

Improvement of the Relevant Regulations to the Educational Practice of Normal Students in Normal University

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Abstract: Educational practice is a necessary link in the training of normal students. There are many problems in the teaching practice of normal students in China, mainly due to the lack of relevant regulations. This research aims to improve the relevant practice regulations, thereby improving the quality of educational practice. The researchers summarized and sorted out the existing educational practice regulations by visiting the official websites of some schools. At the same time, based on the literature method, interview method, and data analysis method, it is concluded that educational practice has problems such as unreasonable regulations, outdated regulations, fuzzy evaluation standards, and lack of "practice law". The establishment of the educational practice regulations should have the following characteristics: comprehensiveness, rationality, and practicality. In addition, it should be continuously updated in line with the development of the times. Educational practice complete regulations in terms of time arrangement, organization and management, and quality evaluation, to ensure the effective development of internships and improve the quality of teacher training students.

Keywords: Regulations; Educational Practice; Teacher training students

1. Introduction

Teachers are the direct implementers of school education, and normal students are the reserve force of the teaching team. Educational practice is an important link in the training of teacher training students and an important way of collaborative education. The educational practice regulations has a restrictive, coordinating and supporting role for internships. The current educational practice in normal universities in China has the following problems: inadequate attention to educational practice lack of effective guidance and management, imperfect content and form of practice, and so on. The lack of relevant regulations is the main reason. Therefore, the purpose of studying the quality of teacher training students' educational practice regulations is to not only ensure the efficient and circular development of educational practice, but also promote schools to optimize teacher training models and deepen education reforms, thereby promoting the quality of teacher training to achieve substantial improvement.

Many scholars have researched improving the quality of teaching practice for normal students. Zhang Qingxiang (2017) believes that the construction of internship bases must adhere to the principles of effectiveness, hierarchy and demonstration.^[1] Li Linlin (2017) summarized the three main problems in the construction of teacher training practice bases-the lack of national policies, the erroneous concepts of universities and primary and secondary schools, and the problems of interns themselves. Interns provide solutions in three aspects.^[2] Ma Nan (2015) explained the improvement of the quality of teaching practice for normal students from the perspective of the educational practice regulations, the personalized guidance of instructors, and the practice space of trainees.^[3] Qiu Yanping (2020) pointed out the problems in the evaluation of teacher training students' educational practice and improved the evaluation mechanism by enriching the evaluation content, encouraging multi-party participation, and realizing the combination of qualitative and quantitative evaluation. Scholars conduct research mainly from the construction of practice bases, strengthening the guidance of mentors, and improving evaluation indicators.^[4] The author believes that these problems are mainly the lack of regulations (Ma Nan, 2015; Yang Fangfang, 2020; Wen Qinghong, 2020).^{[3][5][6]} However, there are very few studies that have been specifically conducted from the perspective of perfecting the regulations.^[7] This article analyzes the problems existing in the educational practice regulations of normal colleges in Henan Province to improve the relevant regulations and improve the quality of educational practice.

2. Methodology

This research mainly adopts the literature method, interview method and data analysis method.

1) Literature method. Mainly refers to the collection of electronic documents. Use electronic resources such as CNKI and the school's official website to collect relevant papers and materials related to the educational practice regulations to understand the current research status in this field. At the same time, collect relevant policy documents on teacher education and teacher-student practice on the official website of the Ministry of Education of China and the websites of local education departments.

2) Interview method. The interviewees were 2 university administrators, 5 heads of practice bases, 20 interns, and 5 practice instructors from 3 normal schools in Henan Province. The interview method is divided into the direct interview and indirect interview according to the convenience of the researcher and the research object. The direct interview adopts face-to-face communication, and the indirect interview adopts telephone conversation. The interview outline is not fixed but is constantly improved in the process of interviews and data collection. Learn about their implementation and suggestions on the current regulations of educational internships as supplementary materials. (Table 1).

Table 1: Information table of interviewees

Serial number	Interview category	Interview time	Interview method
1	University administrators 1	2021.11.15	Face-to-face
2	University administrators 2	2021.11.18	Face-to-face
3	Principal of practice school 3	2021.11.15	Face-to-face
4	Principal of practice school 4	2021.11.15	Telephone
5	Principal of practice school 5	2021.11.15	Telephone
6	Principal of practice school 6	2021.11.18	Telephone
7	Principal of practice school 7	2021.11.17	Face-to-face
8	Intern8-10(Chinese major)	2021.11.16	Face-to-face
9	Intern11(Chinese major)	2021.11.15	Telephone
10	Intern12-15(Physics major)	2021.11.16	Face-to-face
11	Intern16-18(English major)	2021.11.16	Telephone
12	Intern19-21(English major)	2021.11.17	Telephone
13	Intern22-27(Mathematics major)	2021.11.17	Face-to-face
14	Mentor28	2021.11.17	Telephone
15	Mentor29-32	2021.11.18	Face-to-face

3) Use the data analysis method to sort and classify the collected data. First of all, the requirements of the national policy on the educational practice of teacher-training students are extracted. Then it compares with the school's current regulations, combined with interviews, and sums up what aspects of the educational practice regulations should be improved.

3. Results

1) The regulations is unreasonable. Of the 20 interns interviewed, 60% said that the internship time overlapped with the postgraduate entrance examination. 50% of intern instructors said that during the internship, students often ask for leave due to job hunting and postgraduate entrance examinations. Interns are not very motivated for internships and their attendance rate is low. 40% of normal students said they had fewer opportunities to attend classes, at most 1 or 2 times; 15% of normal students said they had too many classes and no time for other internships. 20% said that the college only reflected the difference between normal students and non-normal students in the design of the internship manual, and the internship arrangements and mentor guidance were no different from non-normal students.

2) The regulations is outdated. Part of the regulations was formulated before 2015, and the requirements in terms of training objectives, guidelines and evaluation mechanisms are outdated and inconsistent with the country's requirements for teachers in the new era. The basic requirements for teacher education internships issued in 2018 stipulate that teacher students should organize at least two class group activities. The survey showed that some colleges did not write this requirement into the regulations. The interview results showed that 80% of interns were not organized or even participated. The relevant regulations of the Master of Education in Normal School A has not been revised after 2013, and the evaluation criteria for internships are inconsistent with national policies.

3) The evaluation criteria are fuzzy. 45% of the students said that the internship evaluation is not strict, as long as the relevant internship assignments are submitted, the assessment will pass. 80% of the instructors said that in order not to affect the graduation of normal students, the internship school will allow all normal students to pass the internship assessment.

4) Two university administrators said that internship schools are generally not enthusiastic about accepting interns. Although an agreement has been signed with the internship base, rights and obligations are clarified. Moreover, in China, the Internship Law has not yet been enacted, and the rights of interns are not legally guaranteed.

4. Discussion

The time for postgraduate entrance examinations for Chinese college students is set in December every year, and some colleges arrange internships for normal students in the seventh semester. Teachers account for 40%-50% of the graduates from normal colleges each year, and more than half of them will choose to take the postgraduate entrance examination. Exam preparation will take up a lot of their educational internship time, leading to low internship enthusiasm, low attendance, and poor educational internship results. It can be seen that it is inappropriate for the college to arrange the internship in the seventh semester. The author thinks that it can be arranged in the sixth semester like most colleges, or arranged according to the classification of postgraduate entrance examination or not. The regulations only requires normal students to participate in teaching activities, but there is no clear frequency. Too few classes are not only inconsistent with the concept of internship guidance, but also not conducive to the improvement of classroom teaching practical experience of normal students. Too many classes lead to insufficient time for normal students to organize and reflect on their teaching. Too many or too few practical opportunities are not conducive to the improvement and development of the teaching skills of normal students. How to balance this aspect needs to be improved by the regulations. Normal school students are the reserve force of Chinese teachers, and they should be unique in terms of curriculum and educational practice. The educational practice regulations for normal students cannot simply follow the regulations for non-teacher students. The formulation of the school regulations should be consistent with the national guidelines and policies and be revised in time to ensure the quality of internships. The results show that the evaluation of internships can meet the requirements of the joint evaluation by the leading teacher, the internship school, and the college. However, the lack of grading rules in the evaluation standards is a major problem in the current evaluation of educational internships, and it has also become an important factor restricting the improvement of the quality of educational internships. Whether it is the instructor of the practice school or the leading teacher of the university, they tend to evaluate the effect of the internship of the intern in the way of qualitative evaluation, while ignoring the quantitative assessment. The fuzzy evaluation standards of educational practice and the lack of a detailed indicator regulations have greatly compromised the objectivity and feasibility of the evaluation. The results of the study show that most of the evaluations of teacher ethics and style during the internship period of normal students are lacking, which is inconsistent with China's requirements for teachers in the new era. In addition, relevant departments should actively explore effective ways to solve the contradiction between the huge scale of internship demand and the low enthusiasm of the society to accept internships. The construction of the internship legal regulations is an indispensable way. Therefore, the legislative process of the "Internship Law" should be initiated.

5. Conclusion

Educational practice is a key link in normal colleges to cultivate and improve the classroom teaching ability of normal students. This research uses the literature analysis method and interview method to summarize and analyze the problems of the educational practice regulations: the regulations is unreasonable, the regulations is outdated, the evaluation standard is fuzzy, and the "practice law" is lacking. The author believes that relevant departments should initiate internship legislation as soon as possible. Colleges and universities must regularly review existing regulations in line with national policies, conduct in-depth investigations at the grassroots level, and update them on time. It is necessary to establish an educational practice regulations specifically for normal students, distinguishing key factors such as the form of practice organization, base construction, tutor selection, and evaluation indicators from other types of students. By enriching evaluation content, improving evaluation methods, clarifying evaluation standards, and refining evaluation indicators, the evaluation of educational practice is optimized. This will help to promote the regulationsatic and comprehensive development of the school

education practice regulations and improve the quality of practice.

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