

# Research on UGS Cooperative Cultivation Mechanism of Normal University Students' Educational Practice

Shihan Sun\*

College of Educational Science, Bohai University, Jinzhou, Liaoning, China  
306791111@qq.com

\*Corresponding author

**Abstract:** Educational practice is not only an important part of normal education, but also the initial experience of normal university students entering the front line of basic education. Through educational practice, the paper considers the theoretical knowledge reserve of normal university students and evaluates their professional teaching skills. It is also a review of teachers' sense of honor and professional belonging, which lays a solid foundation for engaging in primary and secondary education and teaching work and continuous professional development. Aiming at the problems existing in the education practice of normal university students, this paper constructs a UGS collaborative education and training mechanism based on universities, local governments and primary and secondary schools. The specific application measures are put forward from four aspects: building UGS information platform based on information technology, strengthening the communication and cooperation among the three parties of UGS, strengthening the organization and management of educational practice, and promoting the evaluation of the use process. The research results can be used to guide the internship work of normal university students, and can also be used as a reference for other majors to carry out collaborative education.

**Keywords:** Normal University Students; Educational Practice; UGS; Cooperative Cultivation Mechanism

## 1. Introduction

The education practice of normal university students is still a weak link in teacher training, and the colleges and universities holding teacher education need to organize standardized educational practice to improve the quality of teacher training [1]. The Ministry of Education "Opinions on Strengthening the Education Practice of Normal University Students" points out that the education practice of normal university students is an important part of teacher education curriculum and a necessary link of teacher training. Through the system design and effective guidance under the education practice, promote normal university students in-depth experience of education and teaching work. Gradually develop good teacher ethics and professional identity, better understand the professional knowledge of education and teaching, master the necessary abilities of education and teaching design and implementation, class management and student guidance, so as to lay a solid foundation for engaging in primary and secondary education and teaching work and sustainable professional development. The education practice of normal university students includes many forms, such as observation and probation, simulation teaching, special skills training and concentrated practice. Among them, concentrated practice is the most important way. Through intensive practice, normal university students can experience the complexity of teaching in real educational situations [2]. The knowledge should be comprehensively applied to education and teaching practice, and the comprehensive judgment ability of complex education environment should be improved in practice, so as to cultivate and exercise the ability of normal university students to engage in education and teaching work. And deepen and consolidate the professional thought of normal university students, for the future teacher professional development to lay the foundation.

## 2. Analysis of Problems Existing in Education Practice of Normal University Students

Education practice improves the comprehensive ability and quality of normal university students in

an all-round way, but there are still many problems in the process of implementation. The analysis of these problems provides a reference for solving the problems.

### ***2.1 Educational Practice Is a Mere Formality***

The most fundamental purpose of educational practice is to combine theory with practice, to train normal university students in vocational skills, and to lay a foundation for the transformation of normal university students into teachers. Education practice cannot be separated from the guidance of teachers, teachers' diligent dedication and superb teaching skills have a subtle influence on normal university students. In the process of education practice, normal university students need to receive guidance from both the university and the practice school. College teachers have the responsibility to listen to the lectures of normal university students and give on-site guidance, but most of the tutors from colleges and universities do not go to the scene in person, but use online guidance, which significantly reduces the guidance effect. Some instructors from the practice schools are not good at teaching and have a strong sense of responsibility. They do not make careful preparation for teaching and even send normal students to class for them when there is an emergency. They do not give constructive suggestions on the teaching process of normal students and lack attention to the growth process of normal students.

### ***2.2 Lack of Psychological Preparation for Educational Practice Environment***

During their study in colleges and universities, almost all normal university students live in the urban environment, with superior conditions for food, accommodation, study and entertainment. Many normal university students practice in rural primary and middle schools, which is quite different from the environment they used to live in cities or university campuses. Rugged mountain roads, inconvenient transportation, monotonous diet, poor accommodation and office conditions have resulted in strong psychological in adaptation [3]. Normal university students are influenced by the university environment and are more accustomed to information-based teaching, while the information-based education equipment in rural centres is not perfect. Before arriving at the practice base, normal university students were not psychologically prepared and had a longing and longing for rural life. After entering the practice base, they really feel completely different from the original expectation, resulting in strong psychological conflict, which prevents normal university students from smoothly accepting the new environment. The change of the new and old environment causes psychological discomfort and inner feeling of loss and dissatisfaction, which has a negative impact on the effect of internship.

### ***2.3 The Relationship between Instructional Design and Lesson Plan Is Not Clear***

Teaching design is based on the requirements of curriculum standards and characteristics of teaching objects, the teaching elements are arranged in an orderly manner, the teaching process is planned systematically, and the assumption and plan of appropriate teaching programs are determined. Teaching plan is the text of teachers' teaching plan or teaching content, which leads students to analyse, explore, integrate knowledge, and choose the most appropriate expression method and sequence to ensure students' effective learning. Teaching plans are generally based on teaching materials, while teaching design considers teaching itself as a whole system. The core purpose of the teaching plan is how teachers tell the teaching content well. The teaching design not only pays attention to the teaching of teachers, but also pays more attention to the learning of students. The boundary between teaching design and teaching plan has become more and more blurred in recent years. Many teaching ability competitions require the submission of teaching plan design, but many teachers submit teaching design. Many normal university students do not distinguish the relationship between teaching design and teaching plans, and lack the concept of leading design. Only how to teach, not how to learn. There is no correlation between situational activities, and students do not pay attention to self-construction of knowledge. The teaching content is fragmented, lacking the design of the interaction process between teachers and students, lacking the guidance of learning methods, and ignoring the educational value behind.

### ***2.4 Teaching Is Over-reliant on Multimedia***

The rapid development of information technology has exerted a fierce impact on modern education, resulting in profound changes in the content and methods of teaching and changing the traditional single-solidified teaching model [4]. Multimedia is a typical representative of the application of

information technology in the field of education. It has the advantages of intuitive presentation of teaching resources, comprehensive and rich expression of knowledge and vivid teaching content. Normal university students come from the university campus, are deeply influenced by university teaching, and have high information technology ability. Therefore, they are more inclined to use multimedia in the teaching process. Multimedia teaching produces great benefits, but also produces many negative effects. Normal university students spend a lot of time on making multimedia courseware, which is regarded as their own works of art, ignoring the research of teaching content and teaching methods. In pursuit of multi-body sensory stimulation and shocking images, students focus their attention on the projection screen, ignoring the teaching content itself, and the teaching center is deviated, lacking teachers' personal characteristics. Normal university students only act as announcers or commentators, and their role in teaching and educating people has not been played. Multimedia courseware is the pre-prepared auxiliary teaching materials, the teaching process of the new situation and new problems lack of predictability, the level of normal university students not only can not improve, and may even decline.

### ***2.5 The Basic Skills of Classroom Teaching Are Poor***

The basic skills of classroom teaching are composed of organizing skills, leading skills, questioning skills, teaching change skills, strengthening skills and summarizing skills. Normal university students' poor basic skills in classroom teaching are also reflected in these aspects: first, organizational skills. Cannot realize the characteristics of middle and primary school students' attention in class, cannot correctly organize students and guide students, cannot establish a harmonious teaching environment, affect the whole classroom teaching effect. Second, import skills. The introduction method is rigid, the introduction process cannot arouse enough interest of students, does not achieve the purpose of mobilizing students' enthusiasm, the expansion of students' thinking and flexibility is limited, directly affect the mood and effect of students' learning. Third, question asking skills. Questioning is a kind of teaching skill commonly used by teachers and students to communicate with each other in the teaching process. Many normal university students do not grasp the principles of classroom questioning, the question design is not reasonable, and students' answers cannot be correctly analysed. Fourth, teaching change skills. The change of teaching state is mainly the change of teachers' oral language, which captures students' attention, imparts knowledge and exchanges thoughts and feelings. Many normal university students have stiff language, little changes in body movements and facial expressions, and lack the assistance of gestures. Fifth, strengthen your skills. Reinforcement skill is a way for teachers to enhance students' response and maintain their learning power in teaching. Many normal university students do not pay attention to communication with students, cannot use different reinforcement methods according to different characteristics of students, and fail to grasp the opportunity to help students. Sixth, summarize your skills. Summary is also one of the behavioural ways to complete the teaching task. Through sorting out the knowledge, students can understand and sublimate it. In the summary process, many normal university students cannot connect the knowledge before and after, and cannot suggest the structure and key points of knowledge, which fails to further inspire students' thinking.

### **3. Construction of UGS Collaborative Training Mechanism for Education Practice of Normal University Students**

UGS is the first letter of the English words "University, Government, School". The UGS teacher education model aims at linking universities, local governments and primary and secondary schools, breaking through the barriers of mutual isolation among the three. It not only maintains the original ecology, but also gives play to their respective advantages to build an integrated system of teacher training. UGS model is developed on the basis of "U-S" and "U-G" model, and is an important measure in response to the national supply-side structural reform strategy of education [5]. UGS is similar to the "Professional Development School (PDS)" in the United States. PDS is not a newly established school, but a new teacher training mode formed in cooperation with universities on the basis of the original primary and secondary schools. PDS connects universities or educational research institutions to use the theoretical knowledge of educational researchers. The other side connects primary and secondary schools and provides a practice base for teacher development. PDS combines teacher education with school reform so that the quality of teacher education forms a symbiotic and complementary relationship with the quality of primary and secondary education.

### ***3.1 Construction of UGS Information Platform Based on Information Technology***

The UGS model involves institutions of higher learning, local governments, primary and secondary schools, instructors and normal university students, etc. Communication and exchange are the key to the implementation of UGS. Traditional face-to-face communication, or communication through the phone or WeChat, is inefficient and difficult to achieve information sharing. The construction of UGS information platform based on information technology can effectively solve these problems, which has an important impact on improving the quality of education practice of normal university students. The construction of UGS information platform should be based on investigation and research to fully understand the requirements of various parties on platform functions, performance and security. Then follow the process of analysis, outline design, detailed design, programming implementation, and software testing. In order to improve the development efficiency and maintainability of the platform, it is suggested to adopt hierarchical architecture technology supported by relational database. The lower layer provides services to the upper layer, and the upper layer invokes the lower layer functions through interfaces to provide the overall solution through the collaboration of all layers. UGS information platform provides two operation modes: fixed terminal and mobile terminal. The fixed terminal is used for large-scale data processing, data import and export, and system maintenance. Mobile terminal is used for personal office to meet the needs of working and learning anytime and anywhere in the mobile information era.

### ***3.2 Strengthen Exchanges and Cooperation among the Three Parties of UGS***

Colleges and universities need to use primary and secondary schools as educational practice bases, and primary and secondary schools also need normal university students to bring new educational ideas and teaching methods into the campus. However, due to the problem of administrative authority, a third party is needed to coordinate the work between universities and primary and secondary schools, and this third party is the local government. By incorporating local governments into the management system of education practice for normal university students, constructing a tripartite cooperation framework and giving full play to the advantages of all parties, the benefits of education practice for normal university students can be maximized. In the process of cooperation, institutions of higher learning, local governments and primary and secondary schools form joint working groups to jointly develop internship plans and programs, as well as the selection and withdrawal system for guiding teachers. In accordance with the principle of "adhering to standards, strict requirements, ensuring quality, fairness and rationality", primary and secondary schools and teachers are regularly assessed, and the enthusiasm of primary and secondary schools is mobilized through a series of mechanisms [6]. In the process of cooperation, local colleges and universities import talents and knowledge advantages to primary and secondary schools. College teachers and primary and secondary school teachers cooperate to apply for topics, develop school-based courses, and improve the level of primary and secondary school teachers. Local governments are responsible for coordinating the relationship between institutions of higher learning and primary and secondary schools, and provide funds to support the construction of primary and secondary school practice bases.

### ***3.3 Strengthen the Organization and Management of Educational Practice***

Strengthen the scientific and standardized management of the teaching practice of normal university students, including three specific works: one is to guide teachers. The internship instructor is not only the impartor of knowledge and skills, but also the organizer and leader of internship teaching, and plays a very important role in completing the internship work. According to the principle of collaborative education, the selection criteria of instructors should be formulated in advance to highlight teaching experience, professional quality, organizational ability, sense of responsibility and ambition, so as to timely deal with problems in practice [7]. Second, daily management. Manage the whole process of education practice of normal university students, especially pay attention to the daily management. Strict requirements for normal university students to abide by the rules and regulations, to eliminate normal university students on the internship produced by the tension, anxiety and discomfort. Strengthen the life guidance and safety education for normal university students, and help them overcome various psychological problems, including difficulties in role change, obstacles in professional adaptation, career development confusion and interpersonal conflicts. Third, the internship outline. The internship outline is a guiding document for the education practice of normal university students. Based on the training program, it is formulated by colleges and universities and consulted for the opinions of primary and secondary schools. The main content of the internship outline includes: the

purpose and task of educational practice, the basic content and requirements of educational practice, the work steps and content of educational practice.

### 3.4 Promote the Use of Process Evaluation

Process evaluation adopts the value orientation of both goal and process, and makes a comprehensive evaluation of teaching effect and process, as well as non-intellectual factors closely related to learning. It advocates the combination of internal and external and open evaluation methods, the intersection and integration of evaluation process and teaching process, the interaction and integration of evaluation subject and object, and the realization of conscious, independent and self-disciplined learning input and output [8]. By judging the teaching quality level, affirming the achievements and finding out the problems, students are encouraged to actively reflect on the learning process, so as to better grasp the learning style. The traditional final evaluation emphasizes the learning outcome, but neglects the learning process, learning attitude and learning behavior, which cannot give full play to the function of evaluation to promote learning. Procedural evaluation uses a variety of evaluation means and methods to judge the interest, attitude, participation degree and teaching ability development of normal university students in the process of educational practice. The advantages are reflected in the following aspects: First, it reflects the diversification of evaluation subjects and forms. Focus on the whole process of students' education practice, find out the problems in the process of education practice in time, and use the feedback information to help normal university students focus on improving teaching technology. Second, pay attention to the educational learning process. Through the method of self-evaluation and mutual evaluation, students can gradually grasp the correct teaching method, establish the correct teaching concept, master the teaching strategy suitable for their own, and really improve the teaching quality and effect. Third, value unexpected results. The process evaluation focuses on the whole field of students' educational practice experience, and any valuable result should be recognized, regardless of whether the result is within the predetermined target range. The teaching enthusiasm of teachers is improved, and the richness of teaching experience is enhanced. Fourth, highlight the principal position of students. Truly realize the student-oriented teaching model. Through the process evaluation, we should constantly promote the diversification of the content and form of evaluation, stimulate the enthusiasm and interest of normal university students, and give full play to the initiative of normal university students in educational practice.

## 4. Conclusions

Educational practice is an important form of comprehensive ability cultivation and skill training for normal university students. Through the practice, normal university students can understand the current situation of primary and secondary school teaching and the trend of teaching reform, and cultivate the ability of normal university students to engage in education. UGS is a win-win education model for universities, normal university students and local education. Local governments and primary and secondary schools provide internship opportunities and places for colleges and universities, which is conducive to the practical training of normal university students and serves the sustainable development of local basic education. In the concrete implementation process, we need to put practice in a more important position, strengthen the reform and research of practice teaching, perfect the practice teaching system, standardize the practice arrangement, strengthen the condition guarantee and organizational management, and effectively strengthen and standardize the practice work.

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