

Research on the Practical Mechanism of the Cooperative cultivation of Excellent Teachers practical literacy¹

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ABSTRACT: *The "Excellent Teacher" program focuses on improving the practical quality of pre-service teachers and innovating the training mode of talents. However, the path deviation of "excellent teacher training Plan" in theory and practice can easily lead to its sloganization and formalization. his study believes that the practical mechanism of the collaborative cultivation of "excellent teachers" practical literacy should be carried out from the following aspects: the establishment of the "U-G-S" tripartite linkage of industry-university-research collaborative training mechanism, the establishment of the whole course system of practice, the establishment of the practice-centered education practice evaluation mechanism.*

KEYWORDS: *Excellent Teachers , Practical Accomplishment, Collaborative Cultivation ,Practical Mechanism*

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I. INTRODUCTION

In September 2018, the Ministry of Education of P. R. China issued a document "about the opinions of the excellent teacher training scheme 2.0", again to pass a comprehensive reform of teacher education, promote the professional competence of primary and secondary school teachers, improve the quality of primary and secondary school teachers team, create a batch of education feelings, deep, solid professional foundation, innovation education, comprehensive education and high-quality professional innovative capability of life-long learning and development of primary and secondary school teachers. It can be seen that the focus of "Excellent Teacher" plan is to improve the practical quality of pre-service teachers and innovate the training mode of talents. However, the path deviation of "Excellent Teacher Training Plan" in theory and practice can easily lead to its sloganization and formalization. Therefore, "Excellent Teacher Training Plan" also needs more deep, solid, serious theoretical and practical exploration, and finally achieves scientific and rational level.^[1]

II. ANALYSIS OF THE PROBLEMS EXISTING IN THE CULTIVATION OF EXCELLENT TEACHERS' PRACTICAL QUALITIES

2.1 Fuzzy target positioning

Training objective is the basis of curriculum setting and plays a leading role in curriculum setting.^[2] The specific description of the goal directly affects the efficiency and quality of the goal realization. A comparative analysis of the text of the training objectives of general education teachers in seven excellent primary schools shows that the objectives are too vague and lack of specific guidance. A few colleges have detailed requirements for graduation under the comprehensive training goal, but most colleges have vague requirements under the comprehensive goal statement.

2.2 The formalization of practice teaching

Practical teaching should conform to the internal rules of teacher training in primary and secondary schools, so that students can truly feel and understand primary and secondary education through their own practice, master the skills required by education and teaching, which enables students to have good professional adaptability, and achieve seamless connection with post requirements when they graduate.

In developed countries, the cultivation of primary and secondary school teachers attaches great importance to practical teaching, especially to the cooperation with front-line schools. For example, the "Clinical practice teacher training model" has emerged in the United States. The undergraduate major of primary and secondary education is a clinical practice major similar to medicine, nursing or clinical psychology. ""^[3]

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Clinical practice teacher education model is to strengthen the combination of theoretical learning and clinical practice. It emphasizes that, just as doctor training needs to be done in teaching hospitals, teacher training should also be done in primary and secondary school classrooms. The second is to strengthen the establishment of cooperative community, so that the teacher training from all parties to get strong support, the third is to strengthen the formulation and implementation of standards, so that the teacher training standard orderly. The UK also emphasizes the training of teachers based on front-line schools.

However, in the current practice teaching of primary and secondary education in China, there are obvious formalization in the arrangement of practice teaching because the major of primary and secondary education is a major with a relatively sufficient number of students^[4]: first, laissez-faire management of practice teaching. In many schools, students practice independently, that is, students apply to choose schools independently and instruct teachers to practice. When students return to school, they complete the internship tasks prescribed by the school and bring back the evaluation form, which is regarded as the completion of the internship tasks. In fact, in addition to a small number of students who take independent internship conscientiously complete the internship tasks as required, most students do not really practice during the internship, the course tasks of practical teaching has not been implemented, let alone the effect is impossible to talk about^[5].

Second, the practice teaching arrangement is formalized. According to the requirements of the form of education probation and practice, the phenomenon of only taking into account the formal requirements and ignoring the substantive requirements exists in the arrangement of practical teaching tasks. Different forms of education practice has different tasks needed to be done, but the reality is that in order to complete the lesson plans and arrangements, the whole practice practice is broken, leading to too short practice time, rarely engaging students in the classroom teaching, practice arrangement in the seventh or eighth semester, because the students write graduation thesis and look for a job.

2.3 Hollowing out of practical teaching

Practical teaching is an important link in the training of normal university students, and the effect of practical teaching is the foundation of practical teaching design. There is an essential difference between high quality practical teaching and skill training style practical teaching. High quality practical teaching should be practice under the guidance of theory and take cultivating students' practical wisdom as the core. However, the hollowing out of teaching practice is quite obvious at present^[6].

The hollowing out of educational practical teaching means that in the process of practice, and practice is disjointed from theory, showing the phenomenon that form is more important than substance^[7]. For one thing, there is a lack of effective guidance for students' practice. Students are left to explore and try on their own, leaving the theory behind. Second, there is a lack of linkage mechanism between universities and first-line schools. College teachers rarely insight into a line of primary and secondary school education reality, less guidance for students and do not reach the designated position, a line of teachers' practical experience more rich, but the problems such as a certain theoretical level, learning theory with practice fusion, in practice, the perceptual experience become support its individual theory, teaching activity in the guidance of teachers and more is the transmission of experience and the cultivation of the irrational.

III. DISCUSSION

The exploration of the practical mechanism of "excellent teacher" collaborative training

3.1 The establishment of "U-G-S" tripartite linkage of industry-university-research collaborative training mechanism

Colleges first understand the three sides collaborative education content "U-G-S" , namely "coordination with local governments, the primary and secondary schools in colleges and universities develop talents training target, design course system, construction of curriculum resources, organization construction of the teaching team, practice base, teaching research and evaluation of training quality comprehensive cooperation", build "U - G - S" in teaching, research, training and service tripartite mechanism of co-cultivation of production, to ensure to establish a tripartite responsibilities, clear, stable coordination, equality and mutual benefit relations of cooperation, so that it promotes the organic combination of educational practice, curriculum development, educational teaching research and teacher professional development community construction.^[8]

3.2 Establish the whole course practice system

The practice-oriented curriculum design is the core idea of teacher education curriculum, which can be embodied in different degrees by all units in the course planning. In the design of the top level, we can attach importance to the connection with practice in the setting of course items and the selection of specific content, and take care of the practice of basic education and integrate it into the excellent teaching cases of primary and secondary schools as well as the cutting-edge research results.

In terms of practical curriculum setting, it guarantees time and runs through the whole training process, and emphasizes the standardized step-by-step and infiltrated spiral learning mode of "experience-practice-reflection"^[9]. Some schemes clearly propose that the whole process of practice should be carried out throughout the entire training process, and the focus and tasks of practice should be defined at each stage. The first stage focuses on experience, the second stage on observation and learning, the third stage on simulation, and the fourth stage on field teaching and reflection.

In terms of the training of education and teaching skills, the combination of inside and outside class, curriculum and club activities is adopted to train and develop some basic skills and abilities in a regular form for a long time. Use modern means and database to simulate some educational teaching scenes and feedback to assist normal university students in learning and teaching.

Four kinds of practical activities of the practice course system are scattered in the whole process of the education life of normal university students, and they intersect with the theoretical knowledge of education of normal university students. The cultivation of teachers' comprehensive quality starts from the first year of normal university students' enrollment and runs through the four years' university studies, through such activities as entrance education and military training, club activities, social investigation, public welfare activities, famous teachers' forum, classic reading and so on. The educational probation, which starts in the second year of university and runs through the second and third years of university, adopts the form of combining centralization and decentralization.^[10] Curriculum practice, which begins in the second year of university, is mainly realized by reforming the curriculum practice of teacher education and the teaching methods of teacher educators. Professional practice, including educational practice, educational survey and graduation thesis, begins in the senior year of university and lasts for one year. Outstanding teachers take practice curriculum practices of training mode from the formation of teachers' comprehensive qualities and education practice, course practice, professional practice. In the four dimensions of these four aspects are sequence propulsion, step by step, order, but they are not separate, but intertwined. Each level is different, and the emphasis is the common objective, that is, the resultant nurture students to become excellent excellent teachers with comprehensive quality and professional skills.

3.3 Establish a practice-centered educational practice evaluation mechanism

The comprehensive practice training model of outstanding teachers adopts the method of multi-participation and open dynamic evaluation. Multiple participation: In the educational practice of normal university students, the participants include the tutors of primary and secondary schools, the students themselves and their peers, which is the combination of his/her evaluation and self-evaluation. The main purpose is to promote the improvement of the practical ability and professional development of normal university students. The open dynamic evaluation should be based on the process, emphasizes the development, which is not a disposable process for normal education practice; therefore, the students' evaluation should also be multiple, and the final evaluation result should be integrated in the overall performance of the whole education practice and students at each stage of performance to determine.^[11]

Aiming at the whole practice system, a perfect educational practice evaluation system is established. The evaluation system specifically includes: first, evaluate the performance of normal university students' internship, learn and study comprehensively and objectively according to the professional Standards for Primary and Secondary School Teachers (Trial) and educational practice tasks; second, pay attention to the combination of process evaluation and result evaluation of educational practice, and implement individual education and guidance; third, the system of "double tutors" is implemented, which includes the effective system and measures of selecting, training, evaluating and supporting the teachers of educational practice.

The corresponding system and standards are established in terms of the evaluation system, including educational practice evaluation and improvement system; evaluation standards for educational probation, educational practice and educational study; evaluation manual of education probation (self-evaluation, teacher evaluation and student evaluation), evaluation manual of education practice (self-evaluation, teacher evaluation and student evaluation); teacher Individualized education and instruction Record Manual; internship appraisal (internship evaluation); detailed rules of the system of "double tutors" (including the implementation plan and plan of "double tutors", the implementation standards for the selection of guidance teachers in primary and secondary schools, the implementation standards and record manual for the training and evaluation of guidance teachers in primary and secondary schools, the implementation standards for the training and evaluation of guidance teachers in universities, and the guidance Record Manual for double tutors); university tutors, primary and secondary school tutors and practice groups sign tripartite agreements with distinct responsibilities and rights, and making the list of tutors and appointment letter, etc.

The traditional evaluation method which focuses on test and score is broken, and the evaluation mechanism which centers on practice is established, strengthening skill assessment. The skill training is carried out by means of grading assessment. The purpose is to make the students have the basic ability to engage in the teacher occupation through reaching the skill standard. Given the skills training and assessment outline, in the

first semester of the junior year, students are assessed based on the "five teacher skills" (Putonghua, Spoken English, standard character writing, educational technology and cultural and sports skills) of normal university students. Those who achieve the target pass the assessment, and those who fail to achieve the target are retrained and assessed until they reach the target.^[12]

Conduct teaching practice assessment. In the latter two years of practical teaching, students are required to devote themselves to learning, in-depth education and teaching practice. Students are encouraged to participate in a variety of social practices and competitions, make full use of various learning resources and opportunities, and regularly display practical teaching results, such as the assessment of Putonghua in the first semester of freshman year, the assessment of impromptu speech in the second semester of freshman year, the assessment of three characters and one drawing and the making of multimedia courseware in sophomore year, the assessment of trial lecture, lecture and comprehensive teaching skills in junior year.

IV. CONCLUSION

The key to the cultivation of excellent teachers' practical qualities lies in the choice and stability of guidance teachers. The effectiveness of teacher guidance depends on the personal quality of teachers, and teachers should take initiative in the process of guidance. Therefore, teachers should love students, are willing to guide students and have rich experience to undertake the task of teaching guidance, and keep it as stable as possible. Teachers should form a sense of responsibility, and consciously improve their level of guidance. In addition, it is necessary to strengthen the training of guidance teachers. Ability is a direct factor to effectively complete the task. At present, there are some problems in the guiding pre-service teachers of practical teaching in primary and secondary education, which further restricts the effect of practical teaching. Guidance teachers in colleges and universities generally have high educational level and rich theoretical knowledge, but they have relatively little direct experience in primary education. Front-line teachers have rich practical experience, but they have some deficiencies in theoretical guidance and practical ability. Therefore, it is necessary to strengthen the training of teachers so that they can clearly understand the nature and value of pre-service practical teaching, and can examine educational practice with theory to guide educational practice effectively.

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