



IMPLEMENTING TRINITY MODEL OF TEACHER EDUCATION
PRACTICE FOR LOCAL TEACHER TRAINING COLLEGES

by
ZHE LI

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

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Independent Study Title Implementing Trinity Model of Teacher Education Practice
for Local Teacher Training Colleges

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(International Program)

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ABSTRACT

The "trinity" teacher education practice mode is helpful to cultivate students 'professional education emotion, improve students' teaching ability, and close the connection between high teacher education and basic education. Despite the achievements, in order to institutionalize and standardize the "trinity" teacher education practice mode, the research adopts questionnaire method, interview method, to conduct statistical analysis to raise awareness and strengthen the organization and ethics education, stimulate the autonomy and enthusiasm of normal student practice, strengthen the teacher training and process management, improve the collaborative education mechanism, and implement the evaluation diversification countermeasures.

Keywords: Trinity model, local teachers, teacher education practice, training colleges

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Chapter 1

Introduction

1.1 A statement of the question

Practical teaching is an important way to improve the innovation ability of normal university students, and the main way to strengthen teacher education and improve the quality of talent training. The 19 big report put forward "" adhere to the socialist direction, the fundamental task of Khalid ends, education serving the people, for the communist party of China governing service, to consolidate and develop the socialist system with Chinese characteristics, for reform and opening up and socialist modernization construction, rooted in China education, combined with production labor and social practice, accelerate education modernization, building education power, do good people's satisfactory education, efforts to cultivate bear national rejuvenation era, cultivating moral, intellectual and physical comprehensive development of socialist builders and successors. "On March 17,2016, the Ministry of Education issued the Opinions on Strengthening the Educational Practice of Normal University Students (hereinafter referred to as the Opinions). The opinions pointed out that the educational practice of normal university students has some problems, such as chaotic objectives, monotonous content, relatively single form, mere form, imperfect evaluation system, and relatively weak organizational guarantee. Requirements clear objectives of education practice, build a full range of

education practice content system, rich innovation education practice in the form of standardized education practice, organization, fully implementing education practice "double tutor system", improve the participation of education practice evaluation system, collaborative construction of long-term and stable education practice base, establish and improve the guidance teacher incentive mechanism, guarantee education practice funding, strengthen normal student practice ability training. "Opinions" to the education practice of normal university students.

In 2011, the Ministry of Education in the Teacher Education Curriculum Standards (Trial) clearly stated that the internship time for undergraduate normal university students to primary and secondary schools or kindergartens is 18 weeks, that is, not less than one semester; the educational practice course is determined as a compulsory course, and the basic curriculum requirements of "educational practice content and experience" are defined. In January 2018, The State Council's Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era pointed out that it will establish a normal education system with Chinese characteristics with normal colleges as the main body and high-level non-normal colleges as the participation and promote the "trinity" of coordinated education of local governments, institutions of higher learning and primary and secondary schools. We will improve the policy of teacher qualification examination, and gradually take studying teacher education courses and participating in educational and teaching practice as the necessary conditions for identifying

educational and teaching ability and obtaining teacher qualifications. “According to the development needs of basic education reform, optimize the teacher curriculum system of practice education, The education practice of normal university students is not less than half a year.”

These policies and documents further illustrate the importance of teacher education practice in normal colleges. In order to improve the practice teaching effect, enhance the practical knowledge of normal students, accelerate the pace of students' teachers before training and professional growth, in view of the normal college's "trinity" teacher education practice problems, as the research breakthrough point and theme, highlight the importance of practice approach and the irreplaceability of practice teaching.

1.2 Research Objectives

Obtain the real data of teacher education and practice teaching in Xinzhou Normal University to accumulate first-hand information for research.

Using the empirical research method, the operation status and effect of the "trinity" linkage mechanism of universities, universities, recipient schools and local governments are demonstrated through the investigation and detailed data.

To comprehensively understand the general situation, process and characteristics of the "trinity" teacher education and practice teaching, and to reveal the development law of the talent training mode in local normal colleges.

Understand the development status of local basic education, formulate

targeted and purposeful practical programs and teaching content, and build a teacher education practice system with on-the-post volunteer teaching as the core of practice.

Strengthen the cultivation of students' innovation ability, close the connection between senior teacher colleges and basic education, improve the training effect of teachers' pre-vocational education, and promote students' professional development.

1.3 The Conceptual Framework

The research takes the "trinity" teacher education practice teaching mode of Xinzhou Normal University as the research object and carries out the idea of analyzing —— status quo and discussing —— mode. Firstly, with the use of literature method, grasp the domestic and foreign research on teacher education practice, form a macro view; second, accurately define the core concept, teacher education, whole education practice, post teaching, trinity, grasp the dialectical relationship; and explain the practical significance, lay the theoretical foundation for the further research. Finally, with the help of the interview method and the questionnaire survey method, the "trinity" teacher education practice teaching status data were obtained, and through the combing and analysis, the problems were found, and the causes of the problems were explored, the "trinity" education practice teaching mode was finally summarized, and the specific work and requirements of each stage and steps were detailed.

1.4 Study hypotheses

The "Trinity" teacher education practice has problems in the activity organization, content selection, teacher ethics training, instructor selection and supervision, practice performance evaluation and other aspects.

There are problems in the organization and content of teacher education practice.

In the teacher education practice activities, there is less content of teacher ethics training and less specialized activities.

The evaluation standard of teacher educational practice activities is relatively complete, and the subjectivity of the evaluation behavior is great.

Colleges and universities, local governments, primary and secondary schools assisted students have poor coordination and little supervision.

1.5 Limitations and scope of this study

The research of this topic is based on the "trinity" education and teaching practice activities of —— Xinzhou Normal University, a local normal university. This study is around the teacher education practice, from the understanding of the significance and role of teacher education, teaching organization form, recipient and senior teachers' guidance, local government support, activity effect, using the problems existing in the teacher education practice, from the society, students, colleges, recipient schools to explore the causes of the problem, build normal colleges efficient "trinity" basic mode of teacher education practice teaching.

1.6 Terminology

"Trinity"

"Trinity" is a kind of teacher education practice platform and management system management mode constructed in the practice of volunteer teaching in normal universities. The three refer to the "—— senior teacher school —— local government —— internship school". It is stipulated that the implementation of on-post volunteer teaching should meet the following conditions: First, college students in normal colleges must have a solid basic professional knowledge, have certain educational and teaching ability and skills, receive systematic training and ideological education mobilization before volunteer education, and are junior students. Second, as the recipient of practice and volunteer teaching, rural primary and secondary schools are willing to provide normal university students with practice and volunteer teaching positions, actively send subject teachers for practical guidance, and get real, stable and reliable teacher education support from it. Third, local governments, as the responsible party of basic education, are willing to actively cooperate with the management and organization of practice and volunteer teaching, and provide necessary financial support, and assume the responsibility of assisting in the management.

Local teachers

Local teacher education in colleges and universities in the process of talent training, cultivate new rural teachers' noble ethics and can good professional quality,

at the same time should pay attention to the needs of rural education, through rural education research, pairing with rural teachers, rural school post teaching process to cultivate rural education feelings, rural cultural understanding, left-behind children care, rural social development and other internal professional quality, promote the new era rural teachers form strong professional sense of responsibility, sense of mission and happiness.

Teacher education practice

Colleges and universities that hold teacher education should take various forms, such as observation and internship, simulation teaching, special skill training and concentrated practice, to enrich the educational practice experience of normal university students and improve the effect of educational practice. Make full use of information technology means, develop high-quality education practice resources, organize normal university students to participate in distance education practice observation, exchange and discussion, and explore the construction of a digital platform for independent research, training and assessment of normal university students. We will actively carry out volunteer teaching and replacement training, encourage and guide normal university students to go to weak schools and rural primary and secondary schools, and enhance their sense of social responsibility and mission. We should broaden the channels of educational practice, actively explore the selection of normal university students to carry out educational practice overseas and other forms, to broaden the horizon of normal university students.

Normal university

Normal colleges and universities are the general term of higher normal schools, secondary normal schools, education schools, schools of education, teachers' further education and other normal education schools, and generally mainly refer to the institutions of higher learning that train all kinds of teachers. But in terms of modern significance, normal colleges and universities is not only for the mission of cultivating a high level of teachers, with the development of society at the same time, has been given a new meaning of comprehensive talent training base logo, normal colleges are from the past relatively single culture, science, engineering, teaching talents to a more comprehensive university development.

1.7 Study Benefits and Significance

theoretical significance

It is helpful to establish the correct teaching education practice teaching concept

Research is helpful to construct educators' understanding of teaching in teacher education practice. That is, practical teaching is the unity of modern educational thought, educational mode and educational practice. Teacher education practice teaching is not a course, an activity, a method or approach, but a unified system structure. It includes not only the modern educational concept of paying more attention to practical teaching, but also the sum of the various educational methods and activity forms formed to implement this concept. The teaching

concept of teacher education practice has become an organic part of the talent training system of institutions of higher learning and plays a guiding role in the process of talent training in local demonstration universities. Practical education highlights the practical attribute of education, promotes students to realize independent education and professional self in the process of receiving practical education, and realize professional development in the process of dynamic practical education.

It is conducive to improve the whole-process practice teaching theory

With the goal of cultivating application-oriented innovative talents with innovative spirit and practical ability, the local normal colleges and universities undertake the integrated construction and expansion of the whole-course practical teaching courses, and the management mechanism is a flat management led by the educational administration system and the comprehensive participation of all departments. The evaluation system mainly relies on the process evaluation. The cultivation of practical innovation ability depends on solid education and teaching practice activities. In-post volunteer teaching is the main form of educational practice activities, which can not only test whether students can grasp their professional knowledge firmly, but also promote students to discover, explore and innovate in practical activities, promote the combination of theoretical knowledge and practice, improve students' practical innovation ability, and help students to find employment and career selection.

It is beneficial to enrich the theory of pre-service training of teachers

Normal colleges are to train qualified teachers for basic education. The development of the whole-process education and teaching practice has strengthened the connection between the local senior teacher colleges, the local governments and the primary and secondary schools, and formed a "trinity" linkage and win-win mechanism. In practice, we find the problems of the insufficient practice ability of normal university students in senior teacher colleges and the quality improvement of in-service teachers in primary and secondary schools, and discuss and guide them theoretically, realize the seamless connection between senior teacher education and basic education, better serve the reform and development of basic education, and enrich the theory of pre-vocational training.

practical significance

It helps to improve the students' education and teaching practice ability

Through the whole practice activities of internship, internship and study from freshman year to senior year, it provides a platform for students to consolidate knowledge, use knowledge, and transform knowledge into ability. By participating in various educational practice activities, students explore, feel and accumulate in specific teaching situations, and negotiate, dialogue and communicate with teachers and peers, so as to obtain their own professional growth. Normal students have various practice forms, such as skill training, career planning, internship, entrepreneurship education, and flexible teaching methods, including experiment,

scenario simulation, subject design, teacher role post, questionnaire survey, therefore, practice can not only test the firmness of students' professional knowledge, but also encourage students to discover, explore, innovate and apply knowledge, promote the integration of theoretical knowledge and practice, and improve students' innovation and practical ability.

It is helpful to cultivate the professional dedication of normal university students and the broad feelings of education

Through volunteer teaching, students further understand the current situation of rural education and the lack of teachers. When they contact with rural students and their parents, they are often moved by the children's simple feelings and thirst for knowledge. In their classroom lectures, in the guidance and interaction between teachers and students, they will strengthen the determination and confidence of teachers and students to go to the countryside and to the poor places in the country for education. The teaching practice of post teaching hones the students' will and character, and develops the spirit of hard work, modest and studious, and hard work.

The integration of teacher education before and post-service training has been realized

The "trinity" teacher education practice teaching mode strengthens the comprehensive ability of pre-service teachers and students and accelerates the "integration" process of teacher education pre-service and post-service. This teaching

mode absorbs a large number of outstanding backbones of primary and secondary schools to participate in the subject teachers of students' practice, breaking the rigid closed system of teacher education and talent training, and so that the society, parents and basic schools begin to pay attention to the cultivation of normal students. "Trinity" practice teaching mode formed the urban and rural primary and secondary schools, local government and colleges tripartite linkage mechanism, arouse the enthusiasm of the urban primary and secondary schools to absorb normal students practice, strengthen the colleges and basic education contact and cooperation, formed the benign mechanism of cultivating normal students, promote the teacher education after the training integration construction.

We will effectively promote balanced education development in both urban and rural areas

Education equality and education balance are one of the goals of China's education. The balanced development of urban and rural education is not only the balance of material teaching resources, but also the balance of the quality of urban and rural primary and secondary school teachers. Urban primary and secondary school teachers took time to participate in the training and learning in senior teachers through the post replacement, which promoted the improvement of the professional ability and overall quality of rural primary and secondary school teachers. Volunteer teaching for normal university students not only brings advanced teaching concepts and teaching methods, but also gets direct guidance

and help from rural primary and secondary school teachers. With the help of the "teaching" platform, they get practical training opportunities, and ensure the training quality of reserve teachers in rural basic education.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and theories

The main concepts involved in the study of the "Trinity" teacher education practice teaching model in local teacher training colleges and universities are: "Trinity", top teaching, teacher education, and whole teaching practice. In order to analyze and deepen the research, these basic concepts must be interpreted.

"Trinity"

The "Trinity" is a management model constructed in the practice of top-up teaching in teacher education institutions. It is based on the reflection and innovation of the traditional internship model of teacher education in China, "teacher training college - internship school", and the construction of "higher teacher training college - local government - internship school". It is based on the reflection and innovation of the traditional teacher education internship model of "teacher training colleges - internship schools" in China, and the construction of a three-in-one teacher education practice platform and management system. This is mainly related to the internship and apprenticeship of teacher trainees. The following conditions must be met for the implementation of the teaching internship: firstly, the university students must have solid basic professional knowledge, have certain teaching ability and skills through education internship and research, receive

systematic training and ideological education mobilization before the teaching internship, and be a junior student. Second, as the recipients of internship teaching, rural primary and secondary schools are willing to provide teacher-training students with internship teaching positions, take the initiative to send subject teachers for practical guidance, and receive tangible, stable and reliable support for teacher education from them. Third, the local government, as the responsible party for basic education, is willing to actively cooperate with the management organization of the internship teaching support and provide the necessary financial support and assume the responsibility of assisting in management.

Top-up teaching

Teaching on top is a way of education internship for teacher-training students. It is a policy implemented to alleviate the serious shortage of teachers in rural basic education and improve the quality of teachers. The sample model colleges and universities regularly dispatch junior teacher-training students to the kindergartens, elementary school and junior high schools in the contracted provinces for a semester (half a year) of "full-time" teacher training according to the actual needs of the contracted primary and secondary schools. The program will send two batches each academic year. Two batches are sent each academic year. The purpose of the program is to solve the problem of teacher shortage in remote areas, close the ties between higher education teachers and basic education, improve and practice students' teaching ability, cultivate their love for education, and cultivate their

educational sentiment.

Teacher Education

Teacher education is a collective term for teacher training and preparation, which is a continuous, developable and integrated educational process of pre-service training, in-service training and in-service training for teachers under the guidance of lifelong education ideology and in accordance with different stages of teachers' professional development. In terms of the meaning of the concept, "teacher education" can be interpreted in two ways: one is "education for teachers" and the other is "education about teachers". The former refers to post-service training or continuing education of teachers, while the latter includes post-service training and pre-service training of teachers.

Total Teaching Practice

There are broad and narrow meanings of whole-practice teaching and learning. The broad sense refers to teaching and practice throughout every stage of a person's life. In a narrow sense, it refers to the teaching and practice activities throughout the four years of university, which are planned, purposeful, organized and guided by college students inside and outside the classroom, on and off campus, and in cooperative units (primary and secondary schools, kindergartens), in order to cultivate excellent teacher-training students who meet the needs of social development and to develop a training program based on the knowledge base acquired by students' developmental characteristics. Its core concept is "integration

of theory and practice" and "practical education". In a broad sense, "theory" means school teaching theory, and "practice" means social practice activities. The integration of theory and practice also means the combination of school and society, which is characterized by a whole process, multi-site, diversified and dual tutor training system. "Practical education" is the mutual promotion and integration of "learning knowledge and skills" and "cultivating moral character and ability".

2.2 Literature reviews

Around the research theme and keywords, using literature method, search "teacher education", "trinity" and "full teaching practice" theme, found that scholars in the research results in these fields, including normal colleges practice teaching 30, about 265 foreign materials, mainly after 2010; 16212 teacher education, many papers; about 14 trinity papers. The paper involves the policy, content construction, implementation mode, existing problems and solutions of teacher education practice in normal colleges.

Domestic literature

Several main modes of normal school teaching practice in China

Xie Pei song, a scholar, divided the mode of normal education and teaching practice in China into group centralized practice, decentralized teaching practice, entrusted management practice, on-the-post practice and other modes. Main arrangement is in, the third or senior year first semester, the time is generally 2-3 months.

Group centralized teaching practice. Group centralized teaching practice refers to that under the specific guidance of the school education practice office, by each school, each department, each major to formulate the specific education practice plan, contact the practice school, arrange the practice tasks, and carry out the practice work. Generally, a subject (major) as an internship group, each group of about 20 people to a middle school for teaching practice. This is an educational practice mode commonly used in normal colleges and universities.

Entrusted management of teaching practice. Entrusted management teaching practice refers to an internship mode in which normal colleges and universities fully entrust local educational administrative departments and practice schools to give comprehensive guidance and carry out practice work according to the educational practice plan.

Decentralized teaching practice. Decentralized teaching practice is also known as open teaching practice. The specific approach is that in the school, students contact the practice school for education practice. After the educational internship, the internship school will evaluate the results and make the educational practice appraisal. After returning to school, then make the acceptance trial lecture, and the instructor refers to the opinions of the practice school, and finally evaluate the education practice results

Substituted post exercitation. On-the-post practice, also known as "on-the-post volunteer teaching" or "volunteer teaching practice", is an intern to the practice

school to replace those teachers who need to go to normal colleges and carry out "on-the-post replacement" practice. Wen-Tao Chen, Liu xiao pointed out that the practice mode is to make normal college students practice before, first in accordance with the requirements of simulation practice after a stage of pre-job training, and then down to the rural primary and secondary schools to replace teachers, undertake all the education of a semester of teaching task, was replaced by middle school teachers to colleges to accept business training, so that they can focus on system learning professional theoretical knowledge.

In-post practice and volunteer teaching mode

The mode of volunteer teaching is a practice mode that emerged at the end of the 20th century, which adapts to the lack of rural teachers and the subject imbalance. In general, scholars' research mainly focuses on the two aspects of the post practice exploration and theoretical exploration.

From the perspective of practical exploration, this kind of research is generally based on the on-the-post internship of a normal university as the research object, and the exploration process, implementation process, implementation effect and experience reflection of the on-the-post internship are systematically expounded, containing the meaning of experience summary and even promotion, this kind of literature accounts for the majority of the number of literatures investigated. For example, She Huanghuali introduced and summarized the in-post internship of Yunnan Normal University since the year, focusing on the background, basic practice,

practical significance and achievements of her in-post internship. Xinyang teachers' college year "field practice, two-way training", is in the "normal college practice, rural teachers study difficult" under the background of constantly explore, some scholars to carry out the "two-way training" reality background, specific practice and has elaborated on the results, and discusses the difference between the model and the traditional education practice and the normal college education teaching reform. Xu Xinghua from the perspective of "how to do", the detailed introduction of Shijiazhuang Institute of Education "on the job of internship resignation guidance" specific practice. Shanxi Xinzhou normal college in 1997 in the specialized subject level implementation "field internship teaching for poverty alleviation" activities also known as "411 project", and expanded to 2004 undergraduate level, more than 20 years its field internship constantly improve and development, the researchers from the "411 project", connotation and development, implementation process and effectiveness of the summary and elaboration. In 2002, the former Southwest Normal University of Southwest University formally proposed and implemented the in-post internship, and then several normal universities including Nanjing Xia Zhuang University, Hebei Normal University and Jiangxi Normal University also gradually began this exploration, and more related practical exploration articles gradually became available. For example, for Zhang Shi Ya and Wu Xiao Rong in-post internship, the log from rural education adopts the way of narrative research to present the general situation of the in-post internship in Southwest University from a

unique perspective. Yi Lian Yun summarized the implementation background, exploration process and practical significance of the in-post internship in Southwest University in "Exploring and practicing the" In-post Practice and Volunteer Teaching "Talent Training Mode and Promoting the Renewal of Rural Teachers". Ran Ya Hui summarized the achievements and successful experience of implementing the post internship in Southwest University from the perspective of the post internship base school.

From the perspective of theoretical research, the research mainly focuses on the connotation and characteristics, value and significance, and implementation suggestions.

Connotation and characteristics. The definition of on-the-job practice, so far it is different, there is no unified understanding. For example, scholar Li Dong bin pointed out: "in-post replacement internship", also known as "two-way training", is to " change the practice of routine education practice, appropriately extend the internship time, the specialized practice time from the original one month to two and a half months, the undergraduate practice time from the original one and a half months to a semester. Let the interns practice in the middle school, and bring them in the target management of middle school teachers' posts, and at the same time replace the unqualified teachers of the school where the internship is to leave the college to receive qualification training. "Scholars Shao Yan nan pointed out:" field practice " namely normal class undergraduate senior students learn backbone

courses, after systematic training, to the rural basic education weak middle school, for three months to six months practice teaching activities, and into the middle school teachers post target management, at the same time organization replacement down substandard teachers training.

Although the expression of the above concept is not consistent, it reveals two basic characteristics of on-the-post practice. One is to extend the time of education practice, and students from normal universities participate in full education and teaching activities as full-time teachers. Second, the practice base school is trained by the top teachers in colleges and universities.

Value and meaning. On-post internship is a bridge between higher education and basic education, which is a systematic project that affects the whole body. Scholar Liang Hai Bo believes that on-the-post internship is conducive to promoting the reform of the training mode of normal university students, promoting the comprehensive improvement of students' practical ability and comprehensive quality, alleviating the structural contradictions of rural teachers, and improving the education and teaching quality of rural teachers. On-the-post internship is the innovation of teacher education and training mode, an effective measure to improve the training quality of normal students, and an effective guarantee for the backbone teachers of rural primary and secondary schools to participate in the training.

Implementation recommendations. To summarize the countermeasures of

many scholars, the smooth implementation of in-post practice should pay attention to three aspects: first, we should improve the volunteer teaching practice system of normal university students, including the pre-job training system of interns, the quality monitoring system of in-post practice, a sound instructor system, the training program of trainees, a scientific evaluation system and so on. Second, we should reform the talent training mode of normal colleges and adjust the overall teaching plan and teacher education course content suitable for the on-in-job practice. Third, it is necessary to establish a management mechanism of information exchange and timely coordination of education administrative departments, normal colleges, primary and secondary school practice bases, especially to obtain the policy and financial support of local education administrative departments and establish a stable fund guarantee mechanism.

Practice mode of teacher education

"Internet +" teaching practice new model

In the new era, the information technology "Internet +" is combined with college education to carry out the digital reform of college teaching and form a new mode of "Internet +" teaching practice. In terms of teaching methods, traditional teacher demonstration can be combined with students' imitation and modern MOOCs, micro classroom, flipped classroom and cloud classroom, beyond the limitation of time and space, and develop and develop new courses for practical teaching. We combine old equipment with "Internet + cloud computing" technology,

transform the old equipment room into "cloud equipment room" and improve its function with small funds, build "Internet + practice teaching" sharing platform, communicate with other schools, share practical teaching resources and make up for the lack of practical resources. On the specific practice base can use "Internet + big data" technology, develop digital, open remote practice teaching education resources, provide network education services, solve the problem of insufficient practice base, on the other hand can use the Internet mechanism to establish "Internet + practice base" platform, by the students choose practice base, realize the direct docking between the students and the base of practice, reduce the intermediate link, improve the efficiency of practice resource utilization.

The key to the implementation is that teachers should strengthen the awareness of "Internet +" in the concept. Teachers should consciously strengthen the study and practice of "Internet +" information technology, improve their information skills, and use the Internet to strengthen the study of practical operation knowledge.

"Practical type" teacher education and training mode

Yang Li ping of Guangxi Normal University proposed to build a "practical" teacher education and training mode of "for basic education, for basic education and in basic education", realize the transformation from teacher to student-oriented, and train normal university students into qualified teachers in basic education. The specific approach is as follows.

From the first to the fourth semester, the basic theory study, strengthen the theory foundation; in the basic education, psychology, teaching, curriculum reform, interpersonal communication and education, paper preparation and evaluation, teaching design, curriculum and textbook analysis to help students understand the teaching process, digest theoretical knowledge, improve the ability of "applied theory to solve practical problems". Train students' basic skills in stages. The original semester of basic skills training can be extended to one school year, which can combine theory and practice, practice while speaking, apply Internet technology to develop teaching skills training software, and use both online and offline methods to train students' basic skills.

The fifth to the sixth semester is mainly to strengthen the teacher skills training in practice. At this stage, students have basic theoretical knowledge and basic teaching skills, and the content is teaching plan design, lecture speaking, trial teaching, class management, etc. Through the form of "one-to-one mentoring", theoretical knowledge should be combined with practical teaching to improve students' practical ability.

Internship in the seventh semester. In the process of practice, attention should be paid to the whole process and coherence between teaching skills training, teaching internship and teaching practice. Overall, we plan practical courses consistently, and integrate classroom teaching practice and educational research, students' extracurricular activity guidance, students' ideological education and

management and other practice content.

The eighth semester combines teaching and research to cultivate research teachers. The practical income should not only stay on the accumulation of experience and appearance, but also actively think and carry out theoretical research and improvement to ensure the academic connotation of practical courses, which is also a task throughout all stages of teaching.

The practical teaching mode of cooperation between senior teacher colleges and primary and secondary schools

In terms of discussing the mode of teacher education and training, the scholars have mainly defined the concept of whole-process practical teaching and summarized the practical teaching reform mode in different normal colleges. It mainly discusses from the perspective of the practical teaching mode of cooperation between colleges and universities and primary and secondary schools.

U-S co-natural cooperative relationship full practice teaching mode

Guo Xiao Wei from Henan Xinxiang University put forward the whole-process practice teaching mode of U-S symbiotic cooperation from the perspective of improving students' professional identity and improving the cooperative relationship between them. The model from the perspective of establishing psychological contract, let normal students into the teaching line early participation in teaching practice, and the whole, regularly participate in teachers 'professional activities, to help its direct communication and communication with schools, prompting both

sides in psychological identity, form an invisible psychological agreement about rights and obligations, form a psychological contract, standardize normal students professional expectations, improve normal cognition of teachers' professional role. For instance, Positioning education, To understand the profession of teaching, Adapt to the normal school life, Have an accurate position of your own career, Forming reasonable career expectations and ideas, The stability of the firm concept of psychological contract; Targeted education for students during their sophomore and junior years, Through the implementation of the whole-process education internship and internship, participating in classroom teaching for observation and flexible, and various forms of practice tasks, students can gradually transition from observational practice to operational practice, Correct the professional attitude of teachers in the practice of teachers' professional attitude, Develop a high professional quality, Promote the formation and consolidation of professional identity; In the senior stage, targeted education is mainly aimed at students' graduation and employment situation, Help students to stick to the teacher's career aspirations in the process of graduation, career selection and employment, Overcome the setbacks, Clear understanding of self-worth, Enhance self-efficacy, Face the teaching profession with enough confidence and courage, Not being swayed by external factors. U-S sexual cooperation of the whole practice teaching mode that students can contact teachers from the lower grades, personally experience teacher role, a comprehensive understanding of students' physical and mental characteristics and

teaching practice, thorough understanding of teachers' professional essence, the formation of stable professional emotion and professional quality, reasonable adjust professional expectations, eventually establish professional will, obtain high professional identity, universities, students, basic education unit win-win goals.

The trinity of teacher education practice teaching mode

According to Wu Jing of Guangxi Normal University, there are some problems, such as the lack of connection between teacher education and practical teaching, the disconnection between theory and reality, and the separate internal activities of practical teaching. The practical teaching time is short. the education internship is arranged for 1 week and in the seventh semester for 7-8 weeks. It is difficult for students to accumulate sufficient practical experience and realize the transformation of theoretical knowledge. The lack of practical teaching guidance and the lack of practice bases have prompted Guangxi Normal University to innovate the practice mode of teacher education. Think the teacher education practice teaching system first to adhere to the teacher student ability orientation, on the basis of former teachers 'traditional ability, combining with modern education technology, mental health education ability and education research ability to form a new era of teacher education training target ability platform, construct the basic practice, teachers' vocational skills training, education practice and innovation education practice four teaching module "platform + module" teacher education practice teaching system, formed the trinity practice teaching mode.

In terms of practical teaching and training, the four-year continuous teacher vocational skills training plan, the "three-year consistent system" education internship system and the "secondary replacement" education practice mode are implemented. Among them, the "secondary replacement", that is, in the sixth semester of normal university students to the local urban primary and secondary schools for 4 weeks of course teaching and the work of class teachers, to accept the on-site guidance of the excellent urban primary and secondary school teachers. Seventh semester of "field practice", normal to the local rural areas to replace local teachers to participate in college training projects, normal can further rural basic education line, alone, fully use knowledge, exercise students 'teaching practice ability, provide opportunities to promote rural teachers' professional growth, created the local senior colleges, urban primary and secondary schools, rural primary and secondary schools tripartite cooperation and mutual benefit, after the "trinity" practice teaching mode.

The characteristics of the "Trinity" (CTP) practice teaching mode

Hubei normal university Ya Huang and others pointed out: "trinity" (CTP) practice teaching mode refers to the local senior colleges with cooperation projects or horizontal entrusted projects, professional lead and service for primary and secondary schools and teachers, integrating school culture design, teaching effectiveness and teachers' professional development guidance three core tasks as one of the service and leading mode. Its essence is through the school experts of

primary and secondary schools, follow the "to cooperation school", "derived from cooperative school" and "use cooperative school" service concept, and primary and secondary schools to form a research community, establish high education and basic education, education theory bridge effective cooperation between workers and practice workers. The biggest characteristic of the CTP model is practicality. Theoretical workers of senior teacher colleges must go deep to the front line of primary and secondary schools, participate in listening and evaluation, diagnose classroom teaching, analyze students' classroom learning behavior, construct characteristic classroom mode and other methods, and provide different guidance strategies with school characteristics. The "trinity" teaching mode enables college teachers and students to participate in primary and secondary schools together, to observe, experience and participate in various activities, which increases the opportunities of educational practice, and strengthens the guidance and process supervision of educational practice. Adhere to the principle of guiding practice by theory and reflecting on the shortage in the work of colleges and universities with practice, which not only effectively provide guidance and help for the classroom teaching in primary and secondary schools, but also improve the scientific research and teaching skills of university teachers, to realize the training of double-qualified teachers in colleges and universities.

To sum up, the domestic scholars research mainly from the micro perspective, from a school (school) discussed more, although the meaning of teacher education,

full practice, post teaching, practice teaching implementation, significance is fully discussed and summarized, but by the Ministry of Education, the Ministry of Finance identified the first national "talent training mode innovation area", awarded by the State Council "national" two base "work advanced unit" the honorary title of "trinity" Xinzhou normal college teacher featured teacher education teaching practice research is less. This study is to take this as the research object, to enrich the teacher education practice experience of local normal colleges in China, and to improve the scientific nature and effectiveness of teacher education practice.

Foreign literature

According to the literature analysis, the foreign research on the whole-process education and teaching practice in normal universities mainly focuses on the teacher education policy and practical teaching mode.

Teacher education policy

The Teacher Education Policy in Germany

The institutional development of teacher education in Germany began with the religious movement in the 16th century, and then experienced a tortuous development path. Since the 21st century, Germany has placed teacher education in a strategic position. In 2004, Kultusministerkonferenz (KMK) promulgated the national unified Teacher Education Standards, and in 2014 and 2019, Germany promulgated the Teacher Education Standards (Revised Edition). The promulgation and revision of teacher education policy have epoch-making milestone significance

and plays an important role in leading and regulating the education reform of various federal states. Because of this document, the states have also formulated the teacher education standards implemented in their own regions, laying the foundation for teacher specialization nationwide. For the first time, the Education Standards for Teachers uniformly describes the abilities that teachers must acquire at the national level, laying a solid foundation for future career development. Since then, KMK has passed the book in 2008, which provides a further basis for ensuring the quality and unity of teacher education.

Since the implementation of the above policies, German scholars have studied their theoretical basis, scientific connotation and implementation effect from different perspectives. Its research focus is mainly focused on two aspects. First, Turetsky and others used comparative research methods to discuss the problems in the formulation and implementation of teacher education standards in various regions of Germany; other scholars discussed the specific impact of the relevant standards on German teacher education practice and the evaluation by stakeholders.

The Teacher Education Policy in Singapore

In recent years, the Singapore government's sound teacher education system, a series of reform of teacher education policies, and high-quality teacher education have been recognized internationally. Lin Lin pointed out that Singapore's education policy development through four stages, different stages of teacher education policy

is different, its education vision and mission always consistent, namely survival driven stage (1950-1978), efficiency orientation stage (1979-1996), ability standard stage (1997-2008), value-oriented stage (2009). Based on the theory of human resources and the concept of "student-centered, value-oriented" education, the Institute of Singapore National Institute of Education proposed the "21st Century Teacher Education Model" (TE21) report in 2007. The report clearly points out that Singapore's teacher education reform in the 21st century should take the "33-3 blueprint" as the strategic goal, namely three pillars, three core strategic areas and three elements to guarantee success. Based on this, the Singapore Ministry of Education and the National Institute of Education officially launched the TE21 model in 2009. Based on the concept of teacher education, TE21 puts forward several suggestions to enhance professional development approaches, such as V3SK model, graduating teacher competence framework, etc.

Among them, the GTC framework is compatible with the professional standards formulated by the Ministry of Education, which respectively expounds the "capacity building" and "consciousness building" that students and teachers should have from three dimensions of professional practice, leadership management and personal efficiency. Among them, "capacity building" is the goal that every graduating student teacher should achieve; "consciousness building" requires the student teachers to realize the meaning of these abilities upon graduation, and to achieve promotion through continuous professional development. By referring to the GTC framework,

students and teachers can plan their own learning process, choose the scope and depth of core ability construction based on the actual situation, and clarify the abilities and elements to be understood, to provide help for the growth and development of new teachers. At the same time, schools and the Ministry of Education can monitor and evaluate the quality of graduates according to core competence indicators and expand the scope and level of students' teachers.

Practical teaching mode

Whether it is the talent education in the United States and the professional education in Germany, it attaches great importance to the practical teaching link, and attaches great importance to the cooperation with primary and secondary schools and the combination of industry, university and research.

The American industry-university-research combination and practical teaching model

The practical teaching modes created by American universities include internship-internship mode, case-problem-project-centered teaching mode, industry-university-research mode, cooperative education mode and community service mode, etc. Zhao Ming gang pointed out that "the innovative practical teaching model in American universities has been highly valued by the government, strongly supported by the society and actively encouraged by the universities," he said. For example, the US MIT model. Many MIT students are involved in practical industrial projects during their school years, and the school is seen as a "hands-on"

place. The school encouraged students to be "explorers" who dare to innovate and take risks. It also provides liberal arts students with opportunities to participate in practical research activities in the field of political and public affairs, with the aim to enable students to increase their participation in political activities outside the classroom and gain practical experience in decision-making and implementation.

The UK has a school-based teacher education model

In the first academic year (36 weeks), students have 24 weeks to stay in primary and secondary schools to receive guidance from excellent primary and secondary school teachers, accounting for about 70% of the whole academic year. The remaining 12 weeks are to stay in universities to study theory and curriculum practice, and the theoretical course content is mostly related to the practice and activities of primary and secondary school education. British schools are divided into three semesters a year, and universities generally arrange intensive educational internships in the last academic year. The British teacher education model advocates consistency, the digestion of the early practical experience and theoretical improvement, to prepare for the next stage of theoretical guidance and practice. The practice course of teacher education in Britain almost runs the whole process of teacher education, both in stages and relatively concentrated. British Minister of Education and Science Clark: "Theoretical study cannot replace face-to-face guidance, cannot replace the pre-service practice process. Yang Jing proposed in the article "Teaching Reform of induction Teacher Education Practice

Section —— as an example" that British normal university students can have enough time to understand and practice teaching activities in induction education, and their teaching ability has been gradually improved. In terms of educational practice, the UK adheres to the guiding ideology of "school-based, training teachers through the partnership between universities and primary and secondary schools" and implements the trinity educational practice model of college education colleges, primary and secondary school practice schools and local education administrative departments. Teacher education to practice teaching orientation is imperative.

German "dual system" practical teaching mode

The practical teaching of German applied technology universities and engineering universities mostly adopts the "dual system" talent training mode. Chen Yuxian (2015) pointed out that the dual system is a vocational education mode of "division of labor and cooperation between school and enterprise, but enterprise-based: theory and practice combined, but practice-based". The remarkable feature of this practical teaching mode is that the enterprise is the main body in the practice teaching. The enterprise is not only the practice site for students, not a bystander, but the training subject who plays a leading role and plays a core role in the training of professional talents. In the process of practice is actually in accordance with the requirements of the enterprise to train students, students in the form of enterprise prospective employees into the production line,

contact with enterprise equipment and technology and get enterprise mentor direct guidance, and on the graduation thesis topic must be combined with the actual enterprise, practical fit enterprise problem, to provide direct service for the enterprise. In terms of curriculum setting, such German universities implement modular professional education with practical ability as the core, and the ratio of theoretical teaching and practical courses basically reaches 1:1. Curriculum teaching emphasizes the practical application of scientific knowledge and methods in enterprises, and the enrollment qualification emphasizes practical experience, with prominent practicality in teaching links, and practical teaching methods are diversified. Teachers, German applied technology university professor must be a double qualified professor, in academic requirements must have a comprehensive university doctorate, and have more than 2 years of teaching or training experience and through the national unified examination, in practice requires more than five years of enterprise work experience, including more than 2 years as a department manager and above position experience. The German dual system practical teaching mode realizes the close combination of industry, university and research, which ensures the application and effectiveness of theoretical teaching.

In addition, Canada's "ability-centered" practice teaching mode, the British "sandwich" practice teaching mode and the Russian teachers' education practice teaching also attach great importance to practical operation. Educational internships are arranged from the first year of college, with 4 credit hours per week for four

consecutive semesters, and up to 256 credit hours. France advanced educational practice, eventually taking as many as 486 hours.

The practical measures of education and teaching practice in the above countries fully reflect the importance that all countries in the world attach to the practice of teacher education. It is the consensus to extend practical teaching and strengthen the practical ability and practical knowledge of pre-service teachers, which is very worthy of the practice of teachers' education in Chinese normal colleges.

Chapter 3

Research Methods

3.1 Population, sampling method, and variables

Study the overall

The overall research object is —— Xinzhou Normal College, the only local normal college in Shanxi Province, China, as the research object, which deeply and comprehensively analyzes the teacher education practice method adopted by the college, that is, the "trinity" whole-process teacher education practice teaching. The trainees included 20 teaching departments (institutes) with full-time students, who were the limited overall subjects of this study.

Sampling method

The subjects took stratified random sampling. First, the 20 teaching departments (schools) with full-time students in Xinzhou Normal College are divided into liberal arts departments and science departments according to the nature of their major. There are 9 liberal arts departments, such as Chinese, Politics, History, Education, and 11 science departments, such as Mathematics, Chemistry, Biology, Computer. Then, using simple random sampling method, 367 students were selected from education, politics and chemistry and science departments. 367 students and 14 teachers were randomly sampled from the four departments. In this way, the distribution of research subjects in arts and science can be uniform, and the sample error can be reduced to improve the efficiency of sample inference.

variable

The research variable is the whole process of teacher education and practice teaching. It mainly includes five dimensions: the organizational form of the whole-course teacher education and practice teaching, the teachers' professional ethics, the content of practical skills training, the implementation and influence of

the "trinity" practice teaching system, and the evaluation.

3.2 Data collection

Collection of literature and network resources

Through the CNKI, consulting the relevant periodical literature lays a theoretical foundation for the sorting and refining of the whole process of teachers' education and practice teaching materials, which is conducive to mastering the latest trends and data of relevant research. Through reading the monograph "Theory and Practice Research of Whole-process Practical Teaching" by Ren Lichan and others, the theoretical basis and practical basis of practical teaching of whole-process education teachers are further consolidated.

The data were collected by questionnaire survey method and interview method

First, 14 teacher points and 367 student volumes of the Whole Process Practice Teaching Questionnaire were distributed. Through the statistics and collation of the data, first-hand research data and data were obtained for the research.

Second, the research uses the self-compiled "Whole-process Practice Teaching Interview Outline" (teachers' volume and student volume) to interview 10 teachers and 30 students respectively, to record the interview process in detail, to provide true, complete and accurate information for an in-depth understanding of the whole-process practice teaching.

3.3 Study design

research thought

The basic idea of research is based on Xinzhou normal college, try to explore the relevant theory of teacher education practice teaching, build the school level with "trinity" field teaching full practice teaching basic mode, and on this basis set up a set of guide the whole practice teaching implementation benchmark system and evaluation system, improve the teacher education practice effect. The main contents of the study include two parts: the first part is the analysis of the whole practice teaching status, including the overall design of the whole practice teaching,

the investigation and the analysis of the typical study, and the analysis of the whole practice teaching effect.

research technique

The research methods of this topic mainly include questionnaire survey method, interview survey method and qualitative research methods.

Questionnaire survey method

The research adopts the self-compiled Whole Practice Teaching Questionnaire (teacher volume and student volume). The preparation of the questionnaire depends on the practical needs of teachers' educational practice exploration and theoretical construction in this topic.

The whole-Process Practice Teaching Questionnaire (teacher volume and student volume) includes 367 students and 14 teachers from freshman to senior year. Liberal arts and science, respectively, extract education, politics and chemistry, computer, the questionnaire mainly from the organization form of the teacher education practice, professional ethics education, basic skills training, teachers' education practice skills training content, the "trinity" system, the whole practice teaching management system and examine the way of six dimensions. An efficiency rate of 367 student volumes and 325 valid questionnaires was 88.56%, and 14 teacher volumes were distributed with an effective rate of 100.00%.

interviewing method

The interview method refers to the research method to understand the interviewees' views on the implementation, purpose, system, questions, suggestions and other aspects of the whole teacher practice through the face-to-face conversation with the interviewees. The study used the self-compiled "Full Practice Teaching Interview Outline" (teacher volume) and "Whole Practice Teaching Interview Outline" (student volume), which interviewed 10 teachers and 30 students respectively. The interview with teachers involves the history, system, implementation, problems and problems of the whole process practice teaching. The interview with students mainly involves the effect of the whole process

practice teaching and the existing problems. The collected data provides detailed information for this study.

Qualitative research method

According to scholars Chen Xiang Ming's point of view, " qualitative research method is in the researchers themselves as research tools, in the natural situation using a variety of data collection methods to explore the social phenomenon integrity, using inductive analysis data and form the theory, through the interaction with the research object to its behavior and meaning to build explanatory understanding of a kind of activity. This definition mainly includes the following contents: first, to constantly collect and sort out relevant data, and the data analysis method is bottom-up; second, the method of data analysis is diverse; and third is to "explain" the behavior and meaning of the card. Among them, the effect analysis of the whole practice and the effect analysis of the practice support all involve the qualitative research method.

Chapter 4

Data Analysis Results

4.1 Data analysis of the current teaching practice of "trinity" teacher education

The whole-process teaching practice plan of Xinzhou Normal University refers to the activities that students carry out practical exercise in the simulation or real situation according to the whole-process practice teaching work plan formulated by the school. The program lasts for four years, and the content of the program varies per semester to academic year. Academic Year 1: The first academic year, Teachers should carry out purposeful, planned and organized training of teachers' basic teaching skills (calligraphy, brush, chalk, Putonghua, etc.), Let normal university students understand and understand the professional quality and quality that they should have as a professional teacher, Thus forming a correct view of teachers, Enrich the students' knowledge reserve, Exercise students' basic skills in education and teaching, Consolidate the professional skills foundation; 10 The second academic year, Combining the courses offered, Let normal university students go deep into primary and secondary schools (kindergarten) classes to observe and practice, Feel its teaching atmosphere, Observe the daily teaching activities of primary and secondary school teachers, Enrich the practical knowledge of normal

university students; And create a teaching practice platform, To guide students to prepare lessons and teach lessons, Exercise students' educational and teaching ability; In the third academic year, Transform the teaching methods, In-post practice and volunteer teaching. Change the role of students to the role of teachers, let students and teachers give lectures on the stage, and exercise their teaching ability. Under the guidance and help of the college and the aided schoolteachers, the students carry out practical teaching activities step by step. Experience in practice, reflect in teaching, consolidate, test and apply knowledge, exercise and improve students' education and teaching ability and practical ability, cultivate students' teacher feelings and professional feelings; in the fourth academic year, for the problems existing in volunteer teaching, purpose to correct and solve; guide students to successfully complete the topic selection, design and writing of graduation thesis. With noble teacher ethics, rich and solid professional knowledge, firmly engaged in the teaching profession of the will, skilled teaching skills, to complete the pre-service teacher education and training, calmly into the society, to participate in the competition of teacher positions.

The college has implemented the full process of teacher education practice for 25 years, and it will continue in the future. The main situation of the whole process of teacher education practice, the impact of practice and volunteer teaching on the practical ability of college students, the implementation of the "trinity" management

system, and the problems, etc., are the main contents of this study.

The organization form of the whole process teaching practice

The organization form of teaching is the activity mode organized by teachers according to the characteristics of students, the teaching content and the subjective and objective conditions of the school in order to complete the teaching task and realize the teaching purpose. The form of teaching organization directly affects how much knowledge students accept and the teaching effect. The results of the survey are organized in the whole teaching practice.

Table 4.1 Statistical Table of the organizational form of practical teaching before
in-post volunteer teaching

question	Problem option	Teacher (n=14)		Student (n=325)	
		number of people	percentage	number of people	percentage
Is there a whole process teaching practice	have	11	78.57	198	60.92
	not have	3	21.43	127	39.08
Is there a whole-process practice teaching activity plan	have	13	92.86	193	59.38
	not have	1	7.14	54	16.62
	NK	0	0	78	24.00
Number of full practice teaching in	1-5 Times	4	28.57	166	51.08
	5-7 Times	5	35.71	98	30.15
	More than 8	5	35.71	61	18.77

each semester	times (including)				
The duration of each full-course practice teaching	50 Minutes	7	50.00	165	50.77
	1 Hour	5	35.71	101	31.08
	More than 1 hour	2	14.29	59	18.15
The organization way of the whole-process practice teaching	The whole class tutoring	3	21.43	83	25.54
	Group for	5	35.71	113	34.77
	hybrid	6	42.86	129	39.69
Record of the whole practice teaching	There is and the content is detailed	10	71.43	178	54.77
	Yes, but the record is brief	4	28.57	128	39.38
	anonymous	0		19	5.85

The organization of the whole-process practice teaching

According to the analysis in Table 4.1, 60.92% of students think that their class should organize education and teaching practice every semester, and about 39.08% of students think that the class does not organize the whole education and teaching practice. More than 7 / 10 teachers think that the number of practice activities is more than 5 times per semester, and the number of students reached 49.2%, but 50.08% said that the number of practices was less than 5 times. This shows that there are differences in the organization and frequency of teaching practice activities

organized by various departments of Xinzhou Normal University.

Full-course teaching practice activity plan, the duration of each time and record the situation

Activity plan is the premise and basis of effective activities, and the time is the guaranteed condition to achieve the effect of activities. According to the analysis in Table 4.1, 92.86% were teachers who had no activity plan, and 59.38% were students; only one teacher had no activity plan, 7.14%, 16.62% were students, and 24% were unclear students. Within one hour (including), teachers accounted for half, and students accounted for 49.23%. In terms of the records of activities, all teachers believed that there were records, students accounted for 94.15%, but the proportion of teachers and students who considered detailed records were 28.57% and 39.38% respectively. All this shows that the teaching practice activity plan of each department of Xinzhou Normal College is relatively clear, but the students have little understanding of the plan; each activity time is guaranteed, pay attention to the accumulation of ordinary data, improve the evaluation of teacher education practice effect of objectivity, persuasion.

The organization mode of practical activities before the post of volunteer teaching

According to the analysis of Table 4.1, the practical activities before the post are mainly mixed with grouping and overall tutoring, with teachers accounting for 42.86%

and students accounting for 39.69%. The proportion of teachers and students was 21.43% and 25.54%, respectively. This shows that each department of organizational education and teaching practice, pay great attention to students' personality differences, pay attention to group cooperation.

Professional ethics education in the practice of Teacher education

Teachers' professional ethics is the moral code and code of conduct that teachers must abide by in their educational activities, as well as the corresponding moral concepts, sentiments and qualities. Teacher's ethics is the core and soul of teachers' quality, and it is the power source of teachers' work. Focusing on the professional ethics training in the teacher education practice of Xinzhou Normal College, the results are shown in Table 4.2.

Table 4.2 Statistical Table of Professional ethics Education in Teacher Education Practice

question	Problem option	Teacher (n=14)		Student (n=325)	
		number of people	percentage	number of people	percentage
Through primary and secondary schools (kindergartens) to observe teaching,	No organization	3	21.43	159	48.92
	1-3 Times	5	35.71	64	19.69
	4-6 Times	4	28.57	80	24.62
	More than 7 times	2	14.29	22	6.77

understand teacher ethics					
Lectures on teacher professional ethics were held	No organization	5	35.71	161	49.54
	1-3 Times	7	50.00	101	31.08
	4-6 Times	2	14.29	53	16.31
	More than 7 times	0	0.00	10	3.08
The cultivation of teacher's ethics has leading, civilized demonstration, cultural value and ethical value	in full agreement	5	35.71	169	52.00
	More consent	8	57.14	124	38.15
	Less consent	1	7.14	32	9.85
	disagree	0	0	0	0
Methods of cultivating students' ethics in recipient primary and secondary schools (multiple selection)	Understanding in class	12	85.71	267	82.15
	From the standard teaching behavior of other teachers consciously perception and education	13	92.86	278	85.54
	Direct guidance and education	8	57.14	122	37.54
	No guidance and help	1	7.14	68	20.92

The significance of teachers' ethics and the cultivation of teachers' ethics

According to Table 4.2 statistics, teachers (92.86%) and students (90.15%) believe that teacher ethics is the core component of teacher quality and of great significance to the growth of students; but less than 10% of teachers and students disagree, thinking that mastering knowledge and forming skills is the first. In terms of teacher ethics training, 78.57% of teachers and 51.08% of students believe that students' teaching motivation and professional feelings can be cultivated through internship and observation teaching, but 48.92% of students and 21.43% of teachers think that their department has not organized internship or observation. This shows that many departments (schools) do not pay attention to the internship or observation and teaching, and the connection with primary and secondary schools is not close, which is not in line with the orientation of the school.

Teacher's ethics lecture

Teacher ethics lecture is the main way to cultivate student teachers' professional ethics. The purpose, planning and systematization of the lecture determine the effectiveness and scientificity of the lecture. It is believed that the proportion of teachers and students is 64.29% and 50.36% and 50.36% respectively, but nearly half of the students think that the department has not held a special lecture on teacher's ethics, which should arouse the attention of education managers.

Teacher ethics training of assisted primary and secondary school interns

Volunteer teaching is the main measure and link of teacher education practice in Xinzhou Normal College, which lasts for one semester. Internship volunteer teaching focuses on cultivating students' ethics, professional feelings and professional behavior, and cultivating students' teaching skills and management skills. According to the survey, in the process of volunteer teaching, 57.14% and 37.54; 89.29 and 83.85%; one fifth of students do not receive professional ethics education, and 7.14% have no professional ethics education and guidance for students. This shows that the planning, institutionalization and standardization of teacher ethics training and education of each department (college) need to be improved.

Teacher education and practical skills training content

Teaching ability is the necessary quality of teachers, is the premise and basic conditions of teaching, is the main component of teachers' education content. By participating in a series of educational and teaching practice activities, students can cultivate students' teaching ability, improve their language expression ability, writing standard ability, blackboard design ability and class management ability. Skills training is divided into basic skill training and professional skill training. The investigation shutdown of students' skill training is shown in Table 4.3.

Table 4.3 Statistical Table of Middle Students' Skills Training Survey in Education and Teaching Practice

question		Problem option	Student (n=325)	
			number of people	percentage
Basic skills training	Training content (multiple choices)	mandarin	312	96.00
		Chinese characters	115	35.38
		Mandarin Chinese and Chinese characters	87	46.03
	training number of times	1-5 Times	172	45.54
		5-8 Times	68	23.69
		More than 8 times	85	26.46
specialty technical ability training (Multiple choice)		Primary and secondary schools (kindergarten) curriculum standard analysis and discussion	67	20.62
		Simulated primary and secondary school (kindergarten) classroom trial lecture	151	46.46
		Analysis of teaching materials for primary and secondary schools (kindergartens)	63	19.38
		Selected reading and communication of educational classics	113	34.77
		Writing instruction	79	24.31
		Education trainee	136	41.85
		else	28	8.62

Mandarin and three words of the basic skills training

As can be seen from Table 4.3, 96% of students had conducted Putonghua skills training, 35.38% of students had participated in three-word training, and 46.03% of students had participated in both training. Through the interview teacher, I learned that the students brush, chalk training may be more. Among the students who attended the basic skills training, 45.54% said that they had attended 1-5 times, and 26.46% had attended more than 8 times. Students of Xinzhou Normal University, who offer Putonghua courses and Chinese characters courses in their first year, can pass the graduation examination and reach the prescribed level before participating in the internship and volunteer teaching. Strict process assessment is conducted, and the basic skills training is solid.

Professional skills training

According to the data in Table 4.3, the content of professional skills training is close to basic education and meets the actual needs of basic education. The skills training organized by the college is arranged around the internship. The most organized were classroom simulation trial lectures (46.46%), followed by education internships (41.85%) and selected reading of classics (34.77%). Since the task of volunteer teaching is to attend classes, the proportion of curriculum standard study and teaching material analysis accounts for about one-fifth. The professional skills training is rich, which is distributed in the eight semesters of freshman year to senior year, which provides students with more practical opportunities for students to

transform knowledge into ability and creates conditions for students to improve their practical ability and cultivate their innovation ability.

Implementation and influence of the "Trinity" practice teaching system

Xinzhou Normal College has explored a "trinity" collaborative education mode in the long-term teaching practice. That is, the collaborative education mode of senior teachers, universities, local governments and assisted primary and secondary schools to jointly guide and manage interns to improve students' teaching skills and cultivate professional emotions. The current situation and effect of the implementation are shown in Table 4.4

Table 4.4 Implementation and Impact Statistics of the "Trinity" practical teaching system

three's place	question	respondent	Impact degree: % (frequency)				
			not have	less	same as	more	very large
government department	Government management and policy support	leading teacher	7.14	7.14	0	35.71	50.00
			1	1	0	5	7
		Teacher of the recipient school	15.38	4.31	10.46	23.69	46.15
			50	14	34	77	150
		externed	13.16	15.79	34.21	26.32	10.53
			5	6	13	10	4
	Government funding to support the government	leading teacher	0	7.14	14.29	42.86	35.71
			0	1	2	6	5
		Teacher at the recipient school	15.8	2.63	2.63	18.4	60.5
			4	1	1	5	17
		externed	5.85	18.77	24.00	37.85	13.54
			19	61	78	123	44
Xinzhou	Policy support	leading teacher	0	7.14	7.14	28.57	57.14

Normal University	of Xinzhou Normal University		0	1	1	4	8
		Teacher at the recipient school	5.26	0	2.63	52.63	39.47
			2	0	1	20	15
		externed	4.92	11.38	32.00	34.46	17.23
			16	37	104	112	56
	Xinzhou Normal College pre-job training and supervision and management	leading teacher	0	0	7.14	35.71	57.14
			0	0	1	5	8
		externed	5.54	10.77	31.08	34.77	17.85
			18	35	101	113	58
		Teacher at the recipient school	0	0	2.63	60.53	36.84
			0	0	1	23	14
	Training of practice schoolteachers	leading teacher	0	0	7.14	28.57	64.29
			0	0	1	4	9
		Teacher at the recipient school	2.63	0	0	42.11	55.26
			1	0	0	16	21
		externed	7.38	12.00	26.77	37.85	16.00
			24	39	87	123	52
Assisted primary and secondary schools	Exercise and quality improvement of the volunteer teaching students in the practice	leading teacher	0	0	7.14	35.72	57.14
					1	5	8
		Teacher at the recipient school	5.26	0	2.63	36.84	55.26
			2		1	14	21
		externed	4.92	11.08	27.08	30.46	26.46
			16	36	88	99	86
	Internship in primary and secondary schools guide, support and manage volunteer students	leading teacher	0	0	7.14	21.43	71.43
			0	0	1	3	10
		Teacher at the recipient school	2.63	0	0	34.21	63.16
			1	0	0	13	24
		externed	6.15	8.00	21.23	37.23	27.38
			20	26	69	121	89

(Note: selected 40 teachers from the recipient school, collected 38 valid

questionnaires, with an efficiency of 95%; team leader teacher n=14, recipient teacher n=38, and trainee student n=325)

System and management of senior teacher colleges

Before the practice of volunteer teaching, the whole teaching practice of senior teaching colleges is very important, as shown in the survey. More than 90% of the teachers and the assisted schools believe that the teachers have a sound system, strict management and volunteer teaching have a great impact on the development of students. However, students think that the impact is 56.92%, and the general impact is 27.08, and about 40% of students think that the system is not sound and teachers' guidance is not in place, which is obviously different from teachers' views.

The support of local governments

In the post of volunteer teaching, senior teacher colleges sign agreements with local governments to clearly stipulate their respective responsibilities and management responsibilities. According to the survey, more than 85 percent of teachers and students feel the support and assistance of the prefectural government. Especially in terms of financial support, the leading teachers, assisted teachers and interns believe that the proportion of large financial support is 92.86%, 81.53%, 75.39% and 75.39%, respectively, but 24.61% of the students think that they have little funds or no financial support, which shows that some localities are not in place, and some internship bases have no financial support.

The recipient school benefited

From the survey and interviews, after the interns come to primary and secondary schools, the local teachers will be affected through mutual lectures and class evaluation, teaching and research activities, communication and discussion, accounting for 35.2%, 23.3% and 39.7%, respectively, and the normal communication and communication occupy the first place. Ninety-nine 2.86 percent of leading teachers and 92.1 percent of primary and secondary school teachers believe that students' ability has been exercised and improved in supporting teaching, and about 90 percent of teachers think that primary and secondary schools are very supportive of supporting teaching activities. 56.92% of the students believed that the internship had improved their quality greatly, including 27.08%, and 35.38% of the total students. These data show that to understand education and teaching practice activities, we should go deep into the first line and master first-hand information.

Whole-process teacher education practice evaluation

The whole-process education practice evaluation system is the guidance and standard of practical teaching, which has the functions of incentive, evaluation, selection and guidance. At present, in terms of evaluation methods, we advocate the combination of process evaluation and final evaluation, and the college actively explores the factors affecting the quality of practical teaching, so as to strengthen

the targeted control and management. Investigation was conducted around the practical teaching evaluation, and the results are shown in Table 4.5.

Table 4.5 Survey Form of Whole-Process Teacher Education Practice Assessment

question	Problem option	teacher		student	
		number of people	percentage	number of people	percentage
The assessment and evaluation tendency of the whole-process practice teaching	Practical teaching results	1	7.14	37	11.38
	Practice teaching process	5	35.71	78	24.00
	Pay equal attention to the practical teaching process and the results	8	57.14	210	64.62
Evaluation method of whole-process practice teaching	teacher evaluation	2	14.29	71	21.85
	peer assessment	1	7.14	37	11.38
	Student self-evaluation	0	0	41	12.62
	Teacher evaluation is combined with students' self-evaluation	11	78.57	176	54.15
Clear index system of assessment	have	6	42.86	116	35.69
	not have	6	42.86	84	25.85
	NK	2	14.29	125	38.46
The "Trinity" management	have	14	100.00	110	33.85
	not have	0	0	69	21.23

system and detailed rules for the post of volunteer teaching	unclear	0	0	146	44.92
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Whole-process practice of teaching management system and assessment indicators

The statistics in Table 4.5 show that all the teachers surveyed all believe that the whole-process education and teaching practice has formulated a relatively perfect management system and make detailed provisions on the responsibilities and obligations of the "trinity". But 66.15 percent of the students thought there was nothing or unclear about the management system. Even if there were assessment indicators, 64.31% of students did not know them and did not feel the guiding role of assessment indicators in practice. This reduces the enthusiasm and initiative of teachers and students to participate in the whole process of practice teaching activities.

Whole process teaching practice evaluation method

As can be seen from Table 4.5, 78.57% of the students were evaluated by 54.15% of the students, accounting for 78.57%. The teachers accounted for 57.14%. Only 11.38% of the students reported that their class focused on the results of practical teaching when evaluating the students. From the interview records, we learned that the results of teaching practice lack of summary evaluation, and the teachers give students more random results, and the evaluation process is not

standardized.

4.2 Analysis results

Students have a low understanding of the teacher education practice plan, and the lack of communication between teachers and students

All departments (schools) of Xinzhou Normal University have organized education and teaching practice, teachers believe that the total number of more than 5 times accounts for the vast majority, the number of individual departments is less; the number of organizations between the departments. Activity records are detailed, and the activity plan should be informed to the students in an appropriate way; practical activities are mainly mixed teaching, but a quarter of the students believe that practical activities ignore the students' subjectivity and individual differences.

In practical teaching, the moral education of students is organized, the content is monotonous, and the purpose is not strong

In the whole practice of Xinzhou Normal University, teachers and students unanimously recognize the importance of teacher ethics and its leading role in personal development. However, teachers and students believe that the cultivation of students' ethics is more about through listening to lectures and other teachers' standardized education and teaching behavior. There are few special lectures and observation teaching organizations, and the number is limited, which shows that the

college is not organized in this respect enough, and it should further improve the planning and institutionalization of teacher ethics training.

Teachers' practical skills training in various forms and rich content, which needs to be adjusted according to the actual students

Xinzhou teachers college departments (courtyard) in order to strengthen the training of normal students teaching skills, formulate and revise the professional personnel training plan, actively implement "Xinzhou normal college teachers education practice teaching management method (trial)" (school political word [2015] 58) " activity plan should be adjusted with the professional personnel training program, each professional according to the actual work in the training program and semester arrangement make appropriate adjustment....."According to the survey data analysis, more than one third of teachers and students believe that the whole practice activity plan cannot be adjusted in time, the semester of professional skills training lacks unified deployment, and the wide range of training content leads to the randomness of training.

The "trinity" in-post practice system is complete, and the cooperative education effect is good. However, the initiative and enthusiasm of the instructors need to be improved, and the process supervision needs to be strengthened

In order to achieve the goal of teacher education and practice teaching, Xinzhou Normal University has formulated relevant rules and regulations before,

after and after practice, with specific and detailed contents, strong guidance, teaching and the effect of volunteer teaching and strong response. However, from the analysis in Table 4.4, there are some problems, such as heavy teaching task for interns, the recipient schools ignoring the ability training of interns, poor guidance of instructors, slack and freedom, and the relevant management system of the college needs to be further improved.

The evaluation subject, content and method are diversified, but the accumulation of process data is insufficient, and the assessment standards are not clear

"Xinzhou normal college teachers' education full practice teaching management method (trial)" (school political word [2015] no. 58) pointed out: " every activity to have recorded, each activity data (student lesson plans, evaluation records, video or photos, etc.) to save at the end of the activity teachers according to the student attendance and performance assessment, and give students certain credits. "The survey shows that although the routine teaching practice evaluation continues, 64.31% of the students do not know the assessment criteria of practice, and the lack of process data, and the evaluation is highly arbitrary. Thirty-five. 38% of the students thought that the instructor's guidance times were small, and the college's management was not in place.

Chapter 5

Conclusion and Discussion

5.1 Conclusion and Discussion

The whole school, all the staff, the whole process of general mobilization, actively organize and participate in practical activities, but a very few teachers and students despise the whole process of practice teaching, low enthusiasm, poor enthusiasm

Some teachers and students lack in-depth understanding of practical teaching, the lack of scientific, reasonable and systematic planning: unclear teaching objectives in each semester, the professional activities are not conducive to improve students' teaching skills and comprehensive quality; the school should provide corresponding funds, teaching resources, ensure the orderly development of practical teaching.

The whole process practice teaching attaches great importance to moral education, but the content of professional ethics education is stipulated, and few special activities are organized

The survey found that 48.92 percent of the students' department had not organized probation or observation, and nearly half of the students have not attended teacher ethics lectures. This shows that the whole practice teaching lack of teaching content related to professional ethics education, the normal students'

professional ethics education is limited to the theory of preaching, so should increase the number of primary and secondary school trainee, provide normal students and primary and secondary school teachers, students, communication opportunities, purposefully, planned and organized to the students of professional ethics.

Students' enthusiasm and initiative to participate in the whole process of practice teaching are poor

The original intention of practice is the student participation. In the practice of teacher education, teachers are full of enthusiasm. As a result, students are busy completing the task of professional courses, and cannot actively participate in the whole process of practicing teaching activities. The classroom becomes a one-man show, or students only serve to complete the task assignment. Students' enthusiasm is not high, resulting in the whole process practice teaching training effect is not satisfactory. If things go on like this. As a result, the decrease of enthusiasm, teaching times reduce, teaching time is shortened, the effect of the whole practice teaching cannot be significantly improved, and the degree of the improvement of students' practical skills is difficult to achieve.

There are many organizational forms of the whole practice teaching activities, but the coordination and overall planning need to be further improved

In the whole process of practical teaching, we should also pay attention to the coordination of volunteer teaching activities and the normal teaching order of the

volunteer teaching school, consciously cultivate students' sense of cooperation, and improve students' practical ability. When organizing practical activities, to choose the activity content according to the actual needs of the students; fully mobilize the students to actively participate in the activities and play the spirit of ownership. Prevent it from becoming a mere formality and go through the motions.

The implementation and supervision of the instructor system is small, and the guidance level of the instructor needs to be improved

The selection of experienced teachers as instructors of practice and volunteer teaching meets the needs of practical activities and the characteristics of students' physical and mental development. Through the training, improve the teaching level of teachers, serious and responsible, strict management, seriously implement the listening and evaluation system, teaching and research system, at least three rounds of lectures, the teaching skills of intern's hand in hand guidance. The training content of intern life adaptation and teaching adaptation is little, which is not timely, which directly affects the transformation of students' knowledge to skills and reduces the timeliness of practice and volunteer teaching.

Basically, realize the diversification of whole-process practice teaching evaluation methods, rich content and diversified evaluation subjects

The survey fully shows that the diversification and objectivity of evaluation are the goals pursued by the whole-process educational practice, but there is no clear quantitative indicators in the specific indicators of evaluation. At the end of the

practical activities, the evaluation reference basis is insufficient and highly subjective, which may make the evaluation results not objective and unfair.

5.2 Suggestions

Regular study, teachers and students are familiar with the whole practice teaching plan, pay attention to the organization of practical activities

After the freshman year, the department (college) assigned a special person to explain to the students the tasks and assessment standards to be completed in the whole teaching practice of the college in each semester, to have a clear idea and have a definite target. Students have a clear understanding of the teaching objectives, practical steps and plans, and teaching contents of the whole-process education and teaching practice, which can improve the enthusiasm and initiative of students to participate in the whole-process practice teaching and improve the teaching effect. Teachers should be fully prepared, from the professional knowledge, ideological and moral, teaching skills demonstration and other aspects, actively guide students, contact with the actual basic education, close contact between teachers and students, do a good job of collaborative education, willing to contribute, diligent work.

Carry out teacher ethics education in teaching practice in various forms to enrich the content of teacher ethics

First, from the normal students enrolled, began to normal education. Watch videos or movies of excellent teachers and ethics models, educate students to take

excellent teachers as an example and cultivate their professional feelings for teachers; introduce the great profession of teachers, which is indispensable in human development, and integrate students into the professional life of teachers.

Second, schools can contact primary and secondary schools to provide a trainee platform for students. Timely arrange the students to the primary and secondary schools for probation, the students in the practical environment, subtly to the students of professional ethics education. The dedication and selflessness of the primary and secondary school teachers, their care and respect for the students, and their dedication, seriousness, perseverance and tenacity to the teaching, all affect the students' moral quality and professional cultivation.

Third, we can timely invite excellent primary and secondary school teachers and excellent graduates of college majors to give lectures to students. Ask them to introduce their daily education and teaching work, as well as the countermeasures and solutions to face emergencies, and introduce the establishment of their professional ideals and the professional growth process. So as to enhance students' determination and confidence in teaching, improve students' confidence in teaching, help students to establish the correct professional thought and learning motivation.

Improve students' autonomy and participation consciousness

As future teachers, students should always pay attention to the subjectivity of learning during their college study. Pay attention to the cultivation of morality, cherish every opportunity to participate in the whole practice of teaching. At the

beginning of the whole process of practice teaching, I set a clear goal for myself, and do things in the process of practical teaching and be strict with myself, think actively about problems, discuss and communicate with classmates, analyze the causes of the problems, and complete the tasks of the whole process of practice teaching with a learning attitude. After the completion of the activity, I will actively reflect and summarize, concise and improve, and strive to apply the theoretical knowledge learned to the practical work of teaching, to improve my practical ability and cultivate my own innovative spirit.

Strengthen the process management of instructors, and pay attention to the acquisition of practical knowledge of interns

First, "prospective teachers" participate in poverty alleviation on-the-job volunteer teaching activities as students, with rich experience and truly self-conscious. The experience of the internship and volunteer teaching students is a certain "experience", that is, the subject has personally experienced it, and he must gain a certain understanding and perception after the experience. This experience and participation roughly includes what daily life is like, how teachers prepare lessons, how to teach, how to deal with the relationship with other teachers, and handle the relationship between life and work. In the classroom, the completely real situation, the full-time teacher post for practice teaching students provide the teaching situation practice culture for their own platform, they consciously or unconsciously collect learning materials, master the teacher's

teaching process, classroom control, teaching rhythm, the attitude towards students, the judgment and decision of the classroom situation, etc.

Second, the internship and volunteer teaching students accumulate practical knowledge in the process of continuous observation and participation. Volunteer in each link of teaching, to guide the teachers' practical knowledge gradually understanding, ponder, and the other teachers' practical knowledge internalized into their own cognitive structure, build their own practical knowledge, and in their own teaching practice mining their own teaching needs, selectively imitate, migration and application. Through continuous identification, comparison and integration, they will process and integrate the specific practical knowledge obtained, to form a more general and easier to transfer their own knowledge forms, and gradually form their own teacher education practice style.

Third, improve the instructor system, improve the level of business management. The instructor's knowledge level, guidance experience, working attitude, work ability, responsibility and management level play a vital role in the quality of practice. Therefore, normal school teachers familiar with rural education and teaching method foundation should be arranged to guide and communicate with practice students; conduct professional training for these instructors; pay attention to the organization, management, coordination and supervision of local government teaching activities, and implement quantitative management of instructors; and strengthen cooperative supervision among practice groups to avoid

the polarization of normal students' professional quality improvement.

Establish and improve the "trinity" internship quality monitoring system, strict supervision system

The lack of effective communication and ineffective supervision between local normal universities, local governments and recipient schools are the biggest disadvantages in the on-of-the-post internship process. Effective communication and three-level linkage supervision are the fundamental guarantee to improve the quality of the internship. Only through timely communication and information exchange, can the internship students understand the learning situation, professional level, ideological status, psychological trend and other problems, and the instructors can provide targeted guidance according to the actual situation; the college can formulate corresponding measures to timely find out and solve the problems. At the same time, it will reduce students' confusion in learning, life and thought, which is conducive to the development of the internship work, eliminate hidden problems, and consolidate the internship effect.

Implementing a strict supervision system for students' practice teaching is the manifestation of responsibility to students, and an important measure to ensure the quality of practice. Supervision is a warning and advice to the students, the implementation of strict supervision system, is the internship students to complete the internship task step by step measures. It is hoped that the whole-process education and teaching practice and the "trinity" on-post volunteer teaching will

advance steadily because of attempt and exploration, and the sustainable development will benefit more normal university students and rural education.

Set up the evaluation institutions, improve the evaluation indicators, and create the whole-process practice teaching evaluation system

First, improve the teaching practice evaluation system. Xinzhou Normal University College [(2015) No.58] mentioned: " After the end of the whole practice of teaching activities, teachers should assess according to the students' attendance and performance, and give certain credits, to test the students' learning results in this semester. "But in the actual teaching work, but very few teachers use quantitative standards to evaluate students' performance. In order to improve the current situation of whole-process practice teaching evaluation and improve the effect of whole-process practice teaching evaluation, the whole-process practice teaching link can be assigned a certain score and incorporated into the evaluation system of students. For example, the teaching quality is divided into three first-level indicators: the teaching basic conditions, the teaching implementation process, the teaching characteristics and effects, which are given 0.2, 0.5 and 0.3 weights respectively, and there are second-level indicators under the first-level indicators. In the evaluation process, teachers should be the leading, students as the main body, and enhance students' self-reflection consciousness, and realize the improvement of teaching practical skills because of reflection.

Second, set up an evaluation agency. The evaluation institution of practical

teaching in local senior teacher colleges shall be composed of the teaching administration department of the college and the branch (department), with the dean in charge of teaching in each branch as the assessment director, and the members include the director of the teaching and research section of each subject, practical teaching instructors, counselors and other relevant personnel. According to the characteristics of their own major, the branch school (department) shall set the practical teaching assessment standards for the students of their major, and supervise, manage and evaluate the practical teaching ability and quality of the students and teachers participating in the practical teaching through the form of self-evaluation, self-examination and self-assessment.

Third, pay common attention to the practical process and adopt multiple forms of evaluation

The content of normal university students participating in practical teaching mainly revolves around the level of education and teaching skills and the professional growth path of teachers. In the evaluation of normal students practice teaching effect, on the one hand, primary and secondary school teachers need to carry out the principle of comprehensive and comprehensive measure of normal teaching skills, comprehensive consideration of normal skills, not only examine the normal student's education practice teaching skills, also need to normal student organization and coordination, education scientific research, education innovation ability to examine. Colleges and universities, on the other hand, need to

comprehensive evaluation of normal student's internship content, pay attention to expand the evaluation of normal students internship field, the evaluation is not limited to the evaluation of knowledge and ability of, but also in the process and method, emotional attitude and values, combined with the base practice teachers to students evaluation results, maximum attention to the students' diverse growth. The evaluation method can combine self-evaluation and others' evaluation, quantitative evaluation and qualitative evaluation, and formative evaluation and final evaluation. Among them, others' evaluation can be not only the teacher peer evaluation, but also the evaluation from parents or students, and ultimately promote the development of process evaluation and dynamic evaluation.

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