Research on The Current Situation and Path Construction of Education Practice Ability of Normal College Students

--Based on The CIPP Evaluation Model

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Abstract

Local normal universities are very important for cultivating the educational and practical abilities of normal students. The Ministry of Education and other relevant departments have also issued documents aimed at promoting the development of local basic education. The cultivation of educational and practical abilities of normal students has received widespread attention. The research application and testing scope of CIPP theory is limited, but it has a certain guiding role in the education practice ability cultivation system and can supplement the missing perspectives of related research. This study aims to expand the application of CIPP theory based on cutting-edge research results, and reflect on the current status of educational practice ability of teacher trainees through relevant cases and existing experiences. It will sort out and review existing research, correctly understand the current status of educational practice ability of teacher trainees from different research perspectives, and explore the development path of strengthening the cultivation of educational practice ability of teacher trainees. It will promote the development of local basic education and help build a high-quality and innovative teacher team.

Keywords

Normal students; Educational practice ability; Current situation and path; CIPP evaluation model.

1. Introduction

With the rapid development of society and the popularization of higher education, the number of college graduates is increasing year by year, but the job market is facing increasingly severe challenges. The problem of college graduates' difficulty in employment and poor job adaptability has become a social phenomenon that cannot be ignored, affecting the nerves of the government, society and families. In this context, the career guidance of colleges and universities is particularly important, which is not only related to the personal future and destiny of students, but also directly affects the stability and development of society.

At present, the traditional employment guidance model often focuses on the teaching of theoretical knowledge and the release of employment information, while ignoring the cultivation of students' practical ability and social adaptability. In this model, it is often difficult for students to accurately experience future career situations and stand out in the job market. Therefore, how to innovate the employment guidance model for college students and improve the pertinence and effectiveness of employment guidance has become the focus of common attention of universities and society.

It is in this context that we propose a research on the employment guidance model of college students based on social knowledge networks. Social knowledge network refers to the

knowledge network with a certain structure and function formed by people through social interaction, information sharing and collaborative learning in the network environment. It integrates the advantages of social networks and knowledge networks, emphasizes the deep interaction between people and people, and between people and knowledge, providing learners with a strong social human resources network. In this network, learners can obtain authentic and effective career information and experience through interaction and cooperation with others, so as to improve their career awareness and job search skills.

The purpose of this study is to construct a new employment guidance model for college students from the perspective of social knowledge network. This model places employment guidance in a broader social context, and combines employment guidance with social knowledge networks through the introduction of visual learning technology, social network analysis and other methods, so as to realize the socialization, situationalization and networking of employment guidance. Specifically, this study will focus on the following four aspects: firstly, the current situation and needs of college students' career guidance will be investigated and analyzed, and the shortcomings of the current career guidance work and the actual needs of students will be understood; Secondly, based on the theoretical framework of social knowledge network, this paper constructs a college student employment guidance model, and clarifies the objectives, contents and methods of employment guidance. Then, through practical exploration, improvement and optimization of the employment guidance model, its operability and effectiveness are improved. Finally, the empirical research verifies the effectiveness of the employment guidance model of college students under the social knowledge network, which provides a useful reference for the employment guidance of colleges and universities.

The significance of this study lies in the fact that it can not only provide a new theoretical framework and practical model for college career guidance, but also provide students with more real and effective career information and experience, so as to help them better adapt to society and realize their personal value. At the same time, this study will also provide new ideas and methods for research in related fields, and promote the continuous innovation and development of college students' career guidance. We believe that through the in-depth exploration and practice of this research, it will provide new solutions and ideas for the employment of college graduates..

2. Research on Teacher Professional Competence

TFor in-service teacher training, our country has mainly focused on the field of vocational education in recent years. The professional competence of teachers in the vocational field firstly focuses on how to adapt to new teaching technology means, and the use of more information technology means is included in the scope of teacher professional competence training. Xie Yueguang and Chu Dan et al. constructed a structural model of vocational teachers' informatization professional competence on the basis of existing research and summarized the development stages and characteristics of vocational teachers' informatization professional competence to help build a system for cultivating vocational school teachers' information literacy and competence.

Secondly, several scholars put forward the idea of standardizing and promoting the professional competence of vocational school teachers. Two scholars, Gao Shanyan and He Zhen, try to construct the structure of professional competence of teachers in vocational colleges and universities based on the model of "Output Competence View" and the DACUM job analysis technique; Jiao Xiaojun explores the structural elements, influencing factors, and gives his own idea about the enhancement of teachers' professional competence through the in-depth interviews with 20 professional teachers in higher vocational colleges and the qualitative analysis of Nvivo 8.0. factors, and gives his thoughts on the path of improvement; Fang Liang,

Guan Zhiwei and other scholars try to construct a model of professional competence for teachers of vocational education at the undergraduate level including 10 core professional competencies and 43 units of competence through the application of the key event interview method, the work task analysis method, and the questionnaire survey method, to help cultivate the professional competence of teachers of undergraduate-level vocational education; Yin Kehane, on the basis of the "National Based on the "dual-teacher" teacher team proposed in the National Vocational Education Reform Implementation Program, Yin Kehan pointed out the loopholes in the cultivation and evaluation of teachers' professional competence in existing higher vocational colleges and universities, and gave suggestions for improvement.

Of course, there are still studies focusing on the development of professional competence in different fields and groups of teachers. Two scholars, Hu Weiping and Zhang Yipping, gave a set of common teacher professional development models from a macro perspective, combined with theoretical research; Gao Xiaomin and other scholars mainly focus on rural kindergartens and such disadvantaged groups of teachers, and based on the survey and analysis of the professional competence status of 1,503 rural kindergarten teachers, the establishment of a mechanism for improving the professional competence of rural kindergarten teachers; Jiang Libing and Mao Qiming, two scholars concerned about the lack of professional competence in higher vocational colleges and gave suggestions for improvement. Two scholars, Jiang Libing and Mao Qiming, focus on the lack of professional leadership of the central and western county teacher groups, and try to build a new model of collaborative development of county teachers under the four-dimensional integration of intellectual resources: "Leader - Demonstration - Base - Terminal", to help county teachers' professional competence. This model helps to improve the professional competence of county teachers.

However, there is still a lack of academic attention to the professional competence development of entry-level teachers, and the research results are few and the development trend is poor. Two scholars, Chen Shan and Su Qing, gave suggestions for the improvement of professional competence of entry-level kindergarten teachers based on the survey of professional competence of interns of preschool education majors in higher education, but this study focuses more on the problems of professional competence of entry-level teachers, and lacks in-depth thinking and analysis of the development of their competence. Not only that, the research on professional competence of entry-level teachers is mostly survey-based, focusing on the problems encountered by the teacher group at the time of entry or the literacy of the teacher group, which is result-oriented, and lacks the understanding that entry-level teachers also need to develop and improve their competence.

In the field of pre-service teacher training, although there are more in-depth and systematic research results, but the timeliness is poor, and it is out of touch with the current teacher training system in colleges and universities. Wu Zhihua, Liu Haimin two scholars combined with the characteristics of the teacher's professional competence to give the teacher students teacher professional competence development of effective teaching methods; Li Jiaqing and Feng Shiji two scholars based on the "secondary school teacher professional standards (Trial)" to explore the formation of the mechanism of the professional competence of the pre-service teachers for the pre-service teachers to improve the professional competence of the theoretical guidance.

From this, we find that China's current stage of investigation and research on teachers' professional competence is more for the in-service teacher group, and lacks guidance for the professional competence development of entry-level teachers and pre-service teachers, especially the research on the training system of pre-service teacher groups has been relatively backward, and lacks scientific theoretical guidance.

3. Research on the Cultivation of Teaching Practice Ability

As the massification of higher education continues to advance, society has put forward stricter requirements for the professional quality of teachers, and teacher education is facing more severe challenges.

The study on strengthening the cultivation of teaching practice ability, which is related to the fate of education, has important practical value.Many scholars have put forward their different views on this research.Many scholars believe that the current training mode has drawbacks and put forward a new teaching mode.Qu Yali proposes to learn from the German "dual tutor system" training model, increase the proportion of practice, improve the "dual tutor +" mentoring awareness and mentoring ability, improve students' initiative and reflective ability, and build a communication mechanism based on the Teacher Development Community. Xie Benliang, Chen Bo, and Xie Zhiyong put forward the model of "competition and learning system", and construct the training mechanism of "promoting construction by competition, promoting learning by competition, promoting reform by competition, promoting cooperation by competition, combining competition, learning and use, and focusing on learning". There are also many scholars who propose that the cultivation of educational practice ability should start from curriculum and educational practice.Wang Huarong analysed the status quo of teaching practice in local teacher training colleges and universities, and concluded that there are problems such as lack of attention to the status of practice teaching, imperfect forms of teaching practice, and ineffective measures of teaching practice. Teng Han and Wu Deqin focused their attention on education practice, pointing out that the cultivation of curriculum practice ability should be taken as the entry point of the reform of education practice for teacher trainees.

In the late 20th century, some developed countries in Europe and the United States shifted the focus of teacher education to the cultivation of teaching practice ability, and put forward a series of teaching practice modes, which are mainly as follows: First, Problem-based Learning (PBL), which divides students into several groups.), the mode of dividing students into groups, setting up specific problem situations, and allowing students to improve their teaching practice ability in the process of solving problems; secondly, the school-based mode (School-based Teacher-Education), in which teacher training colleges and primary and secondary schools form a fixed partnership to establish aTeaching practice bases, both sides jointly cultivate teacher trainees; third is the simulation practice mode, that is, the simulation environment created, teacher trainees can be based on the theory learned, under the guidance of the teacher to carry out the teaching practice mode; fourth is the microteaching mode (Microteaching), a small number of students as the object, the use of video recorders and other modern teaching technology means, record a shorter period of time (5-20 minutes) of the A model of teaching practice in which classroom processes are analysed through videos after class; and Reflective Practice, in which teacher trainees evaluate and reflect on their own teaching processes from the teacher's point of view in order to improve their teaching practice skills. In addition to this, Europe and the United States have put forward other ideas on this basis.For example, in the United Kingdom, theoretical courses and practical courses are set up in a cross-section, and educational practice ability is cultivated in the process of "teaching and doing", i.e. the "sandwich" model. Germany proposes that theoretical course study should be balanced with coherent internship and apprenticeship training, and divides coherent internships into three kinds: orientation and orientation internships, integrated semester internships and vocational internships.

Combining the above studies of scholars at home and abroad, it can be seen that the current research on the cultivation of teaching practice ability of teacher trainees is not perfect.Most of the researchers' strategies for cultivating the teaching practice ability of teacher trainees focus

on improving the teaching practice training methods and teaching methods, which are more theoretical and lack practical operation.

4. Research on Teaching Practice of Normal Students

The report of the 20th National Congress of the Communist Party of China pointed out that the construction of teachers is the basic cause of building a powerful country in education, and high-quality teachers should be trained.

In September 2018, the Ministry of Education issued the Opinions on the Implementation of the Excellent Teacher Training Plan 2.0, which emphasized the importance of practical teaching, clearly stating that "setting up a sufficient number of practical courses with rich content, establishing and improving the practical teaching system throughout the training process, and ensuring the continuity and progression of practical teaching." Practical teaching and theoretical teaching combine organically and promote each other." In April 2022, the "Plan for Strengthening Teachers in Basic Education in the New Era" issued by the Ministry of Education also emphasized that the construction of teachers should be taken as the basic work, and the law of teacher growth and development should be followed, with the training of high-quality teacher talents as the guidance, and the improvement of teacher education and teaching ability as the focus. As an important preparatory force for teachers, the key to building a team of high-quality teachers is to pay attention to the cultivation of teaching practice ability of normal university students. In September 2022, the General Office of the Ministry of Education issued the Notice on Further Improving the Training of Normal University Students under the "Excellent Teacher Plan", which once again emphasized the importance of the teaching practice ability of normal university students, and proposed three requirements of consolidating the professional foundation, improving the teaching and educating ability, and strengthening the practice of education to forge the excellent ability of "preaching and teaching and solving doubts" of normal university students. It also points out that we should pay attention to developing high-quality educational practice resources and enriching educational practice forms.

There are many factors that affect the teaching practice ability of normal university students, among which the teaching practice experience of normal university students is very important. The teaching practice of normal university students has the most intuitive, effective and direct influence on the improvement of their teaching ability. However, when we consult the literature, we find that there are few researches on the teaching practice of normal university students. Nowadays, there are more and more colleges and universities with normal majors. Generally speaking, compared with other colleges and universities with normal majors, normal universities have a more systematic training mode for normal students. In the training process of normal students, they have sufficient sample size and research space to conduct targeted and effective research on training mode and teaching practice. However, this research group has not been explored, which is obviously related to the fact that pre-service education is not an academic hot spot in our country, and the research on the cultivation of teaching ability of normal university students' teaching practice is not systematic.

For different teaching practice models, different scholars have different studies. In the Multi-Dimensional Analysis of Technology Factors in the Teaching Practice of English Normal College Students under the Framework of TPACK, scholar Xu Qingli pointed out that under the framework of English subject teaching knowledge integrating technology, technology plays different roles in the teaching of normal college students before, during and after. Before teaching, technology will affect the choice of teaching content and the setting of teaching objectives; In teaching, technology will affect teaching effect; After teaching, technology helps to carry on teaching reflection and promote teachers' career development. Scholars Li

Shuangyue and Wang Fengnian pointed out in "Exploration on Teaching Practice of Cooperative Curriculum for College Teacher Education under the" U-G-S "model -- Taking the Design of Middle School Geographic Activities as an Example" that under the "U-G-S" cooperation model of "university - government - primary and secondary schools", normal university students are not only educated, but also committed to the cultivation of future teacher talents. It is also the instructor of middle school students' practical activities. Through combining theory with practice and applying knowledge to practice, normal university students' teaching skills, organization and guidance ability can be improved in practice.

In What Kind of Educational Practice Do Pre-service Teachers Need, scholars Li Binhui and Zhang Jiabo pointed out the adverse tendencies and characteristics of the educational practice of pre-service teachers, as well as the essence, causes, consequences and harms of the adverse tendencies. Finally, they proposed that the educational practice of pre-service teachers needs high-quality professional practice, which takes practical wisdom as the practice goal and is within a harmonious "practice community". Reflective practice that organically integrates theory and practice.

In the literature on the research of education practice of normal university students. Wang Bo, Zhou Shuhong and other scholars analyzed the teaching practice, class teacher practice, education management practice and teaching research practice of 10 primary education major normal students who had completed the practice in H School in their education Practice Troubles and Relief -- Based on interviews with 10 primary education major normal students. This paper puts forward some measures to relieve the difficulties of normal students' educational practice: to clarify the duties of the supervising teachers and strengthen the communication between them; Create a good interactive atmosphere, enrich the classroom interaction form; To encourage students to participate in class management and stimulate their intrinsic motivation; Clear the content of education management practice, improve the practical ability of education management of the students; Guide the students to carry out educational study and strengthen the practical orientation of teaching and research practice. Different from the above classification of internship content, Zhao Lijie's research scope is broader. Her "Investigation and Research on the Current Situation of Education Practice of Primary Education Major normal Students" pointed out that there are some problems in education practice, such as insufficient pre-job training and self-preparation of normal students, lack of sound organization and management system of education practice, incomplete scope of education practice content, inadequate guidance of teachers from both sides, and imperfect evaluation system of education practice.

Zhang Lixia not only paid attention to the practice of off-campus teaching, but also paid attention to the role of on-campus trial teaching. Starting with the differences between on-campus trial lectures and off-campus teaching practices, she made a comparative analysis on the audience and teaching process design of the two teaching practices of normal university students in the paper "Research on the Differences between on-campus trial lectures and off-campus teaching practices -- Taking Chemistry as an Example", and proposed strategies to improve the compatibility between on-campus trial lectures and off-campus teaching practices. To improve the teaching ability and career adaptability of normal university students.

Scholars such as Huang Xinrong and Zhang Yurong start with the mentoring relationship between normal university students and front-line teachers in educational practice, and analyze the interns' lack of innovation and questioning, human feelings being too flexible as the lubricant of mentoring interaction, and the lack of sufficient consensus between interns and instructors on the responsibilities of both sides. Based on the problem that interns do not have a high degree of recognition of the guidance methods and educational concepts of the instructors, it is proposed that the two sides should have more in-depth communication and encourage interns to have more teaching experience.

In a comparative study of teachers with different identities, including pre-service teachers, first-line primary and secondary school teachers and university teachers, scholars Zhao Wengang and Zhou Yanxia interviewed normal students, primary school teachers and teachers in normal colleges and universities in G Province before, during and after practical teaching. It is found that there are some practical difficulties in the practice teaching of normal university students, such as insufficient preparation, insufficient guidance and incomplete assessment. In this regard, scholars put forward the practical teaching path of "emphasizing, optimizing and perfecting" normal university students.

In addition, some scholars have paid attention to the relationship between teaching practice and employment effect of normal university students. In the article "Analysis of Teaching Practice Activities in normal Universities from the Perspective of Employment Effects -- Taking Hebei Normal University as an Example", scholars Liu Jing and Wang Yuanchao investigated the problems existing in teaching practice with the background of Hebei Normal University students participating in volunteer teaching practice. It also puts forward some measures to improve the teaching practice activities of normal university students, such as strengthening the construction of teaching guidance team, improving the teaching skills of normal university students, and establishing a scientific and perfect evaluation system. Scholar Lu Yao's article "The Cultivation of Employability of Normal University Students from the Perspective of Participation in Teaching Practice" links the teaching practice of normal university students with employability training, focuses on the problems faced by normal university students in the process of teaching practice, and the strategies to improve the employability of normal university students, so as to provide a new research Angle for solving the problem of employment and entrepreneurship of normal university students and enhancing their employment competitiveness.

To sum up, there are few research results on the teaching practice of normal university students, and most of the research on the teaching practice of normal university students focuses on the practice of normal university students, and the research on other forms of teaching practice of normal university students is almost blank. In addition, although there is indeed theoretical guidance for the training of teaching practice of normal university students given by the academic circle, there is still a lack of empirical evidence of the training system. In short, there is a disconnect between theory and practice in the cultivation of professional ability of normal university students. Not only that, there are few educational practice models proposed by the academic circle, which also proves that the research on the teaching practice of normal university students has not received enough attention. In terms of research objects, it is found that there are few majors involved in the research, and the research objects are primary education major normal college students, while the research objects are ideological and political majors, history majors and other majors.

Curriculum reform is inseparable from teachers' teaching practice and yearning for a better future of education. The new curriculum reform in China has been carried out for more than ten years. Although a lot of satisfactory results have been achieved, there are still many unsatisfactory places, especially the teaching practice which is the realization path of curriculum reform. The subject of teaching practice is the teacher. If the teacher does not carry out the idea of curriculum reform in teaching practice, the curriculum reform will be impossible to talk about. The history of education at all times and at home and abroad tells us that if we want to achieve a successful educational reform, we must first obtain the support of teachers, because teachers are the main body of teaching practice. New teachers are more likely to accept advanced educational ideas and are the backbone of curriculum reform. Therefore, the academic community should pay more attention to the research on the teaching practice of pre-service teachers.

5. Conclusion

Using the CIPP evaluation model to review the literature on the educational practice ability of normal university students, conducting reliability and validity tests, descriptive statistical analysis, and factor analysis on the valid data of the questionnaire using SPSS software, combined with purposeful and targeted sampling interviews and Nvivo coding, and adding three-level coding based on grounded theory to create a coding table. The fundamental purpose of emphasizing the survey research under the CIPP model and the evaluation and comparative research methods on the four dimensions of the CIPP model is to apply the feasibility of the CIPP model to adapt to the current development, thereby assisting education reform and adapting to social needs.

Research has found that research on the practical ability of teacher trainees in education mainly focuses on three aspects and there have been many existing achievements. Firstly, in the study of the professional abilities of teacher trainees, the in-service teacher group is the main object of research. The guidance for the cultivation of professional abilities of both in-service and pre service teachers is insufficient, and the research on the training system of pre service teachers is relatively backward and lacks scientific theoretical guidance. However, the study of the training system of teacher trainees on the future direction of education is a new requirement for teacher education in the field of human talent in the new era. Secondly, research on the cultivation of teaching practice ability is not comprehensive. Existing research mostly focuses on the training methods and teaching methods for teacher training students in teaching practice, which is based on the expansion and extension of theory at a macro level. The feasibility and strength of this approach in the real environment are not yet apparent. Thirdly, the research combines the teaching practice of teacher trainees, but the scope of research mainly focuses on related teaching practice forms such as the internship stage of teacher trainees. There is a lack of theoretical guidance and empirical research based on the training system for cultivating the teaching practice ability of teacher trainees, and the professional involvement of teacher trainees is limited, with weak coverage.

Currently, there are many problems for normal students in improving their educational practice abilities, and in the CIPP model, the training plan and teaching manual for normal students have been analyzed from different perspectives. Based on existing research results and using the CIPP model to deepen analysis and research thinking, this will help to have a correct understanding of the basic situation of teacher education majors and the cultivation of teacher education practical abilities. It will provide comprehensive opinions and suggestions for teacher education institutions to enhance their own motivation and strengthen the cultivation of teacher education practical abilities, provide reference for teacher education practical abilities to reach a higher level, and promote the construction of teacher education training paths.

Acknowledgements

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