education of young students, and the requirements for distance education teachers will become more and more strict. Therefore, distance education teachers need to bear greater social pressure, which will have a certain impact on the working status and quality of distance education teachers.

### 4.2 Occupational Factors

The development of distance education depends on the quality of teachers' distance education as a key component. Therefore, distance education attaches great importance to teachers' distance education situation, which also makes distance education teachers form greater work pressure. In order to improve the effect of distance education for teachers, distance education adopts various methods to carry out reward and punishment evaluation for distance education teachers, and it is directly linked to welfare, performance, etc., which also increases the work pressure of distance education teachers. In order to improve the quality of distance education, distance education teachers need to constantly innovate and improve themselves, and continue to improve their teaching methods, so that the students can better digest the knowledge they've learned, and receive higher test scores. In addition, distance education agencies will continue to put forward requirements for distance education teachers according to the feedback of the society, making sure that the standards for distant education will continue to be consistent with the times. Nevertheless, the ever-changing and the fast-paced development rate makes distance education teachers overwhelmed, it is an inevitable task for the distance education teachers to overcome such great challenges.

## V. COUNTERMEASURES TO IMPROVE THE COMPETENCY OF DISTANCE EDUCATION TEACHERS IN DUAL-LINE BLENDED TEACHING

### 5.1 Reasonably Arrange the Content of each Training Session

In order to change the status quo of the competency training of Dual-line Blended Teaching, the first thing to do is to change the attitude of distance education. First of all, distance educators should pay attention to the existence of the competency training of Dual-line Blended Teaching, and allocate equal time to meet the requirements of the trainings. The content of each training session should be reasonably arranged to provide guidance to the comprehensive practical trainers. Secondly, we must treat the

experienced distance educators/distance education teachers equally, fairly and justly. Finally, distance education agencies attaches should allocate a budget to select potential talents, especially set the cost of continuing studies for distance education teachers, and cultivate elite talents independently. This can not only provide more professional and comprehensive guidance for distance education teachers, but also retain very valuable human resources for distance education.

### 5.2 Establish the Necessary Mentor System

In order to quickly and effectively improve the competency of distance education teachers in Dual-line Blended Teaching, it is necessary to establish a mentor system, while experienced trainers will lead the training to comprehensively improve the Dual-line Blended Teaching of distance education teachers. It also imparts feasible and systematic distance education experience, so that distance education teachers can quickly integrate into distance education and establish the best distance education state.

In the process of cultivating the competency of Dual-line Blended Teaching, distance education agencies and distance education teachers can have direct contact and exchange of ideas. The emotional connections between distance education and distance education teachers can also lay a very important foundation for the training of distance education teachers' competency of Dual-line Blended Teaching That is to say, in order for the distance education teachers to really enjoy and learn from the the training, and to build connection with the experienced trainers, it is necessary for the distance education teachers to ask questions without any burden, and communicate with the experienced trainers. Trainers should be able to share their true feelings, as well as ways to improve and optimize in the training process.

### 5.3 Increase the Practice Link of Distance Education

It is not enough to just implement the competency training of Dual-line Blended Teaching, and it is necessary to combine theoretical guidance to increase the practice of Dual-line Blended Teaching competency. After a certain theoretical guidance on the competency of Dual-line Blended Teaching, timely arrangements are made for distance education teachers to strengthen the competency of distance education teachers to practice Dual-line Blended Teaching, so as to achieve twice the result with half the effort. For distance education teachers, what they lack is the practical experience of distance education. Therefore, they should not blindly provide theoretical guidance, but also need to combine with real life experience, fully integrate into the practice of distance education, in order to strengthen and fully consolidate their practices. The practical experience of distance education has laid a solid foundation for distance education. This training mode can bring unexpected effects to the improvement of competency training of Dual-line Blended Teaching in distance education for novice, not only the improvement of theoretical guidance, but also an improvement of distance education practice. Therefore, in the competency training of Dual-line Blended Teaching for distance education teachers, it is very important to increase the practice of distance education. If the previous content of theoretical guidance and concept change is to lay a solid foundation for the cultivation of competency of Dual-line Blended Teaching, then the addition of distance education practice links is to use the previous theoretical basis to integrate into actual distance education. In this way,

the competence of Dual-line Blended Teaching will be comprehensively improved.

## VI. CONCLUSION

Based on the previous discussions, in order to give full play to the advantages of the Dual-line Blended Teaching competency development practice application, distance education teachers should go all out to assume the responsibility and effectively solve the difficulties and obstacles in the practice and the application of this teaching mode. It is necessary to ensure that the Dual-line Blended Teaching can develop in a healthy and harmonious way, provide teachers with a good class environment, and provide the distance education teachers with flexible and efficient management and control.

The theory of Dual-line Blended Teaching has great inspiration for the professional development of distance education teachers. First of all, distance education teachers are a process of continuous development from immature to mature. Their growth is affected by all aspects of society and by the interaction of various factors. The factors that affect the professional development of teachers in different stages of development are different, which requires us to create certain conditions for the professional development of distance education teachers, and constantly promote the development of distance education teachers' professionalism. Secondly, the development of distance education teachers has to go through different stages, and each stage has different particularities. For school leaders, according to the different development stages of distance education teachers, they should provide teachers with different training and guidance to improve distance learning, and to promote the quality of education for the distance education teachers.

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