

Research on the Routine Mode of Educational Practice for Normal University Students

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Abstract: Educational practice is an important part of teacher education, and it is also an essential content of practical teaching reform for teachers' majors in colleges and universities. In this paper, the normal practice mode of normal students is studied to provide reference for exploring more effective practice mode. First, the centralized fixed-point model. Under the unified management and arrangement of colleges and universities, normal students go to the contacted primary and secondary schools to carry out educational practice. Second, the mixed formation mode, in which normal students from different majors are organized into a team, and one or several teachers lead them to practice in primary and secondary schools. Third, the supporting education mode. The school organizes normal students to go to rural schools or weak schools to carry out educational and teaching practice activities for one semester. Fourth, the post educational practice mode. After completing professional courses and teacher education courses, normal students go to primary and secondary schools to carry out a full semester of teacher post practice training.

Keywords: Normal University Students; Educational Practice; Centralized Fixed-point Mode; Mixed Formation Mode; Supporting Education Mode; Post Internship Mode

1. Introduction

Educational practice is a professional educational activity for normal students to observe and participate in practical teaching operations in other schools under the unified arrangement of colleges and universities and under the organization of practice instructors in order to reasonably apply educational theoretical knowledge to practical teaching, experience practical teaching situations, master teaching methods and skills and improve their working ability in practical education and teaching. As an indispensable comprehensive practical link in normal education, educational practice is a necessary stage for normal students to transition from "excellent students" to "qualified teachers" and is considered as "the peak practical link of teachers' pre-service education" [1]. Throughout the western developed countries, "teachers' major should emphasize educational practice, which should be carried out many times during the whole university period to cultivate the educational spirit and teaching skills of college students who are interested in education" [2]. It can be seen that all countries attach great importance to educational practice. Educational practice mode is the means or way to complete the task of practice teaching. At present, in order to improve the quality of practice and improve the comprehensive quality of normal students, colleges and universities are actively exploring reasonable and effective practice modes in view of the difficulties they face in the practice process. In this paper, the normal practice mode of normal students is studied to provide reference for exploring more effective practice mode.

2. Centralized Fixed-point Mode

Centralized fixed-point practice mode is a traditional educational practice mode. Under the unified management and arrangement of colleges and universities, normal students are responsible by specific teachers and go to the contacted primary and secondary schools to carry out educational practice. The assessment results are jointly evaluated by college instructors and primary and secondary school instructors [3]. The advantages of centralized fixed-point practice are convenient for unified management, reducing practice expenses, establishing a relatively stable relationship between universities and practice bases, building a complete practice arrangement system to meet the needs of

universities, guiding teachers to conduct teaching guidance and performance evaluation, and strengthening communication with practice units. Because of the large number of interns, it is convenient for normal students to communicate with each other, learn from each other, evaluate each other and improve together. However, in this mode, the teaching practice time is short, and it is impossible to apply the theory learned to practical teaching in a short time, and it is also difficult to acquire systematic teaching ability and educational experience in a short time. If there are more normal students who practice intensively, and the number of instructors and classes in primary and secondary schools are limited, it will be difficult to carry out the work. Often, normal students get less effective guidance, have fewer opportunities to be allowed to attend formal classes, and the quality of practice cannot be guaranteed. It is more complicated to solve the problems of accommodation and transportation.

In order to improve the effect of centralized fixed-point mode, the following suggestions are put forward [4]. First, overall planning, rational planning, and gradually optimize the practice curriculum design. Colleges and universities should design courses scientifically and reasonably from the overall perspective of talent training, especially in the aspects of course content connection, practice scheme formulation, practice task arrangement, practice process management, instructor arrangement and practice effect evaluation before and after the practice. Second, organize scientifically, increase publicity, and strive to do a good job in centralized educational practice mobilization. Guide students to correct their educational practice attitude, make clear their educational practice objectives, be familiar with educational practice tasks and understand educational practice bases, and help students fully realize the significance and value of centralized practice in improving their professional ability. Third, strengthen communication and smooth channels, and establish a feedback mechanism for interns. Colleges and universities should make good use of the advantages of educational practice feedback mechanism, grasp students' educational practice trends, adjust and improve educational practice programs in time, and provide guidance for subsequent educational practice arrangements.

3. Mixed Formation Mode

Mixed formation refers to the formation of a team of normal students from different majors, led by one or several teachers to practice in primary and secondary schools. Mixed formation is a reform of practice organization, and it does not change the substantive content of educational practice [5]. The mixed formation is composed of normal students of multiple majors, only led by one or two professional teachers, so there are difficulties in teaching guidance. Therefore, the time arrangement of mixed formation is divided into two stages. First, the preparation stage in the school focuses on the guidance of professional teaching. Because it is conducted in colleges and universities, college teachers can use their spare time to guide students, which can not only call more teachers, but also affect teaching and scientific research. Second, in the educational practice stage of the base, the emphasis is on the practical teaching work of normal students. Instructors are composed of instructors from universities and primary and secondary schools. They should not only manage and guide normal students, but also coordinate the relationship between the educational practice team and primary and secondary schools. In terms of practice quality, mixed formation provides favorable conditions for cultivating normal students' cooperative ability and understanding the teaching management of primary and secondary schools. During the practice, normal students are required to listen to not only this specialized course, but also other specialized courses, and discuss together after class, communicate with each other, inspire each other and promote each other. Each class is prepared according to the process of "individual preparing lessons-collective preparing lessons-individual perfecting teaching plans", and the teaching plans and teaching aids are jointly designed by normal students of the same major in the same course. Normal students of all majors carry out various activities with division of labor and cooperation, which are colorful and innovative.

The mixed formation mode has the following advantages [6]. First, there are few requirements for the number of educational practice instructors in colleges and universities, and there is no need for each major to be equipped with instructors. A large number of educational practice guidance work is entrusted to primary and secondary schools. Second, it is conducive to the cultivation of normal students' comprehensive quality. Normal students from all majors prepare lessons together, communicate with each other and learn from each other. Although there are differences between majors, teaching methods and skills are interoperable. This exchange and reference is conducive to improving the comprehensive quality of normal students. Third, it is easy to be accepted by primary and secondary schools. Usually, primary and secondary schools are reluctant to accept interns because it is difficult to promote teaching. The mixed formation mode reduces the number of single-subject normal students

and reduces the requirements for classroom teaching, which alleviates the above contradiction to some extent. Fourth, it is conducive to the employment of normal students, entrusting the guidance task of normal students to the guidance teachers of primary and secondary schools, facilitating the inspection of normal students, and consciously carrying out guidance work according to the employment requirements of primary and secondary schools.

The mixed formation mode has the following disadvantages. First, when there are too many interns in a single subject, interns have fewer practical opportunities. If there are too many interns in a single subject, the mixed formation will become the accumulation of professional formations, which will increase the pressure on primary and secondary schools, reduce the opportunities for normal students to give lectures, and affect the effect of educational practice. Second, it is difficult to complete the task of educational practice simply by relying on the guidance of teachers in primary and secondary schools. Teachers in colleges and universities are most familiar with the educational practice of normal students, but the mixed formation needs more college instructors, so it is impossible for each formation to be fully equipped. Therefore, most students lack professional guidance and quality control from college teachers. Third, it is difficult to mobilize the enthusiasm of teachers in primary and secondary schools. The workload of teachers in primary and secondary schools is very large, and guiding educational practice is not their own work, but extra work, which has no direct relationship with teachers' performance evaluation, thus resulting in low enthusiasm and it is difficult to ensure the guiding effect.

4. Supporting Education Mode

Supporting education is under the background of unbalanced development of basic education in China. In order to improve the teaching ability of normal students and support the education and teaching in rural schools or weak schools, universities and local relevant departments jointly organize normal students to go to rural schools or weak schools for a semester of educational and teaching practice activities. The Opinions of the Ministry of Education on Vigorously Promoting the Work of Teaching Practice for Normal Students points out that it is necessary to establish and improve the rules and regulations of teaching practice for normal students, and do a good job in professional ideological education and teaching skills training before teaching practice for normal students, so that students can basically have the ability to teach. Set up an internship teaching group by means of tutor leading, combination of teachers and students, rational allocation and group dispatch. It is necessary to select backbone teachers as instructors for teaching practice, reflect positive policy orientation in teacher assessment, post appointment and commendation and reward, encourage and support teachers to participate in teaching practice for normal students, and carry out education and teaching research in the front line of primary and secondary schools. Establish a fast information feedback mechanism and strengthen the whole process guidance and tracking management of teaching normal students. Teaching practice has become an important practical teaching activity for the cultivation of teachers' majors in colleges and universities, which has been recognized by most normal students. Normal students have been trained and improved their skills in the process of teaching practice [7].

Supporting education has an important influence on normal students [8]. Firstly, it strengthens the sense of responsibility of normal students and strengthens their determination to become excellent teachers. Standing on the podium, the normal students saw the faces of seeking knowledge, deeply realized the greatness of responsibility, personally felt the hardship and sacredness of primary education, and became proud of the teaching profession, willing to dedicate their youth to the education cause. Secondly, it enriches the teaching experience of normal students and improves the teaching level. Normal students personally go deep into the front line of teaching and apply theoretical knowledge to practical teaching, which needs to face various teaching situations beyond textbook knowledge, enrich teaching experience and improve the level of education and teaching. Thirdly, dealing with multiple groups enriches the social experience of normal students. Normal students need to keep a clear head and a good attitude, feel the subtle relationship between colleagues and understand the mutually beneficial relationship between competition and cooperation when they integrate into the teaching team of primary and secondary schools. Normal students participate in campus activities, participate in student management, handle student affairs, and solve contradictions among students. Normal students should also understand the students' family background, communicate with their parents, create a good atmosphere of communication and cooperation with their parents, gain their trust and cooperation, and sometimes carry out purposeful and planned home visits to express their suggestions and opinions and reach an agreement with their parents.

5. Post Educational practice Mode

Post educational practice is a special form of educational practice. After completing professional courses and teacher education courses, normal students go to primary and secondary schools for a whole semester of full-time teacher post practice training after pre-job training. During the post, it is necessary to complete the task of subject teaching practice, class teacher's work and education research, and bring them into the scope of performance appraisal of primary and secondary schools. At the same time, using the educational and teaching resources of colleges and universities and primary and secondary schools, the teachers of primary and secondary schools who have been placed in the post are organized to carry out professional development activities such as full-time study, centralized training and school-based research. According to the different starting points of colleges and universities, post educational practice can be roughly divided into three forms [9]. First, the post educational practice is combined with the replacement training of primary and secondary school teachers. Normal students go to primary and secondary schools to replace front-line teachers in teaching, and the replaced teachers return to colleges and universities to receive continuing education. Second, combined with the post educational practice of normal students' employment. Due to the lack of practical experience, it is difficult for normal students to get the opportunity to give lectures on stage. During the post educational practice, they mainly engage in teaching auxiliary work, and their post adaptability is not fully exercised. Post educational practice can experience teachers' professional activities more completely and deeply. Third, the post educational practice aims at supporting rural education. Normal students go to backward rural primary and secondary schools to solve the problem of shortage of teachers and quality of education in rural areas. The long-term and stable implementation of post educational practice can form a large-scale and institutionalized educational practice mode, which not only provides enough high-quality teachers for rural areas, but also improves the level of local teachers through training according to local conditions, and solves the problem of rural basic education to some extent.

Post educational practice is very beneficial to rural education, normal students and colleges and universities [10]. First, for rural education, post educational practice temporarily improves the current situation of the shortage of rural teachers, injects fresh blood into rural schools, brings vitality and vitality, and effectively alleviates the shortage of teachers. Post educational practice has improved the quality of education and teaching in rural schools, and the participation of normal students in rural teachers has produced a "catfish effect" which has promoted the self-improvement and independent development of rural teachers and improved the overall teaching quality of rural primary and secondary schools. Second, for normal students, internship effectively solved the "last mile" problem of normal students' skills. Post educational practice is a dynamic and highly functional form of practical teaching, which provides dynamic, diverse and complicated post educational practice experience for normal students. Normal students should not only enrich their knowledge and broaden their knowledge, but also sharpen their will to bear hardships and stand hard work, which is conducive to normal students' practical application of pedagogy theory, strengthening teaching links, consolidating, deepening and expanding their professional ability, enhancing their sense of responsibility and mission, and completing the "last mile" promotion of education and teaching skills. Third, for colleges and universities, post educational practice provides effective conditions for colleges and universities to build a practical teaching system. Post educational practice effectively coordinates the relationship between colleges and rural primary and secondary schools, promotes the close integration of theory and practice, guides colleges and universities to better serve basic education, promotes normal students to become supplementary forces of rural education teachers, promotes normal students to become qualified teachers as soon as possible, and also solves the problem of insufficient practical training education bases for normal students.

6. Conclusions

Educational practice is an important link in teacher education, an important bridge between theory and practice, an important way to change the role of teachers, and an important content of practical teaching reform of teachers' majors in colleges and universities, which is of great significance for normal students to become qualified teachers. The centralized fixed-point mode, mixed formation mode, supporting education mode and post educational practice mode studied in this paper are the most conventional and practical practice modes. Based on these models, future research will explore more effective practice models and promote the innovative development of normal education.

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