

A Study on the Employment and Development Prospects of General-Trained Normal Students in Primary Education from the Perspective of Social Needs: Taking Liupanshui Normal University as an Example

Sixian Yu*, Yanling Zhong, Chaichai Zeng, Qiqi Zhang

School of Education Science, Liupanshui Normal University, Guizhou 553001, China

Abstract: *With the in-depth development of my country's education reform, general teachers have become the mainstay of the primary school teacher industry. The training of general teachers in primary education is an effective way to improve the teaching staff of basic education in my country in the future. Therefore, this study adopts the questionnaire method and interview method to understand the teachers of the four primary schools in L city and the demand for general education in primary schools. A survey of the employment intention of normal students majoring in primary education shows that they tend to become primary school teachers, but they face greater employment pressure and need to compete with other majors; in the competition, there is insufficient professional ability and weak job-seeking competitiveness; , disadvantage in job competition, etc. Based on this, this study puts forward suggestions for the cultivation of general-trained normal students in primary education, so as to enhance the employment competitiveness of general-oriented normal students in primary education.*

Keywords: *primary education; general teachers; employment prospects*

1. Introduction

"Employment is the foundation of people's livelihood", the state has paid great attention to the employment of college graduates. In recent years, the employment pressure of college graduates has been increasing, and the graduates of primary education are also facing a severe employment situation. Some employers lack understanding of primary education majors, and prefer to choose students with corresponding majors when recruiting. Therefore, this study is based on the current demand of primary schools in L city for teachers of general education, analyzes the employment problems of graduates majoring in general education, and studies the graduation prospects of Liupanshui Teachers College students majoring in general education. To help normal students majoring in general primary education to understand the current employment form, to enhance the awareness of normal students to focus on cultivating their comprehensive quality and professional ability, and to improve their employment competitiveness.

2. Professional competency requirements for general-purpose primary school teachers

General-purpose primary school teachers refer to those with good professional ethics and systematic educational theoretical knowledge, as well as good professional knowledge and professional ability, able to undertake multi-disciplinary teaching tasks and the work of class teachers, and organize related activities in the primary school stage. And engaged in primary education teaching research and management of teachers. Primary school general teachers are teachers with "one specialization and multiple abilities", which puts forward higher requirements for the professional ability of primary school teachers.[1]

First of all, you should have the education and teaching qualities that a teacher should have, love the education cause, have noble professional ideals and professionalism, and have strong professional quality, professional knowledge and teaching level, correct teaching concept, teacher concept As well as the student view, caring for students, caring for students, respecting the independent personality of

primary school students, treating every primary school student equally, being a disseminator of knowledge, and a guide for students.

Secondly, as a professional primary school general teacher, his full ability should be finally reflected in the professional standards, not only the general quality as a primary school teacher, but also his special professional quality as a general teacher. "Multi-skilled" education and teaching ability, one-specialized and multi-skilled means that primary school teachers "learn with expertise" on the basis of having a certain breadth of knowledge and "comprehensive ability". [2] It is required that teachers' knowledge literacy and ability literacy must be comprehensive and comprehensive, and have the ability to teach multiple subjects in primary schools. Teachers with comprehensive quality and comprehensive quality should have a comprehensive, flexible, and developing subject basic knowledge structure. Primary school teachers should also have the basic knowledge of multiple subjects and the ability to teach various subjects. While mastering the basic knowledge of multi-disciplinary and possessing the ability of multi-disciplinary teaching, one or two subjects that are proficient in oneself form their own advantages.

Finally, general-purpose teachers should be able to master the structure of each discipline, not only to understand the internal relationships of each discipline, but also to grasp the connection between disciplines, integrate multi-disciplinary knowledge, break the boundaries between disciplines, and give students Provide a more complete education, apply knowledge from a holistic perspective, and achieve integration.

3. The construction of the teaching staff of primary school teachers in L City

The structure of teachers in primary education mainly refers to the status of teachers in terms of gender, professional title, discipline, educational background, teaching age, and age. In order to understand the current situation of the teacher structure of primary school teachers, the author selected 196 teachers from four primary schools in L city as the research objects by random sampling survey in the whole city. The specific results of the survey data are as follows:

3.1 Gender structure of primary school teachers

Gender structure refers to the ratio of the number of male and female teachers. The gender of teachers has a direct impact on the personality of primary school students. Among the primary school teachers in this survey, the gender ratio of males and females is shown in Table 1 below:

Table 1: Gender structure of primary school teachers

sex structure	woman teacher	male teacher
percentage	55.682%	44.318%

As can be seen from the above table, female teachers account for 55.682%, male teachers account for 44.318%, and the proportion of female teachers is 11.364 percentage points higher than that of male teachers, indicating that there are more female teachers than male teachers in the gender ratio of primary school teachers.

3.2 Age structure of primary school teachers

Teachers have different teaching experience, education and teaching ability, and teaching methods at different ages. Teachers play an important role in different age groups. Therefore, in education and teaching, the educational power of teachers of all ages cannot be ignored.

Table 2: Age structure of primary school teachers

age structure	22-30	31-40	41-50	More than 50
percentage	12.821%	41.837%	32.653%	12.755%

The age structure of primary school teachers can be seen from the above figure, the proportion of teachers aged 20-30 is 12.821%, that of teachers aged 31-40 is 41.837%, that of teachers aged 41-50 is 32.653%, and that of teachers over 50 is 12.755%. The age of teachers is concentrated in 31-40 years old, which fully reflects the main force of the city's primary and secondary school teachers are young and middle-aged teachers, showing the characteristics of youth.

3.3 Teaching age structure of primary school teachers

Berliner's five-stage theory of teacher growth shows that teachers have different educational and teaching characteristics at different teaching ages, and the length of teachers' teaching years can reflect the teaching level and ability of teachers from a certain angle.

Table 3: Teaching age structure of primary school teachers

of school age	Under 5 years	5-10 Years	More than 15 years
percentage	23.469%	27.551%	48.980%

It can be seen from the above figure that the primary school teachers in this survey have a teaching age of more than 15 years, and the school teachers have rich teaching experience. It takes a long time for a general teacher to become an excellent primary school teacher condensed.

3.4 Educational structure of primary school teachers

To a certain extent, good school education will directly affect the professional development of teachers.

Table 4: Educational Structure of Primary School Teachers

educational background structure	postgraduate	undergraduate course	junior college education	special school
percentage	1.021%	86.673%	11.735%	0.511%

According to the data in Table 4, the educational structure of primary school teachers in L city accounted for 0.511% of secondary school, 11.735% of junior college, 86.673% of undergraduate, and 1.021% of postgraduate. Bachelor degree or above accounted for 87.694%. This shows that it is the general trend of primary school teachers to have undergraduate education, and some schools have begun to introduce postgraduate students, which also brings a severe test to the employment of general-trained normal students.

3.5 Subject structure of primary school teachers

Table 5: Subject Structure of Primary School Teachers

Subject structure	Chinese	mathematics	English	music	physical culture	other
percentage	33.673%	25%	12.245%	4.592%	6.122%	19.898%

Judging from the survey and research results, the majors of primary school teachers are mainly single disciplines, and mainly in Chinese and mathematics. At present, the teachers surveyed have no general majors. Although the schools have hired professional teachers of various disciplines However, in addition to language and mathematics, there are very few teachers hired for other disciplines, which is not enough to achieve the combination of professional teachers and disciplines, resulting in some schools usually adopting a teaching model of one teacher teaching multiple subjects. According to the author's definition of general-subject primary school teachers, one teacher teaching multiple subjects is consistent with general-subject primary school teachers teaching multiple subjects. This phenomenon is a major advantage of general-training normal students for employment in schools lacking teachers.

4. The current situation of L city's demand for general school teachers

4.1 Demand for primary school teachers in L city primary schools

According to the current overall development trend of primary education in urban areas and the overall situation of insufficient teachers in primary and secondary schools in rural areas, urban schools attach great importance to music, sports and beauty to teach. However, there are also some schools that lack teachers. They usually make full use of existing teacher resources to allow teachers to conduct multi-disciplinary teaching. Especially in primary schools in some townships and poverty-stricken areas, almost every teacher is required to be able to "speak foreign languages and mathematics." Eat, you can carry the beauty of sound and body."[3]

After investigating some primary schools in L city, it was found that there is currently a large

demand for primary school teachers, but due to the limited number of teachers allocated by the local education bureau, most of them are contract substitute teachers. According to the author's investigation, most of the teacher positions needed by primary schools in L city are English teachers, Chinese teachers, mathematics teachers, science teachers, and information technology teachers. From the point of view of the teacher positions required by primary schools, teachers of all-subject primary schools will have more advantages.

According to the interview results, most primary schools are more inclined to students majoring in general education. I have some understanding of primary school subjects, but they are not as proficient in a certain subject as specialist teachers. However, the education and teaching of primary schools are not very profound, so I would prefer to choose general primary school teachers." And a small number of primary schools are not as proficient in a certain subject. The state of "neutrality" is maintained between the junior college students and the general teachers. Compared with the junior college normal students, the general primary education normal students will be more handy when teaching subjects other than their own preference.

4.2 The needs of primary school teachers themselves for general primary school teachers

At present, most rural teachers are specialist teachers, who are forced to teach in multiple subjects, but they themselves are trained by specialist subjects. In terms of competency, many teachers are simply not competent to teach multiple subjects and multiple courses. Among them, teacher x said: "Most teachers have to take one or two other courses in addition to teaching one professional course, or even three or more courses. They feel that they are under too much pressure, and of course they hope that teachers will share the subjects. It can be seen from the interview that most teachers have to teach two or more courses, and it is common to have more than one load. Therefore, from the reality of rural education in my country, the requirements of primary education and the requirements of the new curriculum reform, the training of primary school teachers is very necessary for our country.

5. Employment prospects of general-trained normal students majoring in primary education

On May 31, 2021, the Political Bureau of the Central Committee of the Communist Party of China issued the "Decision on Optimizing the Fertility Policy to Promote Long-term Balanced Development of the Population", further optimizing the fertility policy, implementing the policy that a couple can have three children and supporting measures. It shows that the number of primary school students will continue to rise in the future, and the gap of required primary school teachers will also increase. This is undoubtedly a good development trend for students majoring in primary education.

After selecting some local primary school teachers in L City for interviews, among them, Teacher M said: "The employment prospects of normal primary school students with general education are broader, and the employment options are broader than those of specialized colleges." Teacher H said: "Although the knowledge Learning is not advanced enough, not specialized enough, but primary school learning is basic learning. From the overall point of view, it has more advantages, specializing in the arts, but it is easier to do other subjects." Teacher N said: "The employment prospects are better. It has advantages and is not very professional, but it can also be studied in a single subject, and basic skills in teaching should be cultivated and more exposure to multimedia learning." Basically, all teachers said that the employment competitiveness of general primary education normal students is greater. Compared with junior college students, they have broader employment prospects and more choices.

In the research survey, most primary school teachers believe that the employment prospects of primary school teachers with general subjects are very good.

The dean of the S primary school mentioned: "If the general-purpose primary school teachers are used in primary schools, I think it is very good, because Chinese education has always said that primary school teachers are a panacea. We didn't study that specific, but after graduation, after entering the school, especially in the countryside, you may be exposed to all subjects, not just the subject you studied in school." From the social level Looking at it, it is more advantageous for normal students to develop into rural primary schools with general education in primary schools. In rural primary schools, each subject teacher will teach two or more subjects, which enhances the employment advantage of general-subject primary education normal students. The employment prospects are more advantageous, and the professionalism is not strong, but they can also study in a special subject. They should cultivate the basic skills of teaching and have more exposure to multimedia learning.

X primary school teacher mentioned: "I think there will be a greater demand for primary school general teachers in the future, because the future education is not just this fractional theory, but the future teachers will not only take physics classes, not just Chinese classes. , not only in physical education classes, not only in mathematics, simple art, music, we must have the ability to coordinate all, we stand in this is what we usually call the panacea, we must have all-round ability , We must have something that can be poured out from our own place, and then students can learn certain knowledge from this place, and they can develop higher, so I am very optimistic about the students majoring in primary education." Primary school. Most of the education in China is basic education, which does not require teachers to have much advanced professional knowledge, but it is essential to have an understanding of all knowledge. For the group of primary school students, primary school teachers need to have professional superpowers, which can be extended to astronomy and geography, legal education, safety education, and common sense of life. Have enough knowledge to answer questions for students. In this process, general-subject normal students must have sufficient grasp of the psychology of primary school students and understand the psychology of primary school students in order to better exert their educational advantages in teaching and gain the initiative to guide education. General primary school education normal students should identify their own strengths and weaknesses from the perspective of primary school teachers, give full play to their educational advantages, and have certain overall planning ability for the learning of professional quality.

It can be seen that primary school teachers in L city are very optimistic about the employment prospects of general primary school teachers. After primary school teachers enter the school, they need to be exposed to all subjects, and future education is no longer just fractional theory. The all-round development of students makes teachers Multidisciplinary educational knowledge is required. Therefore, an interview survey of some primary schools found that most primary schools are more inclined to choose general-subject primary education normal students to teach, and it also shows that the primary schools in L city have a greater demand for general-subject normal students.

6. Status Quo of Employment Intentions of General Normal Students Majoring in Primary Education

The personnel training objectives of the primary education major of Liupanshui Normal University are established according to the level of the school, the types of talents to be cultivated, and the characteristics of students. The training objectives of the 2018 level are positioned as: "This major mainly cultivates all-round development of morality, intelligence, physique, beauty, labor, etc., with good professional moral quality, systematic educational theoretical knowledge, extensive primary school subject knowledge and modern educational technology. Knowledge, have strong practical ability, preliminary teaching research and scientific research ability, become able to adapt to the needs of basic education reform and development, and be competent in primary education teaching, research and management, 'can go on, retain, use on' applied elementary educators."

6.1 Professional recognition of general-trained normal students in primary education majors

This study randomly selected 99 normal students majoring in primary education in Liupanshui Normal University as the research objects, including 89 girls and 10 boys.

Research shows that 37.37% of students apply for primary education majors based on their personal wishes, mainly because of their own interests. 21.21% of students think that they are easy to find a job, but 78.79% of the students currently plan their careers after graduation to be primary school teachers. The main purpose of the students' application is to become a primary school teacher.

Table 6: Reasons for applying for primary education major

Apply for the reason	number of people	scale
Be interested in	37	37.37%
It's easy to find a job	21	21.21%
Parents' wishes	11	11.11%
In order to get into college	10	10.1%
other	20	20.2%

6.2 Employment intention of general-trained normal students majoring in primary education

Table 7: Employment intention of normal university students majoring in primary school education

Employment intention	number of people	scale
Grade School Teacher	78	78.79%
Teachers of extracurricular tutoring institutions	1	1.01%
Graduate students majoring in education	13	13.13%
Engaged in occupations unrelated to education	2	2.02%
go abroad	0	0%
other	5	5.05%

According to the data in Table 7, 78.79% of normal students majoring in primary education are primary school teachers, 1.01% are teachers in after-school tutoring institutions, 13.13% are postgraduates majoring in education, and 2.02% are engaged in occupations unrelated to education. 0% go abroad, and 5.05% for others. Among them, the number of primary school teachers is the largest and as high as 78.79%. It can be seen that the main employment intention of normal students majoring in primary education is primary school teachers.

Table 8: Employment discipline willingness of general practice normal university students majoring in primary school education

Subject will	number of people	proportion
Chinese	82	82.83%
mathematics	57	57.58%
English	39	39.39%
music	15	15.15%
science	27	27.27%
the fine arts	20	20.2%
Morality and the rule of law	37	37.37%
physical culture	29	29.29%

According to the survey results, 82.83% of the general primary education normal students want to be a primary school Chinese teacher after graduation, 57.58% of the general primary education normal students want to be a math teacher, and 39.39% want to be an English teacher. , followed by ethics and the rule of law, sports, science, fine arts, music. In the process of interviewing the previous graduates, student L said: "When I chose the major of primary school teacher, I felt that it was good for employment, but from my own personal experience and the employment situation of other students I learned, the employment rate is not very high. It's good, and there is a lot of competition for the jobs of the majors." As a general primary education major, there are students majoring in Chinese language and literature in Chinese, students majoring in mathematics in mathematics, and students majoring in English and English, so to improve their comprehensive Ability to enhance employment competitiveness is particularly important.

7. Analysis of the difficulties and reasons for the employment of general-trained normal students majoring in primary education

All-round primary education normal students face various pressures, and the pressure of employment is even more obvious. Currently, whether it is art major or other majors, and preschool education majors, they all have to take the primary school teacher qualification certificate, because they all feel It is more popular to go out after the primary education major, and it is easy to find employment. However, in the face of social pressure, there are serious problems in the employment of normal students majoring in general primary education, which are mainly reflected in:

7.1 Insufficient professional ability and weak job-seeking competitiveness

As shown in Tables 9, 10 and 11, normal students' mastery of three-stroke characters, normal students' mastery of using teaching aids, and normal students' ability to evaluate are as follows.

Table 9: The mastery of normal university students' three-pen characters

Can standardize the writing of pen, chalk, brush characters	number of people	percentage
fortissimo	Four people	4.04%
stronger	21 People	21.21%
same as	60 People	60.61%
relatively weak	14 People	14.14%
pianissimo	0 People	0%

It can be seen from Table 9 that 4.04% of the normal students have a strong grasp of the three-stroke characters, 21.21% of the normal students have a strong grasp of the three-stroke characters, and 60.61% of the normal students have a strong grasp of the three-stroke characters. The mastery of characters is average, and 14.14% of normal students have a weak mastery of three-stroke characters. It can be seen from this that most normal students have an unsatisfactory mastery of three-stroke characters, and most normal students are at the average level.

Table 10: Master degree of normal university students on the use of teaching AIDS

According to the teaching needs of teaching AIDS, modern technology to assist teaching	number of people	proportion
fortissimo	Five people	5.05%
stronger	39 People	39.39%
same as	50 People	50.51%
relatively weak	Five people	5.05%
pianissimo	0 People	0%

As can be seen from Table 10, 5.05% of normal students have a strong ability to use teaching aids, 39.39% of normal students have a strong ability to use teaching aids, and 50.51% of normal students have average ability to use teaching aids. Another 5.05% of normal students have weak ability to use teaching aids. It can be seen that most of the normal students have average ability to use teaching aids for teaching activities.

Table 11: Evaluation ability of normal university students

Flexible use of educational evaluation methods to properly evaluate the pupils' learning and daily behavior performance	number of people	proportion
fortissimo	Four people	4.04%
stronger	33 People	33.33%
same as	55 People	55.56%
relatively weak	Six people	6.06%
pianissimo	1 People	1.01%

It can be seen from Table 11 that 4.04% of normal students have a strong ability to use educational evaluation methods flexibly and to properly evaluate the learning and daily behavior of primary school students, and 33.33% of normal students have this ability. Strong, 55.56% of normal students have average ability in this respect, 6.06% of normal students have weak ability in this respect, and 1.01% of normal students have very weak ability in this respect.

To sum up, most normal students' mastery of three-stroke characters, normal students' mastery of using teaching aids, and normal students' evaluation ability are all at an average level, and these vocational skills are essential skills for teachers. It can be seen that the lack of professional ability of most normal students in these areas will directly affect the competitiveness of normal students in job hunting, which will lead to weaker job search competitiveness.

7.2 The pressure of employment competition is high, and the competition of disciplines and majors is at a disadvantage

7.2.1 Graduates majoring in primary education face greater competition for employment

First of all, students in non-normal colleges and universities can obtain the corresponding teacher qualifications and engage in education and teaching by passing the educational psychology examination of the provincial education committee, and reaching the second grade or above in Mandarin.

Secondly, there are many institutions that provide assistance for non-normal students to obtain

teacher qualification certificates. At the same time, they provide targeted counseling, including frequently tested propositions, test skills, etc. More and more college students can obtain corresponding training through training. In this way, more and more people can be engaged in teaching work.

Finally, the threshold for engaging in educational positions is getting higher and higher. Now many teaching positions, especially in schools with relatively good development, the requirements for engaging in educational positions are 985 University 211 University or postgraduate degrees, and priority exams or written exams are exempted.

7.2.2 Inadequate disciplines and majors, disadvantage in employment competition

For students majoring in primary education, colleges and universities require that every subject should be covered, which involves a wide range. Many students in primary education do not know what they are learning and what is the key point. For example, Chinese, mathematics, English, morality, etc. must be competent. , resulting in students majoring in primary education do not know which subject they are good at, and which subject to choose for employment in the future. This shows that colleges and universities did not take serious consideration when formulating student training programs. Colleges and universities only pay attention to the requirements of today's society for normal students of general education in primary schools, but they ignore the students themselves and their learning of general subjects.

When the students go out, the school requires the students to take music lessons, which causes the students to be at a loss and employment problems. Competing with students majoring in Chinese, English, mathematics and other majors is at a disadvantage in terms of discipline and professionalism. Therefore, the training programs of colleges and universities only take into account the requirements of the school, and often ignore the ability of students. The training programs of colleges and universities only take into account how many credits students need to take in college, so they offer a variety of courses, which are not of much use to general-trained normal students in primary education. Help, taking this course is also for credit, that's all. Therefore, before formulating training programs, colleges and universities can conduct a survey on the future employment prospects of students to help students get better employment.

8. Suggestions on enhancing the employment competitiveness of general-trained normal students majoring in primary education

8.1 Strengthening the cultivation of professional knowledge and professional ability of general-purpose primary school education normal students

Paying attention to the comprehensiveness and all-roundness of quality is the current training goal of normal students in general primary education. The training goal of normal students majoring in primary school education is to train general-purpose teachers with "one specialization and multiple abilities". Such teachers must be comprehensively trained, not only with professional knowledge of the subject they teach, but also with good artistic accomplishment and teaching. Practical skills, master the basic knowledge of education and teaching and scientific and cultural knowledge, and be competent for multi-disciplinary teaching tasks in primary school. [4]

However, according to surveys and studies, more than 50% of students believe that their abilities are average, such as the ability to write three-stroke characters, the ability to carry out teaching design, the use of teaching aids, teaching evaluation, etc.; and more than 60% of students think that in education and teaching The cultivation of scientific research ability is not enough, and it is also believed that there are too many educational theories in terms of curriculum setting, and most of them are on paper. And 56.57% of the students think that the educational knowledge and practical ability learned in school are basically consistent with the actual job requirements, 29.29% of the students think it is consistent, and 4.04% of the students think it is very consistent, which means that It is necessary to cultivate our professional knowledge and professional ability. Therefore, this study puts forward the following suggestions for strengthening the cultivation of professional knowledge and professional ability of normal students in general primary education.

The first is to learn the theory of professional basic courses. Theory is the foundation of practice. To become an excellent primary school teacher, you first need to master solid professional knowledge. The second is to carry out classroom teaching skills training. After mastering professional knowledge, you also need to learn to use it, to be able to pass on what you have learned to students, to be able to teach

students well, and to teach students well. Then there is the focus on educational traineeships and internships. Really enter the primary school, enter the real educational environment and teaching environment, observe and learn, carry out teaching practice, get the truth method from it, improve teaching, improve yourself, and help become an excellent primary school teacher. The last is to strengthen the training of three strokes. Strengthening one's own skills and self-cultivation, especially the pen and chalk words, are directly displayed in front of the students, directly communicated with the students, and directly let the students learn. As a teacher, first of all, you need to set a good example by yourself.

8.2 Strengthening and broadening the development path of teachers in general-subject primary schools

Improve the training model for general-trained normal students in primary education, and optimize the general-training teacher qualification certification system. In the pre-employment training stage, the curriculum system should be well constructed, the ability of normal students in all aspects should be cultivated, and the cultivation of comprehensive quality should be emphasized. In addition, optimize the certification system, ensure the "entry" of primary school teachers in general subjects, and ensure the ability and quality of teachers. And establish an effective general teacher training system, formulate a personalized general teacher on-the-job training plan. [5]

Then let the teacher's self-improvement become the inner source of motivation for development. First of all, it is necessary to strengthen the cultivation of teachers' educational emotions, so as to give students a positive and upward emotional impact and promote the healthy growth of students. Secondly, it is necessary to promote the formation of the correct educational concept, which is conducive to the establishment of a correct view of teachers and students. Then, they must establish professional ideals, enhance their interest, willingness and cognition in education, and be willing to learn and diligent in reflection. Next, you need to develop a sense of professional development, introspect, and plan for the future. Then there is the enhancement of the expansion of professional knowledge, with comprehensive, comprehensive knowledge. Finally, it is necessary to improve professional abilities, such as teaching ability, communication ability, reflection ability, expression ability, research, discipline integration, etc.

9. Conclusion

With the in-depth development of my country's education reform, general teachers have become the mainstay of the primary school teacher industry. The training of general teachers in primary education is an effective way to improve the teaching staff of basic education in my country in the future. Through the investigation of the teachers' situation and the demand for general education in four primary schools in L city, this research finds that there are very few general teachers at present, and the general teachers in primary schools have certain development prospects. A survey of the employment intention of normal students majoring in primary education shows that they tend to become primary school teachers, but they face greater employment pressure and need to compete with other majors; in the competition, there is insufficient professional ability and weak job-seeking competitiveness; , disadvantage in job competition, etc. Based on this, this study proposes to strengthen the training of the professional knowledge and professional ability of the general-subject primary education normal students, and strengthen the broadening of the general-subject primary school teachers' development path, so as to enhance the employment competitiveness of the primary education general-subject normal students.

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