

# Analysis of the employment prospects of English teacher training students in Lanzhou under the double reduction policy

He Ying<sup>1</sup>, Yang Wenjie<sup>1</sup>, Xie Meimei<sup>1</sup>, Xu Zhuolin<sup>2</sup>

<sup>1</sup>School of Foreign Languages, Northwest Normal University, Lanzhou, 730000, China

<sup>2</sup>School of Teacher Education, Northwest Normal University, Lanzhou, 730000, China

**Abstract:** In order to effectively reduce the excessive homework burden of students in compulsory education and the burden of out-of-school training, on July 24, 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Further Reducing the Homework Burden of Students in Compulsory Education and the Burden of Out-of-School Training. <sup>[1]</sup>Under the double-reduction policy, the employment situation of teacher-training graduates from colleges and universities in Lanzhou has been affected to a certain extent. Taking the teacher-training students of Northwest Normal University as an example, the employment difficulties caused by the decrease of teacher-training graduates' employment positions, the increase of competition pressure in the same industry, and the increase of the popularity of modern education need to be solved. We study the employment of teacher-training graduates from Lanzhou universities under the double reduction policy, not only to study the employment situation of teacher-training graduates from Lanzhou universities, but also to provide a theoretical reference for the majority of teacher-training graduates in their employment choices. The study of the employment situation and prospect of teacher-training students under the double reduction policy will not only provide help to teacher-training graduates, but also provide ideas for schools to guide the work of teacher-training graduates. Through such a study, we can see the big picture in a small way, which is not only helpful for the teacher-training students in our school to have scientific theoretical and data support in the job-seeking process, but also applicable to the teacher-training graduates from other schools. It will also enable the education industry in society to continue to survive in a more sustainable, effective, and correct way to provide better services to a wide audience in society.

**Keywords:** double reduction policy; employment; teacher training graduates

## 1. Introduction

In order to thoroughly implement the spirit of the 19th CPC National Congress and the 5th Plenary Session of the 19th CPC Central Committee, effectively improve school education, continuously regulate off-campus training (including online and offline training), and effectively reduce the excessive homework burden of students in compulsory education and the burden of off-campus training. On July 24, 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden of Students in Compulsory Education and the Burden of Off-Campus in October 2021, the National People's Congress (NPC) stated that the double reduction is to be explicitly incorporated into the law to avoid aggravating the burden of compulsory education students. The "double reduction" directly limits the scale of subject-based out-of-school training institutions, which can have a huge impact on out-of-school training institutions. However, if the existing imbalance in educational resources is not changed, parents and students' demand for training is likely to be met by other means.

This points to the most urgent problem under the "double reduction" policy: off-campus training institutions are being drastically reduced, and the scope of employment for college students is shrinking. However, the implementation of the "double reduction" policy has made it a major problem for English teacher trainees to teach in off-campus training institutions. Under such a background, we as English teacher trainees have to face the increasingly serious employment difficulties, and it is already a big challenge to choose a job under the previous employment situation. This has led to a reduction in the number of jobs for teacher trainees. With a clear understanding of the severe situation of teacher training students' employment under the "double reduction" policy, it is important and necessary for us to study

this issue.

The employment rate of English teacher-training students from 2019 to 2021 is 73.95%, 75.00%, and 87.57%, respectively, which is increasing from 2019 to 2021, but it does not guarantee that the employment rate will keep increasing in the future under the "double reduction" policy. However, this does not guarantee that the employment rate will keep rising in the future under the influence of the "double reduction" policy. The last three years of data are not indicative of a definitive future. The implementation of the "double reduction" policy will inevitably have an impact, we can not stop or rely on the school's career guidance, but should take the initiative to meet the challenge, so that students have a clear and accurate positioning of themselves from the first year, clear employment goals, improve their own conditions to meet the needs of employers. We should take the initiative to ensure that our English teacher-training students have a foothold, regardless of future policies.

## 2. Analysis of the current state of research

### 2.1 Social and academic context

#### (i) Double reduction policy

According to the most prominent problem of compulsory education: the burden of primary and secondary school students is too heavy, and the problem of short-sightedness and utilitarianism has not been fundamentally solved. In recent years, in accordance with the Party Central Committee and the State Council's decision-making arrangements, all over the country to carry out in-depth work to reduce the burden of homework and off-campus training for students in compulsory education (hereinafter referred to as "double reduction"), on the one hand, to solve the problem of students' homework burden is still heavy, improve the homework management institutions; on the other hand, to rectify the overheated off-campus training, over-the-top and over-standard. Therefore, the General Office of the CPC Central Committee and the General Office of the State Council recently issued the Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in Compulsory Education (hereinafter referred to as "Opinions"), which stand on the strategic level of achieving the great rejuvenation of the Chinese nation.<sup>[2]</sup> The "Opinions" are based on the strategic level of achieving the great rejuvenation of the Chinese nation, and make important decisions on the "double reduction" work, requiring a high political level of understanding and treatment, deepening reform from the institutional mechanism, fully implementing the Party's education policy, implementing the fundamental task of establishing moral education, and promoting the overall development and healthy growth of students.

#### (ii) Opportunities and challenges under the "double reduction"

The introduction of the "double reduction" means the "bankruptcy" of out-of-school training institutions, the reduction of employment opportunities, and more teacher training graduates joining the army of examinations, further increasing the difficulty of employment, which puts forward higher requirements for the professional ability of teacher training students. In addition, the reduction of out-of-school training institutions may not achieve the effect of reducing the burden in a short period of time, but will increase the anxiety of some parents to hire outside tutors, making economic conditions increasingly become a factor of inequality in education.

However, compared with China's previous decree to reduce the burden, the special feature of the "double reduction" policy is that the "double reduction" is to be explicitly incorporated into the law, which means that the state will implement this policy with greater vigor.

Secondly, since the founding of New China, China has introduced more than twenty load reduction orders, which also shows that the introduction of "double reduction" is a general trend, is inevitable. The biggest advantage of "double reduction" lies in the systemic character of the reform. The systemic nature of the "double reduction" is mainly reflected in the overall idea, the implementation of the main body and the three methods and paths. In terms of the general idea, the "double reduction" takes the ultimate value pursuit of leading school education and building a high-quality teaching system. It is also possible to look at the excessive burden of schoolwork from a holistic and global perspective and grasp the positioning and development of the issue in the field of education. In terms of the main body of implementation, the previous reform seems to have fallen into the logical misunderstanding of "school omnipotence", and has always taken the education administration, schools and teachers as the main force of reform, which makes the effectiveness of the reform always limited to the small scope of school education, and cannot fundamentally solve the social problem of academic burden reduction. The "double

reduction" integrates the power of school, society and parents, which makes the reform subjects link up, forming a trinity of systemic governance layout, and also gives better play to the synergy of home, school and society in educating people. In terms of the methodological approach, the "double reduction" governance system has achieved good coordination among the various initiatives to reduce the burden in and out of school, and as a whole is linked with other supporting measures of the national education system reform, forming a synergy to improve the quality of education and optimize the education ecology. Here we can see China's determination and confidence in optimizing the educational ecology, which can eliminate the educational anxiety caused by the contradiction between supply and demand of scarce resources in society. Because the heavy burden of schoolwork is essentially due to the imbalance of educational resources in various regions.

Optimizing the education ecology provides good opportunities and possibilities for cultivating innovative talents, and school education will be more student-oriented, which will also reduce the teaching burden of teachers to a certain extent.

Finally, the more direct impact of "double reduction" is that it allows teacher trainees to passively or actively upgrade their qualifications, which will greatly help them in their subsequent professional development and personal improvement.

### (iii) Analysis of the current social situation

The state is paying more and more attention to education and is constantly introducing new policies to improve the salary and social status of teachers, making teacher education majors sought after. As a result, the saturation of teacher training programs has further increased the employment pressure and competition for teacher training students. At the same time, various paths such as cross-examination have made teaching no longer the "patent" of teacher-training students. Especially after the outbreak of the new crown epidemic, along with China's economic development and the state of the market, as well as the increase in the number of unemployed people and other social conditions, people gradually formed the consciousness that teaching is a relatively stable "iron rice bowl" career, further promoting the social popularity of teacher training.

## ***2.2 The current situation of the project target audience***

The study was conducted by 163 third-year English teachers from Northwestern Normal University. According to the results of the English IV exam in June 2021, the students were divided into 45 outstanding students, 102 ordinary students and 16 difficult students. In general, students have enhanced their awareness of independent learning, and their decision-making ability is relatively strong, which also shows that students need independent learning in learning, cultivate the awareness of independent learning, and improve their ability to act.

In general, most students do not have a clear employment plan for themselves, do not have a strong teaching idea, do not master the basic theory of teaching, are not skilled in teaching skills, and have less teaching experience, so they need to improve their teaching ability.

We conclude the following status quo.

(i) English teacher trainees have a relatively simple and single knowledge base, poor compounding, and little awareness and ability for independent learning. In addition to the necessary teacher skills and subject matter literacy, they lack plasticity and have difficulty in meeting the multiple needs of employers.

(ii) Students' own ability is limited, and many English teacher training students take the professional level 4 exams and professional level 8 exams as the ultimate goal to measure their level. At the same time, many English teacher-training students have knowledge reserves and theoretical analysis in vain, lacking internship experience, resulting in pale and bland resumes, which do not have strong competitive ability.

(iii) Students have high expectations and are unwilling to start from the bottom and teach in remote areas, thus wasting the golden period of fresh graduates and forming an awkward situation of "not being able to achieve high but not low".

### **3. Current status of foreign research**

#### ***3.1 Social and Academic Context***

The main body of teacher education practice is the professional development of teachers, and the professional development of primary and secondary school teachers is the key chain link that determines the quality of teacher training in basic education. At present, the world is in a strategic transition period for a strong science and education nation and a strong talent nation, and the competition for the quality of basic education is intensifying among countries all over the world, and the change of teacher professional development methods, contents and paths is becoming the secret weapon for countries all over the world to participate in international education competition. It is against this background that the issue of professional development of primary and secondary school teachers has been pushed to the forefront and become the focus of international education reform and development reports of all kinds.

In the EU, the basic purpose of professional development for primary and secondary school teachers is also to "develop teacher professionalism," which includes: equipping teachers with the general competencies listed in the EU Recommendation on Core Competencies; creating a safe and attractive school environment for teachers based on shared respect and collaborative development; and effectively working with students from diverse sources, with varying abilities, and with diverse competencies and needs. The professional development of teachers in the EU core competencies is a critical component of the EU core competencies. These professional development purposes relate not only to teachers' ability to teach, develop themselves, and adapt professionally in a narrow sense, but also to the ability to create more conducive environments for student development in schools and their peripheral environments. This purpose setting is representative and comprehensive, and reflects the unique mission that society has assigned to teachers' professional development in a time of educational change<sup>[3]</sup>

Foreign scholars believe that there is a two-way, interactive relationship between educational reform and teachers' professional development, and that educational reform that does not include teachers' professional development cannot be successful. In this sense, the promotion of educational reform is an important demand for teachers' professional development, and teachers' initiatives in professional development can often be the starting point and the clue that triggers national educational reform: national educational reform must draw on teachers' professional development and place a high priority on teachers' professional development in order to achieve satisfactory reform results. In Namibia, Africa, it was the national reform of the teacher training system and institutions that led to the smooth transformation of the national education system into a popular education system after independence, and the function of teacher professional development cannot be underestimated.<sup>[4]</sup>

#### ***3.2 Development paths for teachers abroad***

The main professional development paths for teachers in the EU member states are through teacher workshops, seminars and teaching conferences, and professional exchange activities with various professional organizations or teacher associations. These professional development paths are important for the professional development of teachers in the EU. Major teacher professional development pathways in the United States: training, classroom observation or evaluation, instructional improvement, study groups, action research, personally oriented activities, and mentoring<sup>[5]</sup>.

#### ***3.3 Foreign employment policies and legislative guarantees for college students***

The United States: The United States invests heavily in higher education, and is also the fastest growing country in higher education. The U.S. attaches great importance to the education and training of college students in employment, and has a good development in employment security and policy guidance, with remarkable effects.

The promotion policies and measures of European and American countries and Japan in solving the employment difficulties of college students inspire China: the state should increase the macro regulation and policy promotion of college students' employment; local governments should provide a favorable environment and conditions for college students' employment: the state should relax its policies; it should learn from foreign experiences in promoting employment; and universities should carry out job market analysis and graduate tracking surveys<sup>[6]</sup>.

### 3.4 The current employment situation of foreign university students

In recent years, due to the adjustment of economic policies and the improvement of economic development situation, the employment rate of college students in western developed countries has increased, but due to the development of mass and universalization of higher education, the competition in the employment market of college students is still fierce, therefore, the employment of college students has also appeared new conditions and characteristics.

The current foreign career guidance theories can be broadly summarized into four: totalization, specialization, informatization, personalization and diversification.

## 4. Discussion and reflection

### 4.1 Megatrends

As early as 1955, the Ministry of Education issued the "Instruction on Reducing the Excessive Burden of Students in Primary and Secondary Schools", which was the first "burden reduction order" issued since the founding of New China. Since then, more than 60 years ago, the state has issued more than ten "burden reduction orders".

On July 24, 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued "Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students at the Compulsory Education Stage". The "Opinions" calls for the practical improvement of school education, and for the explicit rectification and improvement of off-campus training institutions, and for the practical reduction of the burden of off-campus tutoring and homework for students in the compulsory education stage. This measure provides a certain guarantee for creating a good educational environment. (Figure 1).

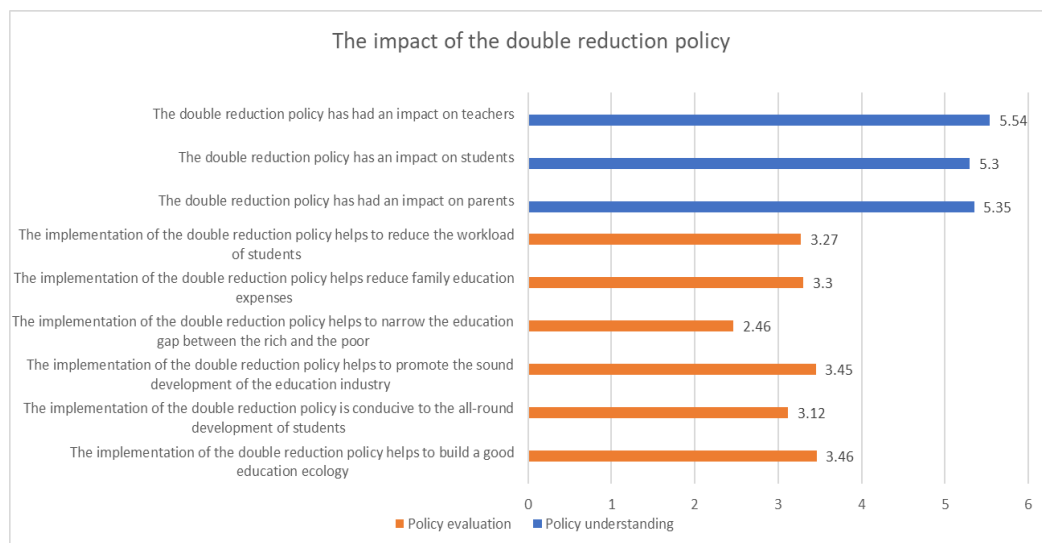


Figure 1: The impact of the double reduction policy

### 4.2 Research value

To make a systematic and effective analysis of the problem of employment difficulties of English teacher-training students and to propose practical improvement measures. To clarify the roles played by the state, society, enterprises, schools and individuals in the problem of difficult employment of English teacher training students, through literature summary. We will make a set of feasible and low-cost solutions to the problem through literature summary, graphical presentation, questionnaire survey, interview appointment, suggestion through the mayor's hotline, and employment trend prediction by simulating relevant models.

### 4.3 The impact of the "double reduction" policy

- (i) The sample size is small and the authenticity and validity of the questionnaire is open to question

(ii) Since the background of our research is based on the double reduction policy, it is inevitable that we need to pay attention to and involve other related aspects, such as the changes in the curriculum standards of primary and secondary schools and the policies related to the exemption of teacher qualifications. Therefore, as the project progressed, these policies brought certain ideas to our research, but to a certain extent, they increased our workload, affected the summary judgment and the project advancement.

(iii) For the graduation data of our school, the office of the committee was unable to lend us the data for various reasons, so some of the graduation data of English majors in our school were missing, which caused the shortage of realistic aspects of our research.

## References

- [1] GB/T 7714 Apricot. "Double reduction" will eventually change the direction of the tide [J]. *Integrity Watch*, 2021, (16):18-20.
- [2] GB/T 7714 "Double reduction" behind the big change in the concept of education [J]. *Caring for Tomorrow*, 2021, (9)
- [3] European Commission Notices from European union Institutions and Bodies[J]. *Official Journal of the European Union*, 2007,(6):-4.
- [4] Commission of the European Communities[R].*Improving the Quality of Teacher Education*. Brussels, 2007-3-8.
- [5] Guskey; T. *Evaluating Professional Development* [M].*Thousand Oaks: Sage Corwin*.2000:22-29.
- [6] Burnapp D. *The UK Professional Standards Framework for teaching and supporting learning in higher education*[J]. *Higher Education Academy*, 2011, 25(4):539-567.