

# A new path for teacher education under the background of the burden reduction policy—Analysis based on policy texts

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**Abstract:** *The introduction of “double reduction” in 2021 has triggered a nationwide discussion, and the topic of burden reduction has once again entered the public’s field of vision. In such a tide of the times, how to train teachers under the new requirements of “burden reduction” and become a new teacher in teacher education challenge. This research is devoted to analyzing the requirements for teachers in China’s burden reduction policy texts since the 21st century, and then comparing it with China’s teacher education, so as to put forward suggestions for today’s teacher education. Through the analysis of policy texts, it is found that the policy discourse of my country’s burden reduction policy is mainly concentrated in three dimensions: teacher quality, teaching skills, and teaching ability. The main problems in the current training of normal students are that the pre-service teachers’ moral education is not paid enough attention, there is a lack of effective skills training, and the theoretical curriculum content is backward and out of touch with practice. In this regard, teacher education should pay more attention to moral education, pay attention to skill practice, and comprehensively improve the training of teaching ability.*

**Keywords:** *Policy analysis; Normal student training; Teacher education*

## 1. Introduction

On July 24, 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the “Opinions on Further Reducing the Burden of Students’ Homework and Off-campus Training in Compulsory Education” (hereinafter referred to as “double reduction”), requiring vigorous reduction of after-school homework for primary and secondary school students and the burden of extracurricular training. The introduction of “double reduction” began to trigger a nationwide discussion boom, and the topic of burden reduction once again entered the public’s field of vision. By the end of 2021, my country has publicly released more than 20 policy documents on burden reduction. China’s “burden reduction” series of policies have gradually developed under the pressure of schools, students, teachers, parents and other aspects and the background of the gradual involution of education. Especially in the 21st century, the frequency of policy introduction is even higher. especially frequently. In the final analysis, the reason is that the status quo of students’ overburdening has not improved. Students are the main object of reducing the burden, and teachers are an important role in helping students reduce the burden and play a pivotal role. Compared with the previous policies, the burden reduction policy since the 21st century has paid special attention to the requirements for teachers. At present, the modernization of teacher education in our country is making great strides. In the context of the new era of burden reduction, how to cultivate teachers who meet the requirements of the new era and become New challenges for teacher education. Relying on the burden reduction policy to explore the new requirements of teachers under the new situation is an important and urgent topic, so this research starts from the national “burden reduction” policy, conducts an in-depth analysis of the policy text, explores the new requirements of teachers, and then promotes teachers The sustainable and healthy development of education.

## 2. Textual Analysis of Burden Reduction Policy

The texts of the burden reduction policy selected by this study are all from the government website and the official website of the Ministry of Education. The years span from 2000 to 2021. Try to collect policy texts related to burden reduction as much as possible. However, due to the restrictions of practical conditions such as policy opening, there are still some texts that have not been found on the

website. Finally, the original policy texts were sorted out, irrelevant texts were eliminated, and 18 were selected. This research mainly relies on the research method of “coding” in grounded theory, and uses NVivo12.0 PLUS to code the “policy content” (Table 1).

*Table 1: The content coding table of my country's burden reduction policy*

node	number of files	reference point
Burden reduction policy	18	96
teacher quality	4	5
teacher ethics	13	21
teaching skills	5	6
writing ability	1	3
communication	2	4
Faculty Collaboration	2	4
scientific research	2	2
teaching ability	10	21
Guiding ability	4	5
Guiding ability	4	6
Supervision ability	2	7
Homework	7	12

The expressions of first-level coding, second-level coding and third-level coding are adopted. In the first-level coding, the original text in the policy document is coded. ...Scheduling homework time. “ is encoded into the time to complete the homework to form a coding reference point, a process called primary coding. (as in Table 2)

*Table 2: Examples of first-level coding*

serial number	Policy name	encoded content	primary code
1	Notice of the Ministry of Education on Printing and Distributing the Work Plan for the Prevention and Control of Myopia in Primary and Secondary School Students (2008)	Supervise students to go to outdoor activities or overlook during recess, actively participate in sports activities, and ensure one hour of physical exercise every day.	Supervise the distant view
2	Guiding Opinions of the Ministry of Education on Strengthening the Management and Standardization of School-running Behavior in Primary and Secondary Schools (2009)	Focus on teachers' professional growth, and strive to improve teachers' professional ethics and teaching professional ability. Protect teachers' physical and mental health.	Teachers' professional ethics
3	Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening Education and Teaching Reform and Comprehensively Improving the Quality of Compulsory Education (2019)	Adhere to and improve the collective lesson preparation system, and carefully formulate lesson plans.	collective lesson preparation
4	The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the “Opinions on Further Reducing the Burden of Students' Homework and Off-campus Training in Compulsory Education” (2021)	Make full use of after-school service time, guide students to complete their homework conscientiously, and provide tutoring and answering questions for students with learning difficulties.	guided learning

In the process of secondary coding, based on the content similarity of reference points formed by

primary coding, similar primary coding reference points are grouped into a class of topics, such as hierarchical assignments and other similar assignment -related requirements. Then they are classified together into the layout work category. The third-level coding is a further generalization of the second-level coding, and finally summarizes the policy content into teacher quality, teaching skills, and teaching ability ( see Table 3 ).

Table 3: Two and three coding process

serial number	Secondary encoding process			three-level coding
	primary coding	secondary code	reference point	
1	Improve the professional quality of teachers, improve the overall quality of teachers, and further improve the quality of teachers, the quality of teachers has been further improved , improve the quality of teachers .	teacher quality	5	teacher quality
2	Moral education first, teachers' professional ethics level, teacher morality construction, paid supplementary lessons, over-standard teaching, teacher moral education, teacher moral education, off-campus supplementary lessons, paid supplementary lessons, teaching in teaching training institutions, inducing students, forcing students, taking classes during holidays, standing Moral tree people, comprehensive quality, teachers' moral cultivation, professional ethics of teachers, professional ethics, teaching by virtue, professional ethics construction, teachers' professional ethics construction.	teacher ethics	21	
3	Use traditional and modern technical means , multimedia courseware handwriting requirements , multimedia teaching background requirements, application of information technology, use of teaching software, and multimedia-assisted teaching .	teaching skills	6	teaching skills
4	The handwriting is clear, the font is correct , and the size is appropriate .	writing ability	3	
5	Parent meetings, parent letters, contact with parents, and active interaction with students.	communication	4	
6	Prepare lessons collectively, cooperate with the school doctor , cooperate with the head teacher to supervise the students, and cooperate with the head teacher to guide the students .	Faculty Collaboration	4	
7	Research design , educational research .	scientific research	2	teaching ability
8	Strengthen responsibilities and job requirements , improve teachers' teaching professional ability , improve classroom teaching effect , improve students' learning efficiency , improve education quality , understand subject characteristics, knowledge structure, thinking methods , clarify key and difficult points, knowledge system , situational teaching , and strengthen basic teaching skills Training , improving teachers ' classroom teaching ability , analyzing learning situation , improving the quality and efficiency of classroom teaching, not procrastinating , teaching analysis and reflection, improving teaching level , improving teaching methods, enhancing classroom teaching effect , grasping the depth and breadth of teaching , strengthening Teaching management, improve the quality of teaching , and improve the level of education and teaching .	teaching ability	21	
9	Guide to love the party, love the country, love the people, love socialism , guide thinking , guide correct learning attitude, guide questioning , investigation , inquiry, and guide participation in the educational environment .	Guiding ability	5	
10	Guide preview, individualized guidance , strengthen homework completion guidance , guide social practice, guide learning , and guide exams .	Guiding ability	6	
11	Supervise activities , supervise the development of good eye hygiene habits, supervise distant viewing , supervise teachers to leave class on time , supervise parents , supervise eye exercises , and supervise correct sitting posture .	Supervision ability	7	
12	Assign active and practical assignments , complete assignment time, assign hierarchical, flexible and personalized assignments, overcome mechanical and invalid assignments, eliminate repetitive and punitive assignments , complete assignments in school , strictly control the total amount of written assignments , and the difficulty of assignments Level , not assign homework to parents , assign appropriate amount of extracurricular homework , extracurricular homework , reduce the amount of homework .	Homework	12	

Through the analysis and induction of the policy text, it is found that the requirements of the policy text for teachers are mainly concentrated on the quality of teachers, teaching skills and teaching ability. Therefore, this study compares and discusses the requirements of teachers in these three aspects with the current teacher education.

## ***2.1. High quality requirements are not well reflected***

### ***2.1.1. The policy requirements for comprehensive quality have gradually become clear, with particular emphasis on teachers' ethics***

The series of burden reduction policies have relatively consistent requirements for teachers' quality, generally aiming at the requirements of teachers' comprehensive quality. Since 2014, the Ministry of Education has clearly proposed to improve the overall quality of the teaching staff. By 2017, the goal of "innovating education methods, improving education ecology, and improving teachers' quality" will be further proposed. Until 2019, it was pointed out that it is necessary to build a high-level teaching team with the "four good teachers" as the core. With the passage of time, the subject level of policy issuance has been continuously improved, and higher and clearer requirements have been put forward for the overall quality of teachers. And from the statistical point of view, the moral category of teachers is much higher than other categories. Among the 18 policy documents, 13 mentioned the professional ethics requirements of teachers. The most concerned about the category of teachers' morality in policy discourse is the category of teachers' morality. The ratio is the largest, which highlights the country's emphasis on teachers' professional ethics. In 2004, the Central Committee of the Communist Party of China and the State Council proposed for the first time that the requirements for teachers' moral level and teaching ability should be placed in an equally important position. In 2009, the Ministry of Education also mentioned the need to effectively strengthen the construction of teachers' professional ethics, and required to conscientiously study and implement the "Education Law of the People's Republic of China", "The Law of the People's Republic of China on Teachers" and "Code of Professional Ethics for Primary and Secondary School Teachers" and other laws. Teachers' requirements for mastery of the law. In the "Opinions on Deepening the Reform of Education and Teaching and Improving the Quality of Compulsory Education in an All-round Way", further emphasis is placed on strengthening the moral construction of teachers and strengthening the training of basic skills. The importance of teachers' professional ethics construction has been further enhanced. From this point, it can be seen that the professional ethics of teachers plays a pivotal role in education, teaching and professional development.

### ***2.1.2. Insufficient attention to teacher moral education***

Moral situation of would-be teachers themselves is worrisome. As a high-quality group in the society, normal students have a high understanding of the moral standards advocated by the society. However, the high moral consciousness displayed by some college students is quite different from their actual behavior. For example, in terms of cheating in exams, a study found that 13.89% of the students admitted that they "thought but did not act", 39.58% admitted that they had "cheated once or twice", and 5.56% admitted that they had "cheated many times"; 45.83% of the respondents indicated that they were "understandable" for the phenomena of "arbitrarily modifying their grades and forging false materials" and "not faking their resumes, which is a typical big fool" for some graduates.<sup>[1]</sup> The current teachers in normal colleges lack good moral cultivation and professionalism. Many students do not regard teaching as a sacred and noble profession, but as a means of earning a living.<sup>[2]</sup> Secondly, there is a lack of attention to the moral education of pre-service teachers. At present, the main object of teacher ethics education in our country is the professional ethics education of in-service teachers.<sup>[3]</sup> For pre-service teachers' ethics education, many normal colleges and universities lack systematic and professional curriculum design and planning. "Cultivation and Legal Basis" replaces "Teacher Professional Ethics" and "Educational Policies and Regulations". Although ideological and political education includes a part of teacher moral education, the scattered structure design, differences in training objectives, general teaching strategies and other factors cannot effectively convert moral knowledge into behavioral practice.<sup>[4]</sup> Moreover, in reality, the teaching of teacher morality as theoretical knowledge is quite alienated from social practice activities, resulting in normal students' understanding of teacher morality only on the empty surface.

In general, although policies are paying more and more attention to the professional ethics of teachers, in teacher education, there is a lack of relevant teacher ethics education, not only the lack of attention to teacher ethics education, but also the lack of systematic and professional training in specific training. and targeted.

## ***2.2. Requirements for balanced development of skills are not well implemented***

### ***2.2.1. The policy requires balanced development of various skills and comprehensive progress***

Teaching skills are the core vocational skills and professional qualities necessary for normal students to become excellent teachers. <sup>[5]</sup> The level of teaching skills of normal students affects their future professional development process and directly affects the quality and level of basic education. <sup>[6]</sup> In terms of teaching skills, the involvement of each dimension is comprehensive and the frequency is balanced. First of all, the skills of the “Old Sanmen” traditional three-character one-word are mainly aimed at writing ability. In 2008, the “Work Plan for the Prevention and Control of Myopia for Primary and Secondary School Students” issued by the Ministry of Education of the People’s Republic of China required teachers to write on the blackboard with clear fonts and standard handwriting during the teaching process. And with the development of the times, the increasing abundance of teaching aid software, the application of multimedia technology has become a new teaching technology that teachers must master. In 2001, the “Decision of the State Council on the Reform and Development of Basic Education” required “the application of excellent teaching software to carry out multimedia-assisted teaching.” In terms of communication, it mainly includes communication between teachers and students, and between teachers and parents. In the “Outline of Basic Education Curriculum Reform (Trial)” in 2001, it was proposed to strengthen the active interaction with students and promote the all-round development of students. In terms of communication with parents, the 2008 Work Plan for the Prevention and Control of Myopia for Primary and Secondary School Students proposed that parents should be promoted to parents by means of parent meetings, parent letters, etc., and regular contact with parents should be held at least once a semester. It can be seen that the exchanges and communication between teachers and students’ parents are becoming more and more frequent. How to effectively communicate with parents and improve teachers’ language skills is a new challenge for teachers. Finally, in terms of teacher collaboration, policy discourse is mainly reflected in the daily work of collaboration with class teachers. In 2008, the Ministry of Education issued the Work Plan for the Prevention and Control of Myopia for Primary and Secondary School Students, requiring teachers to keep abreast of students’ vision conditions, cooperate with school doctors (health teachers), and assist head teachers to supervise students. In the school, it is necessary to form a collaborative mechanism with the head teacher as the main body and other teachers working together.

### ***2.2.2 Skills teaching content is outdated and lacks real practice***

Current normal students are not proficient in the use of teaching skills. For example, in the use of multimedia, prospective teachers are not using multimedia teaching skills properly at present, and only pay attention to the exquisiteness rather than practicality in the production of courseware <sup>[7]</sup>. coherence issues. Moreover, the content of the current training of normal students’ teaching skills is outdated. In the context of today’s era, the “Internet +” tide of modern educational technology is more and more applied in classroom teaching. Teaching software such as Dingding and Tengyun Conference are widely used, which tests teachers’ proficiency in operating new teaching software. ability. And as the communication with other teachers and parents gradually increases, teachers are required to have good communication skills. The traditional teacher skills training can no longer meet the needs of modern classroom teaching. However, in today’s education, the training of new skills is often neglected, and the teaching content cannot keep pace with the times. In terms of the organizational form of skill training, as the main organizational form of classroom teaching in colleges and universities today, it is generally large class teaching. Many teaching skills training may also adopt the form of large class organization due to factors such as few teachers, many students and space constraints, which will lead to the lack of practical and personalized guidance for students, which seriously affects the quality of teaching skills training. <sup>[8]</sup> In actual operation, it is difficult to devote all of their energy to teaching activities, and it is difficult to achieve the purpose and requirements of training.

Therefore, there are problems with the cultivation of teaching skills in the current teacher education, which does not meet the series requirements of the policy. The content of teaching skills is outdated, mere formality, and especially insufficient in practice.

## ***2.3. The emphasis on teaching ability has not received practical feedback***

### ***2.3.1. Teaching ability is the most concerned, and how to assign homework becomes the top priority***

Teachers are “the foundation of education and the source of education”. Teachers’ teaching level plays a vital role in improving school teaching and students’ development. Policy discourse pays the

most attention to teachers' teaching ability. In the "Guiding Opinions on Strengthening the Management of Primary and Secondary Schools and Standardizing School-running Behavior", the Ministry of Education mentioned that it is necessary to pay attention to teachers' professional growth and strive to improve teachers' teaching professional ability. In the "Work Plan for the Prevention and Control of Myopia for Primary and Secondary School Students", it is clearly pointed out that it is necessary to strengthen teaching methods, improve teaching quality, and improve teaching effects. The ability to supervise is one of the highlights of teaching ability. It deepens the requirements for teachers' collective responsibility, establishes the responsibility subject connected with teachers, and connects teachers, students, and parents to cooperate in multiple ways to form a benign closed loop to ensure the healthy development of students. In the "Work Plan for Myopia Prevention and Control for Primary and Secondary School Students", there are five urges, urging students to develop good eye hygiene habits, urging students to do eye exercises, urging students to exercise outdoors or looking far away during rest time, and urging teachers to ask teachers End class on time and urge parents of students to cooperate. The most concern is the assignment of homework, which is the core appeal of the burden reduction policy. Several documents emphasize the requirements for assignment of homework and the time required for completing homework, "no written homework is left in the first and second grades of primary school, and the time for homework in other grades is limited to one hour." [9] and "not random Assign additional homework assignments." [10] In the level of assignment difficulty, "do not exceed the curriculum standards." [11] In the assignment type, it is clearly stated that "encourages hierarchical, flexible, and individualized assignment of assignments." [12] and the way of completing homework, "arranging activities and practical homework." [9] The requirements for assigning homework run through the whole process of the series of burden reduction policies. It can be seen that assigning homework is the most important effect of the series of burden reduction policies on teachers. Important and most concerned requirements.

### ***2.3.2. The theoretical curriculum is disconnected from practice***

Normal students are not confident in their educational and teaching abilities as a whole. According to the survey results, 85.6% of the respondents believed that they had the education and teaching ability in the preparation stage, 58.3% of the respondents believed that they had the teaching ability in the implementation stage, and 18.1% of the respondents believed that they had the teaching completion stage. teaching ability. [13] Regarding the assignment of homework, some studies have found that the methods of assigning homework for normal students are outdated. The assignments given to students lack scientificity, and there is a situation where the explanation is unclear. [7] In the current professional setting of teacher education, there are few disciplines, the types of disciplines are relatively single, the proportion of theoretical courses is high, and there is a certain disconnect between teaching and practice. At present, educational courses related to the educational practice ability of normal students include pedagogy, psychology, subject teaching theory and modern educational technology. However, due to too much emphasis on subject positioning and too closed content setting, they only focus on the internal logic of the subject itself, while ignoring its horizontal relationship between disciplines. My country's current education curriculum system construction is relatively complex and diversified. In the experimental teaching, there are problems such as insufficient equipment, few groups, and short time, and most of the experiments are confirmatory experiments, and there are few comprehensive and designed experiments.

In terms of teaching ability, the current teacher education does not perform well in the face of policy requirements, lacks internal linkage in curriculum setting, and lacks effective measures in teaching practice.

## **3. Recommendations**

### ***3.1. Increase the emphasis on moral education***

Attaches great importance to pre-service teacher moral education, and runs teacher moral education throughout the whole process of normal student training. The "Teacher Education Revitalization Action Plan (2018-2022)" pointed out: "To comprehensively promote teacher morality education, and to integrate teacher morality throughout the whole process of teacher education. "Normal colleges and universities should abandon the traditional concept of "cure for all diseases", In accordance with the requirements of teachers' professionalization, teachers' moral education is carried out throughout the entire training process. Independently set up a series of special courses on teacher ethics education, and deeply excavate the elements of teacher ethics contained in ideological and political courses, subject

professional courses and teacher education courses, and form a curriculum system with distinctive teacher ethics characteristics. In order to make full use of the hidden curriculum function of the campus, the normal colleges and universities should vigorously carry forward the “normality”, create a positive cultural atmosphere of teachers’ morality, and attach importance to the cultivation of cultural soft environment. Make full use of public learning places such as teaching buildings, libraries, etc., to fully demonstrate the moral deeds of outstanding moral models and key teachers across the country. Organize various campus activities such as outstanding teachers’ commendation conferences, teachers’ moral speech competitions, and knowledge competitions. At the same time, we must seize major opportunities such as opening ceremonies, graduation ceremonies, school celebrations, and Teachers’ Day to carry out teacher ethics education. In specific practice, it breaks the traditional normal education paradigm of emphasizing knowledge and ignoring practice. On the one hand, the moral education of teachers is integrated into the whole process of teaching practice. It is necessary to integrate teacher ethics education into all stages of practice. Strengthen the awareness of participation in the practice. Organize normal students to visit primary and secondary schools with better teacher ethics construction, watch the daily teaching of outstanding teachers, actively record teacher morality clips, and show teacher morality scenes in the classroom. On the other hand, to integrate teaching support into the compulsory courses of educational practice, higher normal colleges and universities should set up a long-term and stable practice base in rural and rural schools, and send normal students to rural and remote areas for post teaching support. Only in long-term and stable volunteer teaching activities can normal students truly understand the needs of students in impoverished areas for excellent teachers, understand the social value of education, teachers’ sense of honor and mission, stimulate their educational passion and dedication, and establish a rooted The education belief of the grassroots, and the education belief of serving the country and the people firmly.

### ***3.2. Emphasis on skills practice***

First, establish a knowledge system of teachers’ professional skills and consolidate normal students’ understanding of teaching skills. At present, normal students’ understanding of subject knowledge is only limited to book knowledge. It is necessary to combine knowledge with existing knowledge, experience and cultural background to form a systematic subject knowledge system. Second, it is necessary to improve the training method and increase the training frequency. In terms of teaching methods, change the single teaching method in the past, allow students to have enough time to practice and reflect, and make the teaching process a process of inquiry and reflection. During the training process, targeted, individualized and individualized skill training should be carried out according to students’ interests and preferences. The traditional teaching method emphasizes subject knowledge, and there is a certain disconnect between knowledge and skills. It is necessary to change the tendency of over-emphasis on knowledge transfer in classroom teaching and the current situation of over-emphasis on learning, rote memorization and mechanical training in curriculum implementation. Skills need to be trained repeatedly, not overnight. The teaching skills of normal students should be honed through practical operations, not just on the surface. Teachers are a work that communicates closely with people. In the process of training, they must give students plenty of practice. Third, to strengthen teaching practice. Today’s educational technology is changing with each passing day, from “three words and one sentence” to modern informatization, multimedia and so on. Higher requirements are put forward for teachers’ teaching ability, and teachers’ skills must keep pace with the times. In this case, the method of “promoting practice with competition” can be adopted to stimulate students’ enthusiasm for learning to the greatest extent. By holding various competitions, we will create an atmosphere of independent training in the whole school, and promote the active participation of normal students in various teaching skills training activities. Organize competitions such as three strokes, speeches, teaching design, courseware production and classroom teaching. Fifth, focus on educational practice. The duration of the internship cannot be less than one semester. Teachers colleges and universities should strengthen their ties with local primary and secondary schools, establish practice bases, practice teaching support or exchange training systems, and provide normal students with sufficient practical opportunities to learn to reflect and study in practice, so as to speed up the development of teachers’ professional growth. . Enhance your skills in practice.

### ***3.3. From theory to practice, comprehensively improve the training of teaching ability***

In terms of theoretical courses, teacher education courses should focus on the update of knowledge, organically combine the basic education curriculum reform, the latest achievements in educational research, and excellent teaching examples, so as to improve the traditional teaching ability of

professional courses, and supplement the expansion ability of elective courses. In 2007, the Ministry of Education issued the “Several Opinions on Further Deepening the Reform of Undergraduate Teaching and Improving Teaching Quality in an All-round Way”, which proposed to “implement the credit system, reduce required courses, increase elective courses, and shorten class hours”.<sup>[14]</sup> In addition, a comprehensive curriculum should be added. In the new round of basic education curriculum reform, comprehensive courses have been added in a large area, which requires that normal colleges and universities must have teachers who are competent for comprehensive quality courses. Therefore, normal colleges and universities must break the singleness of their own curriculum system, pay attention to the intersection of disciplines, the penetration of arts and sciences and the integration of multiple disciplines, realize the intersection and integration of relevant curriculum content, make the curriculum content comprehensive and general, and deal with unreasonable teaching. It is planned to make timely adjustments, and finally form a modular, highly selective and practical teacher education curriculum system. In addition, it is necessary to deal with the relationship between theoretical courses and practical courses, and increase the proportion of practical courses. In terms of practical courses, the establishment of educational practice courses is an important way to improve the practical knowledge and practical ability of normal students, which helps students to further integrate the theory they have learned with their practice. In view of the serious problems in our country's normal education, such as focusing on subject theoretical knowledge, single teaching practice mode, and short teaching time, we should increase the proportion of educational practice courses. At the same time, it is necessary to improve the educational practice system, strengthen communication and collaboration with primary and secondary schools, and organically link educational theory and educational practice. In terms of training mode, establish a “joint training” model for normal students, and strengthen the communication and cooperation between higher normal education and primary and secondary education. From the beginning of the freshman year, the teaching practice sites are allocated to normal students according to their majors, and corresponding front-line teachers with excellent teaching experience are appointed according to the proportion of the number of students as their practical teaching instructors, especially for the problems encountered by normal students in the teaching practice process. Or lack of teaching practice ability to guide. As for the theoretical knowledge and research of education and teaching, normal students can seek the guidance of the tutors in the school, so that they can develop comprehensively and harmoniously, so that the overall teaching ability of normal students can be improved.

#### 4. Conclusions

In the past two decades, every policy innovation and change has impacted the requirements of different levels of teacher education. Through policy analysis, it is found that the requirements of my country's burden reduction policy for teachers are mainly concentrated in three dimensions: teacher quality, teaching skills, and teaching ability. Facing a series of policy demands, the current teacher education has deficiencies in these three aspects, which are manifested in insufficient attention to pre-service teacher moral education, lack of effective skill training, backward theoretical curriculum content, and out of touch with practice. In view of the shortcomings of the current teacher education in these three aspects, it is necessary to attach importance to the education of master morality, attach importance to skill practice, and comprehensively improve the cultivation of teaching ability from theory to practice.

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