Research to the Second Transformation of Teacher Education in China

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Abstract. The purpose of this article is to review and reflect on the transformation of teacher education in our country. The limitations of the first transformation of teacher education in China include the limited number of top comprehensive universities participating in teacher education. The declined pr-service teacher quality and the lack of academic legitimacy of teacher education as a discipline. These limitations caused the decline of teacher preparation quality. The second transformation of teacher education in China depends on the building of teacher education institutes to transform teacher education in the aspects of the nature of the universities, professional logic, organizational system and structure, the orientation of education as a discipline, teaching staff and curriculum etc.

Introduction

In scholarly discussions, developing intercultural competencies, with intercultural sensitivity as their core, is an acknowledged aim of teacher education[1]. The question of the second transformation of teacher education in China was put forward due to no teacher education quality improvement in the transformation from close and independent normal education to open teacher education which was called the first transformation of teacher education in China. In the first transformation, teacher cultivation met the need of teacher educational requirements which was demanded in Teacher Law and Teacher Qualification Regulations. However, the quality of teacher cultivation is not satisfactory, some organizations even had the judgment that the quality of normal university students are declining, whether it means that teacher cultivation quality is declining, which was not considered in the first transformation of teacher education. The question is how to cultivate teachers with high quality? Obviously, we need to discover forwardly whether it is necessary to transform for the second time, to some extent, we need to know the limitation of the transformation and what’s the reason? Why we need the second transformation and what’s the orientation of the second transformation are discovered.

The Limitations of Teacher Education Transformation for the First Time

The first transformation of teacher education was from independent normal education to comprehensive education. Modern teacher education history development could be traced back to Shanghai Nanyang Public School which cultivated private teachers in 1898 and Imperial University Normal Department which cultivated public teachers in 1902. In development process, there were some slight changes, for example, the institute adjustment in 1956. Closed education system was set up: primary school teachers were cultivated by middle normal schools; junior and senior teachers were cultivated by teacher education department of normal university[1]. However, the system didn’t break until the 90s of 20th century. In the dynamic and vigorous transformation, teacher education in China transformed from independent normal education to comprehensive institutes.

The limitations of the transformation from normal university to comprehensive institutes. The transformation from normal university to comprehensive institutes led to the transformation of teacher education. However, transformation didn’t bring the teacher cultivation quality improvement in essence, which was called the limitation of teacher education transformation. In the transformation, the quantity of top comprehensive university entering teacher education was less and less, which led to the low quality of teacher cultivation. Some normal universities transformed to the comprehensive
universities through conversion, combination, upgrade and renaming. These traditional normal institutes transformed to comprehensive universities or comprehensive normal institutes. However, the hierarchy higher education system did not promote the improvement of teacher cultivation. Badly, some enrollment policy to the normal university were called off, such as pre-enrollment and best enrollment, which all led to the low quality of teacher education. During the comprehensive transformation, pedagogy teaching and research section was built. To some extent, the model riches the teaching and research staff. However, the model serves the construction of undergraduate, master and doctor degree. It is still very serious for the theory away from practice. What’s more, the concept change from normal education to teacher education lead to the building of teacher education research institute universally, which also established the scholar status of teacher education in university. However, teacher education did not obtain legal subject support, which made teacher education have the characteristics of field but not subject. Therefore, it could not meet the rule to live in university organization, and it is hard to make sure the legality and reasoning. There is no doubt that subject system which has close relationship with degree need, post set, curriculum choose, teaching operation, qualifications judgment and research project declaration is the living logic of university teachers.

The Reason to the Transformation of Teacher Education in China

The transformation of teacher education was the choose of history and an irreversible development direction. However, why did the limitation of teacher education transformation? The main reason is that teacher education subject institute is bot built really. As we all know, subject is the living line of university development. Enhancing subject quantity and increasing subject quality are the forever pursuit for the university. If teacher education subject has the legality, China top university will not ignore the pursuit to enhance the teacher education subject quantity. If top university did not cultivate teachers, how did it improve the quality of teachers on the whole. Teacher education subject is the premise of the normal education transformation, the transformation of organization structure on the base of subject is the real teacher education transformation. If there were no teacher education subject, it is hard to transform the traditional education subject to the teachers cultivation. Teacher education subject is the guarantee of cultivation and training. Here we need to mention that teachers training is a national cause. An amount of money were distributed to it. We must ensure the best output. If there were no teacher education subject, it is hard to make sure the quality of teachers training.

Another reason of teacher education transformation limitation is no teacher education subject direction in length-ways declaration of research project, which affected teacher education research staff, and broke the development of teachers finally. Due to having no chance to declare research project, the teacher education subject institute and subject major could not obtain enough resources, which affected the teacher education development seriously, and quality of teacher cultivation and training.

The Second Transformation of Teacher Education in China

Many researchers in the field of teacher education have proposed the formation of partnerships between teachers and teacher educators. What are in-service teachers’ views on teacher involvement in pre-service teacher education and are they willing to become more involved[3]? What is the second transformation of teacher education? It means on the base of the transformation from normal university to the comprehensive university, teacher education should have the real transformation on the base of subject foundation organization structure, that is the construction of teacher education subject institute. Then how to build teacher education subject system? Teacher education subject could be constructed as the sub-pedagogy. The question is that we should know the direction of teacher education subject. According to the need of talent cultivation, we need kindergarten teachers, primary school teachers, middle school teachers, special school teachers and vocational school teachers in fundamental education field. Teacher education is a major education, and the major
education should be operated under subject organization structure, which is suitable to university development logic.

**The Orientation of Teacher Education Transformation for the Second**

Teacher education department which is attached to university should be built, which is a system choose. Frankly speaking, there were different institutes to cultivate teachers, such as normal university, comprehensive university and education university. Until today, there are university of different types. Here we need to understand that how they cultivate teachers. As far as normal university, to cultivate teachers is its unique responsibility. However, in comprehensive university, the cultivation of teachers are responsible for the education department. From the aspect of human resource allocation, the staff in education department could do interdisciplinary studies.

Teacher education transformation from on the base of subject to the major. Major path but not subject path is the path of teacher education subject organization structure change. Traditionally, from pedagogy teaching and researching section to education department to education science institute or education institute, which are all on the base of pedagogy to build subject organization structure. From international experience, to build major institute is the only way to solve the problem of the scattered teacher education organization structure. Of course, it could be education institute or teacher education institute, which involved to governance structure of normal university. The key problem is that there are normal university and comprehensive university in our higher education system, and normal university is going to combination. Besides, there are several organizations to cultivate teachers in the same university. They are education science institute or education institute, elementary education institute and primary education, which are all independent in normal university. Today the quality of teachers is held to be increasingly important yet there continue to be doubts about whether teacher education programs graduate teachers ready to meet the challenges of their initial years of teaching[4]. Of course, these organizations are all dispersed in liberal art colleges. There is no doubt that it is impossible for the education science organization not to serve the the cultivation of teachers. Here we must emphasize that the major education of the teacher cultivation must be responsible for the education institute.

Transformation from purely serving subject construction to talent cultivation and major development. Traditionally, education subject mainly serve subject construction. It is basic task for education subject to serve talent cultivation and major development in the education field. Therefore, we put forward an envisage that any professors from sub-pedagogy should serve talent cultivation in the education field which should be planned in the regular system.

Transformation of teacher education curriculum from subject system to normal university students and other students development. For a long time, teacher education curriculum put education subject knowledge structure as logical system. Therefore, as normal university students, they must learn the knowledge of the subject and obtain the ability to teach others. As far as the development goal of normal university students, teaching students how to learn, cultivate and serve are the connotation of major development. When it comes to this problem, we must make it clear that what’s the way for normal university students to achieve those goals. After the normal university students mastered how to teach students to learn, how to cultivate and how to serve, they will really obtain the major development. Here we must know how to realize the goal. Of course, curriculum is the only correct approach to accomplish the goal. But all curriculum are on the base of knowledge, not special for the normal university students. For example, a course from pedagogy hops to obtain understanding about education, concept of education, function of education, and the relationship between education and human being and society from the point of the goal. Generally speaking, after they mastered these knowledge, they qualified the ability to teach. In fact, they found no value after they learn the course. We must consider the problem from the point of transformation. The courses of normal university students must be on the base of their major development, we could set course such as perceive science, learning science, and teaching and learning under the science.
Transformation from purely theory to certain practice. As the operator of teacher education curriculum, the teachers themselves must have the practice background. They must have been working in elementary school. For example, normal university students enter into classroom to observe the class actives, which is considered to be a good way as practice teaching. Besides, we could invite teachers from elementary school to have dialogues with normal university students. In a word, practice characteristics is the main value of teacher education curriculum transformation.

Summary

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community[5]. In China, teacher education need urgently the second transformation, only through the second transformation, could be set up the main status of teacher education in university, from edge to subject, making teacher education really become a part of university major education. We must let teacher education develop in modern university, and cultivate teacher according to modern university system and modern mechanism. The Chinese Government has conducted a series of top-down reforms of teacher education over the past several decades. The reforms have established a relatively stable teacher education system, regulated teacher education programs and curricula, and provided opportunities for in-service teachers to be trained and to upgrade their educational credentials[6]. Of course, corresponding policy must be published to provide system guarantee for the second transformation. After the second transformation, the relationship between the government and teacher education organization turned from the relationship between government and institute to the relationship between government and major institute in university. Although there are close relationship between teacher education and university, the governance to the teacher education in major institute turned from administrative to major management.

References


