

Exploration and practice of talent training mode of Teacher Education Specialty under the background of “New Normal” construction

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Abstract: *Teacher education is the mother machine of education and the power source to improve the quality of education. It is found that the teacher education talents cultivated by the current normal education can not fully adapt to the new situation, new journey and new mission. Therefore, we should innovate the teacher education model and build a high-quality, professional and innovative teacher team. “New Normal” is a new goal and new stage of the development of Teacher Education in China. It aims to cultivate higher quality normal students and lead the reform of the training mode of professional talents in teacher education. In view of the problems existing in the training of teachers' education professionals, this paper puts forward the following countermeasures: Build a cross-border training model, integrated training mode, collaborative and shared training mode, as well as the training mode based on practice, research and research enrichment mode; Deepen teaching reform, change students' learning methods, and highlight “student-centered”; Innovative talent evaluation mechanism.*

Keywords: *New Normal, Teacher Education, Talent Training Mode*

1. Introduction

In recent years, China's teacher education has made great achievements. But at the same time, the current normal education system has been weakened, and the trained teacher education talents can not fully adapt to the new situation, new journey and new mission. Therefore, we must reform the training mode of teachers' education professionals. “New Normal” is a new goal and new stage of the development of Teacher Education in China. Its essence is to cultivate higher quality normal students, carry out higher level teacher training, provide better primary and secondary education services, and gradually lead the reform of the training model of teacher education professionals from adaptation and support. This paper focuses on the exploration of talent training mode, in order to provide reference for changing the homogenization of teacher education talent training in local colleges and universities.

2. Analysis on the necessity and possibility of the reform of talent training mode of Teacher Education Specialty

2.1. Profound changes in domestic and international environment

From the perspective of the international environment, the world is experiencing great changes that have not been seen in a century, with great instability and uncertainty; From the perspective of domestic environment, China is about to enter a high-quality development stage of a new journey of building a socialist modern country in an all-round way and marching towards the second Centennial goal. The main domestic contradiction has been transformed into the contradiction between the people's growing needs for a better life and unbalanced and insufficient development. In the field of education, it is mainly reflected in the contradiction between the people's demand for fair and high-quality educational resources and the unbalanced and insufficient development of education. Facing the new situation at home and abroad, the importance of knowledge and talents is becoming more and more prominent. To improve the ability of education to serve economic and social development, we must focus on cultivating innovative, compound and applied talents.

2.2. Industrial revolution and development of modern information technology

At present, mankind has entered the fourth industrial revolution and the era of intelligence. The all-round scientific and technological revolution and industrial reform led by the information technology revolution and represented by the Internet, big data and artificial intelligence are triggering the world. The profound adjustment of the Bureau has spawned a large number of new industries, new formats and new models, which have had a significant and far-reaching impact on the economic and social development and people's lives of all countries. The talent training model of a single knowledge system is difficult to meet the needs of social development and re-understand the mission and responsibility of education.

2.3. Policy driving of teacher education mission in the new era

Facing the new situation, new journey and new mission, education should accurately recognize change, respond scientifically, take the initiative to seek change, and realize high-quality development. Teachers are the core to realize the high-quality development of education. As we all know, teachers are the first resource of educational development, the decisive factor of educational quality, and the important cornerstone of national prosperity, national rejuvenation and people's happiness. Teacher education is the only way to create good teachers in a big country. In 2018, of the CPC Central Committee and the State Council *Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era* proposes "Increase support for normal universities, implement the action plan for the revitalization of teacher education, and establish a normal education system with Chinese characteristics with normal universities as the main body and high-level non normal universities as the participants". *The Action Plan for the Revitalization of Teacher Education (2018-2022)* jointly issued by the Ministry of education and other five departments emphasizes that teacher education is the working machine of education and the driving force for improving education quality. It is necessary to innovate the teacher education model and build a high-quality, professional and innovative team of teachers. *The Opinions of the Ministry of Education on the Implementation of Excellent Teacher Training Plan 2.0* clearly puts forward that "Improve the all-round collaborative training mechanism", "promote the reform of training mode by classification" and "cultivate a group of high-quality professional and innovative primary and secondary school teachers with deep educational feelings, solid professional foundation, courage to innovate teaching, good at comprehensive education and lifelong learning and development ability."

3. The current realistic dilemma of teacher education talent training in China

As pointed out in the *Opinions on the Implementation of the Excellent Teacher Training Plan issued by the Ministry of education* in 2014, teacher training "has some prominent problems, such as weak adaptability and pertinence of teacher training, relatively old curriculum teaching contents and teaching methods, low quality of educational practice, weak teacher education team and so on".

From the perspective of educational ecological philosophy, some scholars believe that local normal universities have weakened the original normal characteristics, lack the strong consciousness of consciously serving basic education and the pursuit of leading basic education, and are basically in a state of closed operation and divorced from the needs of basic education.^[1]The specific manifestations are as follows: First, there is a lack of research on the quality requirements of primary and secondary school teachers in the current and future society; Second, there is a lack of theoretical research on basic education, such as educational thought, curriculum system, teaching content, teaching means, teaching evaluation and so on; Third, there is a lack of active awareness of basic education practice, and there is no positive and direct service to improve the management level and quality of basic education. The lack of connection between local universities and comprehensive universities in teacher training, the superposition of these factors caused the rupture of the ecological chain of talent training mode. This means that we must reform the talent model of teacher education, improve the quality of talent training, and fundamentally meet the supply of excellent teachers. Some scholars believe that in practice, there are some problems in teacher education, such as the unbalanced allocation of stock educational resources, the quality of incremental teacher training to be improved, the low degree of integration and weak guarantee.^[2]

4. Exploration of talent training mode of Teacher Education Specialty under the background of “New Normal” construction

The reform of talent training mode is the basis of "New Normal University" education innovation.^[3] Training institutions should be top-level design, systematic thinking and innovative training mode, and explores the intersection of disciplines, the construction of curriculum system, teaching reform, the reform of students' learning methods, the integration of pre service and post service training.

4.1. Construction of cross-border training mode

“Cross border” is a way of thinking, that is, to look at problems, analyze problems and propose solutions from multiple angles and perspectives. “Cross border training” means to break the existing professional boundary, discipline boundary, school and social boundary, and adopt the collaborative training mode among specialties, disciplines, political schools, schools and enterprises, schools and departments, Establish a multi-level, multi-disciplinary and multi field cross-border education community and learning community, and a multi-agent linkage operation mechanism, form a set of education teacher talent training framework meeting the needs of basic education, and build a cross-border training model of teacher education talents from the four dimensions of time and space, knowledge, thinking and organization, including knowledge cross-border, organization cross-border, time and space cross-border cross border thinking.

4.2. Construction of fusion training mode

Under the concept of integrated development, teacher education should comprehensively reform the curriculum system, teaching mode and evaluation system, highlight the characteristics of teacher education, and fundamentally promote the integration of academic and normal education. Specifically, one is to design integrated development curriculum to break the barrier between “normal” and “academic”. Implement morality and cultivate people, and strengthen the ideological and political construction of the curriculum; Build a competency oriented curriculum system and create a “golden course”; Promote the integration of discipline curriculum and pedagogy curriculum; Promote the integration of innovative courses and general courses; Build a platform + module curriculum system, integrate the superimposed curriculum learning mode of “professional curriculum + excellent teacher plan curriculum” and “double tutor guidance” mode, improve the core literacy of normal students such as teaching design, teaching facilities, teaching evaluation, communication, education management and critical reflection, and cultivate “Four Haves” excellent teachers. The second is to construct the field of integrated education. Set up Stage integration of innovative practice base. Create a spatial integration of online and offline learning platforms. Third, implement integrated development evaluation. Build a scientific, reasonable, coherent, clear and sustainable evaluation system.

4.3. Adopt practice-based, research-based and research rich training mode

Abandon the teacher training mode designed by the knowledge application mode, which separates educational academic learning from practical learning. The practice based teacher training reform emphasizes extending the practical learning time of normal students, integrating practical learning and theoretical learning, strengthening the cooperation between universities and primary and secondary schools, and establishing a review, guidance and evaluation system for practical teaching links. The research-based teacher training reform emphasizes increasing the proportion of pedagogy and educational research methods, and encourages normal students to carry out teacher research; “Research rich teacher training attempts” to combine “practice-based” and “research-based” teacher training, form a more integrated teacher training mode that is more suitable for teaching needs, and pay more attention to the superposition and embedding of discipline theory training and teacher professional skill training.

4.4. Optimize the cultivation mode of collaboration and sharing

Optimize the internal and external governance structure of the Institute, adhere to the principle of “problem orientation, cultivation on demand, in-depth integration and joint development of research and education”, and build a long-term cooperative training mechanism of “U-U,U-G,U-S” with clear rights and responsibilities, stable coordination, complementary advantages and win-win cooperation. Take care of the common needs of all stakeholders, form an incentive mechanism, organize and mobilize relevant forces inside and outside colleges, break the “logic of collective action”, and let the multiple subjects of

teacher education form a positive joint force for development. A scholar use the grounded theory to construct a U-G-S training model of teacher education, which is composed of three systems: power system, guarantee system and operation system. [4]

Multi subjects can sign collaborative agreements and frameworks to build a teacher education innovation experimental zone. Build a University-University (U-U) co- construction and sharing mechanism, a University-Government(u-G) cooperation model and a University-school (U-S) collaborative alliance. Continue to explore and build a “four in one” community model of teacher education and talent training for local governments, colleges and universities, high-quality primary and secondary schools in cities and weak schools in rural areas, and “four-way interaction” and “two-way activation” to enable students to learn and practice in a real environment. Explore the U-G-I-S collaborative training mode of colleges and universities, local governments, teaching and research institutions and primary and secondary schools. However, A scholar pointed out that the government, universities and primary and secondary schools have conflicts in interest demands, institutional culture, way of thinking and behavior, and it is difficult to deeply integrate with each other.[5]

4.5. Deepen teaching reform, change students' learning methods and highlight “student-centered”

Teaching is the most direct way to achieve curriculum objectives and the core and internal driving force of talent training mode reform. Guiding students' personalized learning and in-depth learning, “student-centered” teaching means taking students' development as the center, students' learning as the center and learning effect as the center. It shows that students are complete people, free people, personalized people and people with unlimited development possibilities. Teaching shows human dignity and promotes the reform of teaching methods characterized by autonomy, cooperation and exploration. We should build a new mode of talent cultivation under the condition of “Internet plus”, realize the deep integration of modern information technology and teaching, develop a new mode of Internet based education service, and explore a new mode of educational governance in the information age. Build a school administrative guarantee system serving learning, a learning system to promote students' autonomous learning and free development, a resource guarantee system to support autonomous learning, and create an open and convenient learning space.

4.6. Innovative talent evaluation mechanism

“Output orientation” is a clear requirement for the certification of normal majors in Colleges and universities. It emphasizes that the teaching design and implementation of normal majors should be guided by the learning effect of normal students, and evaluate the training quality of normal majors according to the core abilities and requirements of normal graduates. Taking the training of qualified teachers as the main assessment index of teacher education colleges and universities, highlight the importance and value orientation of students' learning effect in talent training.

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