

The Times Dilemma and Path Breakthrough of the Training of Student Teachers in Application-oriented Local Undergraduate Universities Based on U-G-S Mode

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Abstract: With higher education entering the era of popular education, it has had a strong impact on the development of local normal universities. In order to get rid of the development predicament, local normal universities have adopted the development mode of merger, transformation and upgrading. The "Trinity" collaborative training mode (U-G-S) of universities, government and primary and secondary schools injects new vitality into the reform of teacher education. By analyzing the application of "U-G-S" model, this paper sorted out the times dilemma in the cultivation of student teachers in application-oriented local undergraduate universities, explored a new path of collaborative cultivation of student teachers, so as to provide reference for comprehensively improving the cultivation quality of student teachers.

Keywords: U-G-S Mode, local normal universities, training mode

1. Introduction

In order to build a professional team of teachers, promote the process of teachers' professional development, and implement the strategy of strengthening the country with talents since the beginning of the 21st century, China has successively promoted the reform of the training system of primary and secondary school teachers, adjusted the layout structure of normal universities, encouraged comprehensive universities to participate in teacher training, and comprehensively implemented the qualification examination and regular registration system of primary and secondary school teachers. Elite education has been gradually replaced by popular education, and higher education has entered the era of popular education, which has had a strong impact on the development of local normal universities. In order to get rid of the development predicament, local normal universities have adopted the development mode of merger, transformation and upgrading. In this torrent of transformation, local normal universities have embarked on a comprehensive and applied development path, and some of the transformed local normal universities have lost their original characteristics due to the deviation of their school-running status. In this case, how to form a compound talent training mode parallel to its own superior majors in local normal universities is an important problem to be solved at present.

"U-G-S" (University-Government-School) education mode refers to the cooperation between normal universities, local governments and primary and secondary schools to carry out systematic work such as pre-service training, induction education and on-the-job training of primary and secondary school teachers. The "U-G-S" education mode is undergoing various experiments in practice. However, as a collaborative mechanism, there are differences among the subjects, such as the ability of running schools needs to be improved, the feedback mechanism of teacher education needs to be further improved, and the collaborative mechanism needs to be further improved. Especially for local undergraduate colleges, it is necessary to promote the localization application of "U-G-S" education mode, build a collaborative mechanism among subjects, build a platform for sharing educational information resources, and build a new "U-G-S" collaborative education mode.

2. The connotation of "U-G-S" training mode for student teachers

2.1 The theoretical connotation of the "U-G-S" model

The "U-G-S" model is based on the integration and development of teachers, and seeks cooperation among universities, governments and primary and secondary schools, aiming at improving the training quality of primary and secondary school teachers and promoting the effective development of teacher education reform. In other words, colleges and universities provide advanced concepts, first-class educational technology and expert guidance, and are responsible for providing educational policy or program consultation for the government, and providing teaching and training services for teachers' professional development and training. The government provides relevant educational policies and financial support to create a benign educational ecological environment for universities, primary and secondary schools. Primary and secondary schools are responsible for providing a good platform for practice and scientific research, and promoting the professional ability of student teachers. [1] Only when the three parties achieve the goal, discuss responsibilities and share educational resources can they realize the mission of building a community of educational destiny and improve the training quality of student teachers in the new era.

2.2 The practical connotation of the "U-G-S" training mode for student teachers

The "U-G-S" training mode for student teachers refers to that under the guidance of the concept of lifelong education and professional development of teachers, according to the professional development of teachers at different stages, with the help of the coordination mechanism of tripartite cooperation, negotiation, sharing and construction, the process of integration and lifelong training of pre-service and in-service student teachers is carried out step by step and at different levels. Taking Guangxi as an example, a university has established a teacher training alliance with the local government and several primary and secondary schools, and improved the cooperative mechanism of teacher training by formulating rules and regulations, so as to implement the teacher training work under the "U-G-S" mode. [2] First of all, the university strengthens and consolidates the ontological knowledge and conditional knowledge of student teachers around the training goal of "applied" teachers. For example, ① education experts from colleges and universities are firstly invited to give lectures and 10-day targeted guidance; ② each college and university is equipped with professional skills teachers in the form of study groups to give all-round guidance to student teachers before practice, and professional skills teachers give guidance to student teachers in multimedia use, lesson plan design, teaching attitude and other aspects; ③ the evaluation system should be reformulated. Student teachers can only have the opportunity to practice education if they pass the teacher's good evaluation. Otherwise, they need to correct within a time limit or even retake the course. Secondly, according to the actual needs of primary and secondary schools, the government provides teachers' post plans for student teachers, and coordinates the relationship between college training and the needs of primary and secondary school teachers. Finally, primary and secondary schools provide colleges and universities with an internship platform for student teachers, and send experienced backbone teachers to give targeted guidance and evaluation in the internship field. In addition, primary and secondary school teachers are encouraged to study in universities and apply for projects in cooperation with university teachers. Under the guidance of university researchers, the scientific research level of primary and secondary school teachers is improved. Through tripartite cooperation, the educational resources of universities, primary and secondary schools have been fully utilized, and the cooperation of scientific research makes the teaching content of primary and secondary school teachers richer and the teaching forms more diversified. Through targeted study and practice, student teachers can improve their understanding and consolidation of ontological knowledge and conditional knowledge, enrich and expand practical knowledge, adapt to teachers' posts quickly, and shoulder the responsibility and mission of teachers in the new era.

3. The times dilemma of the training mode of student teachers

3.1 The new model policy needs to be improved

The national policy is the guiding standard of innovating the training mode of student teachers. Since Northeast Normal University put forward the new mode of "U-G-S" teacher training, China has not issued relevant special policy documents. Although the "Excellent Teacher Program" issued by the

Ministry of Education in 2014 put forward the cooperative training mode among universities, governments and primary and secondary schools, the document only puts forward macroscopic guiding opinions on teacher education reform, and there is no refinement of the policy of training student teachers through tripartite cooperation, as well as clear tripartite responsibility. The following problems have arisen: first of all, due to the large number of student teachers and the heavy scientific research and teaching tasks of university experts, some university teachers symbolically hold several symposiums or guidance meetings in primary and secondary schools, without further communication and consultation on the training of student teachers, resulting in the problem of "formal" guidance, which is not conducive to tripartite cooperation to jointly improve the training quality of student teachers. Secondly, due to the needs of the three parties themselves and stakeholders, Lead to asymmetric game between participants' rights and obligations. In addition, the training quality indicators of student teachers in the three parties are unclear and there is a lack of reward and punishment measures.^[3] The enthusiasm of the three parties has been gradually weakened. Training student teachers is only a superficial "innovation", and there is no substantial improvement in curriculum design and teaching skills. There is still much room to truly complete the transformation from student teachers to teachers, which is not conducive to the efficiency and sustainability of the development of the three parties' collaborative training.

3.2 Narrow channels for practical transformation

In the process of transforming student teachers from "ivory tower" in colleges and universities to "practice field" in primary and secondary schools, they reflect the mirror image of sticking to the present situation. First of all, in the process of exploring the training mode of student teachers by the three parties, the coverage rate of various teaching skills competitions in colleges and universities is not large. Due to the limitation of the number of participating places, most student teachers can only be in a wait-and-see state, which leads to the low enthusiasm and enthusiasm of students to participate, which is not conducive to cultivating student teachers' teaching practice ability. Secondly, there is a lack of effective supervision mechanism for the government, especially the education administrative department. Due to the right to evaluate the professional titles of primary and secondary school teachers and examine and approve school funds, it is in an unequal position with the rights of primary and secondary schools to a certain extent, which indirectly affects the efficient cooperation between the two parties. However, the voluntary and conscious cognition of colleges and universities will lead to formalism and weaken the training ability of student teachers, thus lacking an effective third-party supervision mechanism. Finally, although the practice base in primary and secondary schools can promote the improvement of student teachers' practical ability. However, in some primary and secondary school teachers, there is a cognition that giving teaching opportunities to student teachers will affect normal teaching and completion of teaching plans. As a result, student teachers can only do some tasks such as taking school and escorting school. Due to lack of training in teaching Chinese, mathematics, English and other subjects, the improvement of their practical teaching ability is affected. Moreover, front-line teachers need to give full guidance to student teachers after class, and some teachers think that delaying teaching tasks affects work and rest, and then superficial guidance and other problems appear,^[4] which makes student teachers have great obstacles in their practical approach, and it is difficult to improve their practical skills, which is out of touch with the practical requirements of becoming real teachers.

3.3 The incentive and evaluation system needs innovation

Reasonable incentive and evaluation system is an important guarantee for the high-quality training of student teachers. Our country implements the one-way evaluation system of subject and object, that is, student teachers go to a primary and secondary school for on-the-job practice, and the practical skill teachers score and judge whether the students are qualified in practical credits. Student teachers and instructors form a passive relationship, which affects the practical effect to a certain extent.^[5] First of all, some primary and secondary schools carry out "innovation" on the basis of the traditional evaluation system, and give each other high marks in order to take care of the "face" of both parties. On the surface, it seems that the practice effect is good or meets the needs of related interests, but it does not really improve the teaching level of training student teachers. Secondly, primary and secondary school teachers can only be given a meager bonus, which is difficult to be directly proportional to the efforts of guiding interns, which leads to the weakening of the inner emotional motivation of instructors and their unwillingness to pay too much energy for the guidance of student teachers. Therefore, it is necessary for the three parties to negotiate together to innovate and improve the incentive measures related to the training of student teachers. Thirdly, for student teachers, because they don't adopt a comprehensive and diversified quality evaluation system for internship, they have the cognition that "as long as you have

come to internship, your graduation will be no problem", which makes some internship student teachers leave the practice base at will. It not only delays the teaching progress of the practice base, but also loses the platform to show itself, which is not conducive to the improvement of its own practical skills, which leads to the purpose of student teachers' practical development becoming a mere formality, and it is urgent to innovate the evaluation system of student teachers' training quality.

4. The breakthrough point of the new mode of training student teachers

Based on the connotation analysis and problem analysis of the training mode of student teachers, and taking the "U-G-S" mode as the basic point, the government, universities, primary and secondary schools work together to explore the optimization path of the training mode of student teachers in the new era.

4.1 Improvement of the training policy for student teachers

Although student teacher policy has formed a relatively complete policy system in China, it is not detailed enough in the specific and contemporary policy content, and there is a game between the rights and obligations of multiple stakeholders. In order to improve the training policy for student teachers in the new era, we should firstly focus on the professional development of normal students and improve the teaching quality of normal students. The government should urge the education administrative departments to intensify research and learn from the practical experience of the tripartite collaborative training mode policy under the combination mode of "directional" and "non-directional" in Australia. At the same time,^[6] combined with the actual situation of education and teaching in China, listening to the suggestions of universities, primary and secondary schools, educational associations and other parties, the policies that conform to the new training model of normal students in China have been revised, and the non-detailed policy contents have been improved.^[7] Secondly, the reward and punishment policies for training student teachers should be improved, including the reward and punishment policies for training student teachers by the government, universities and student teachers, and the advance and retreat mechanism of student teachers themselves, etc., commend those who innovate the mode and improve the training quality, stimulate the enterprising consciousness and motivation of other collaborators in the commendation, and make subjective efforts for training student teachers better. Commend or punish the typical problems of student teachers in combination with the advance and retreat mechanism, so that student teachers can keep a clear understanding and actively improve their professional quality. Through the revision of policies, we can position the roles of universities, governments and primary and secondary schools in cultivating student teachers, and clarify the rights and obligations of the government, universities, primary and secondary schools in the process of cultivating student teachers, so as to have rules to follow and rules to follow, and truly implement the use of resources of the three parties to the "cutting edge" of quality training of student teachers.

4.2 Construction of a practical innovation and exploration system

Although universities, governments and primary and secondary schools have different responsibilities and obligations, the common goal is to promote the improvement of the training quality of student teachers. To achieve the goal, we should put aside conflicts, strengthen the construction of coordination and dialogue mechanism, and focus on the collaborative training and practical innovation of student teachers. Adhering to the principles of "cooperation", "mutual cooperation" and "sharing", the three parties give full play to their respective advantages and maximize the utilization of their own resources. First of all, colleges and universities should add new research contents and technologies to teacher training programs, and update the training contents of student teachers according to the development of the times, which is in line with the development trend of student teachers' education reform. Secondly, in the process of cooperation between universities and primary and secondary school teachers to complete the project, the first is to enable university teachers to obtain the training materials of first-hand student teachers, which is more conducive to analyzing the "landing" training of student teachers; the second is to enhance the research ability of primary and secondary school teachers, breed teachers' individual thinking of reflecting on educational practice, and break through the original limitations of problem consciousness, which is more suitable for educational and teaching practice. Thirdly, the government should be a "bridge" between universities and primary and secondary schools, and coordinate the problems between the two sides in real time. According to the development needs of the educational situation, we should flexibly increase internships or jobs, and improve the remuneration of front-line teachers to guide student teachers. Finally, primary and secondary schools

should strengthen the construction of instructors' educational feelings system, Change teachers' original cognition that student teachers delay teaching progress, Pay attention to the way of training student teachers with the feelings of educating future teachers, Better improve the training quality of student teachers, At the same time, it is necessary to provide teachers with a good and relaxed cooperative organization and platform, such as establishing a separate guidance room, so that student teachers can reduce their tension or oppression in the face of many people, calmly realize which teaching links need to be improved, promote the exchange of views and emotional identity between teachers and student teachers, and improve their professional development ability.^[8]

4.3 Establishment of a diversified incentive and evaluation system

Construction of a diversified and systematic incentive and evaluation system is an important guarantee for internalizing student teachers' educational feelings and integrating various resources. First of all, we should strengthen the incentive effect, combine collaborative work with incentive mechanism, and give spiritual incentives such as bonuses, physical souvenirs and other explicit rewards to those who have made outstanding contributions to the collaborative system, so that participants can always feel the gains, stimulate the enthusiasm and confidence of collaborative work, and work together for the training and construction of student teachers. Secondly, we should build a diversified evaluation system, introduce independent third-party supervision institutions, evaluate and feedback the effectiveness of the three parties in real time, and focus on monitoring the multi-dimensional evaluation of student teachers' learning attitude, virtue accomplishment and practical ability by the three parties, so as to play the role of independence and objectivity in evaluating the coordination of the three parties. In addition, combined with the suggestions of many experts and educators, diversified evaluation indicators are constructed to enhance the operability and flexibility of student teachers' training, which really provides a strong guarantee for improving the quality of student teachers' training.

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