

The Dilemma and Solution of Teacher Education Integration

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Abstract: At the present stage, with the development trend of the world economy getting better and better, it is urgent to cultivate more excellent talents to promote the development process. To cultivate better talents, we must reform the educational system. To cultivate better talents, we must reform the educational system. At present, the integration of teacher education is the main trend of education reform in the world. China's educational circles follow the pace of world development, conduct in-depth research on this, and continue to synthesize practice and demonstration related research, with a view to improving the personnel training model. However, in the process of development, the integration of teacher education is confronted with such dilemmas as imperfect system, lack of scientific evaluation and testing system of training quality, contradiction between teaching content and actual situation. Based on this, this paper puts forward the corresponding cracking strategies, in order to promote the development of education.

1. Research background

1.1 Literature review

The integration of teacher education is the mainstream direction of the current development of international education. The integration of teacher education is being fully explored and studied in China in order to cultivate teachers adapted to social changes and fundamentally improve the quality and efficiency of teacher education (Liu and Fu, 2014). Huang Pei-sen, a scholar, has carefully explored the current situation of the integration of teacher education, pointed out that the integration of teacher education mainly exists in the aspects of education system, curriculum setting and guarantee mechanism, and put forward corresponding countermeasures (Huang, 2013). Zhang Guixin is a scholar who studies the principle of the integration of teacher education and summarizes three principles of realizing the integration of teacher education. First, guide teachers' thinking. The second is based on the law of teacher development. Third, take schools as the standard (Zhang and Rao, 2012). During the implementation of "integration", scholars Du Rong proposed to adjust the teaching form and curriculum practice of network media in order to promote the in-depth implementation of the curriculum reform of teacher education integration (DU, 2017). Zeng Zhu and Wang Xuejiao scholars interviewed Zhou Xiaofeng, an expert on the integration of teacher education, and made a careful understanding of Zhou Xiaofeng from ordinary teachers to double-qualified teachers, and from the integration of preliminary examination to the integration of research experts, proving that China's reform on the integration of teacher education has made initial achievements, but continuous efforts are still needed to realize the real integration of teacher education (Zeng and Wang, 2012).

1.2 Purpose of research

With the deepening of the concept of global education development, the integration of teacher education plays an increasingly important role in the education sector. The integration of teacher education plays an important role in the improvement of teachers' quality, and promotes the upgrading of personnel training mode. In recent years, the domestic educational circles have gradually deepened the emphasis and investment on the integration of teacher education, and promoted the process of integration of Teacher Education in China from different perspectives. However, due to the short time of research on the integration of Teacher Education in China, the

development still faces many difficulties. After reviewing the relevant domestic research results, the author finds that most scholars' research on the integration of teacher education is one-sided, and the research theory is not thorough enough. Based on this, this paper conducts a comprehensive analysis and Research on the integration of teacher education, and puts forward strategies to solve the current dilemma, with a view to providing reference for the integration of Teacher Education in China.

2. The current situation of the development of the integration of teacher education

In 2001, the State Council promulgated the Decision of the State Council on the Reform and Development of Basic Education, which put forward the theory of teacher education integration reform. Since the theory of teacher education integration was put forward, the educational circles have continuously enriched and explored the theory of Teacher Education Integration Based on multiple perspectives and levels (Li, 2014). Based on the theories of teacher professional development and lifelong education, experts in the educational circles constantly analyze the connotation of teacher education integration. At this stage, the initial definition of the connotation of the integration of teacher education is to take lifelong education thought as the ideological guideline, based on the theory of teacher professional development, to plan and design the whole process of teacher employment, and to build a brand-new teacher education system in which all stages of teacher education bridge each other, so as to meet the needs of stage learning. The integration of teacher education proposed by the state is a teaching reform to adapt to the national conditions. Its purpose is to integrate the current split state of teacher education, to coordinate the resources of teacher education, and to redesign the teacher training plan. Integration emphasizes the cultivation of Teacher Education in open competition and diversification, but does not close teacher education. Some scholars divide the meaning of teacher education integration into internal and external integration. Internal integration can be divided into three perspectives. The first is vertical integration. Teacher education should be regarded as a whole, each part of which has its own characteristics and bridges with each other. The second angle is horizontal integration. Teacher education plays a great role in promoting teachers' professional development, including the learning resources needed in the learning process and various learning methods. The third angle is deep integration. Deep integration focuses on the emotional cultivation of teachers, involving teachers' responsibilities and teaching attitudes, so as to achieve the unity of knowledge, emotion and skills. The so-called external integration is the integration of teacher education and schools, emphasizing the close connection between teacher education and schools. Other scholars believe that the integration of teacher education should be divided into macro, meso and micro dimensions (He and Zhang, 2013). From the macro level, school education and social education are mutually adapted. Specifically, it means that the talents trained by education have strong adaptability to enter society and do not reject society. On the medium level, the integration of management system and system means that the whole training management is carried out by the same department. From the micro level, the integration of teaching system components means the integration of teaching training objectives, curriculum, teachers and educational resources. Through theoretical analysis, we can know that the domestic theoretical discussion on the integration of education is becoming more mature and the degree of understanding is becoming more profound, thus creating a good foundation for the practice of the integration of teacher education in our country.

3. Difficulties in the implementation of the integration of teacher education at the present stage

3.1 The integration system is not perfect enough

Looking at the current situation of teacher education in China, pre-service education and continuing education training for all teachers in China have been conducted in two stages. For example, the pre-service education of traditional teachers is usually trained by teachers at that time. After becoming teachers, they leave the university. After that, the further training is mainly

undertaken by the college or teachers themselves. Such a system has many drawbacks. On the one hand, normal universities with rich teaching experience cannot participate in the post-job training of students; on the other hand, after some graduates become teachers, the local school education level and conditions are difficult to meet the requirements of the post-job training of teachers, which hinders self-study and cannot systematically improve the teaching level of students. At present, due to the impact of the domestic environment, pre-service education and refresher training are divided into two parts, although in recent years, through continuous research by scholars, the context of integration of teacher education is gradually clear. However, pre-service education and refresher training can not be a complete process, and can not tap the potential of teachers' development to improve the quality of teachers' teaching.

3.2 Lack of scientificity in training quality evaluation and testing system Training quality assessment is an important stage in education.

At present, the evaluation of training quality is based on school management, teaching effect and students' learning level. Although the college has initially established a post-service evaluation system for teachers, from the actual effect point of view, students' evaluation of teachers' teaching effect is quite arbitrary, and students' evaluation of teachers is highly discrete, which cannot reflect the real effect of current teachers' education. Taking the current training quality testing system in Colleges and universities as an example, the college students' association carries out the evaluation of teachers' teaching quality during the semester, and expresses the effect of education and teaching in the form of scores. However, students' evaluation is not objective, and it is difficult to truly and comprehensively reflect the training effect. And the training effect usually only has short-term effect. After the short-term training is completed, it can be evaluated immediately, but it is unstable. The whole staff training initiative was put forward earlier in China, but the education administrative department took the initiative as a political task and did not fit the actual situation to train teachers. In this "trained" mode, teachers often regard training as a superficial form, lacking learning enthusiasm and initiative.

3.3 Contradictions between teaching content and actual situation

At present, there are some problems in Teacher Education in China, such as emphasizing theory over practice. Educational experts believe that educational theory can stimulate the educational consciousness of front-line workers, and enable teachers to gradually improve their self-thinking and develop their own abilities. Later, they gradually become research-oriented teachers rather than passive teachers. However, most of these educational theory experts have not done front-line teaching work, so some teachers believe that the trainers have not been exposed to specific subject teaching, talk about learning theory, and it is difficult to apply theory to actual teaching, thus the actual effect is often unsatisfactory. One of them teaches educational theory so that teachers can resist the learning of educational theory. Even some teachers think that there is a big gap between theory and practice, resulting in the illusion that theory is useless. Obviously, the original intention of teacher training can not be reflected, and some teachers will think that understanding teaching is not because they have learned educational theory, but because they have practiced it for a long time. In addition, China is now in the situation of simultaneous learning of teacher education and professional education. In the limited learning time, the staff who are about to become teachers are required to master the basic theory and professional skills of teaching work on the one hand, and to meet the requirements of the school on the other hand. Based on this, there is a contradiction between the theoretical training of education and the actual teaching situation, and it is impossible for teachers to accept the theoretical training of education subjectively.

4. The solution strategies of the difficulties in the implementation of the integration of teacher education

4.1 Constructing the integration system of teacher education

In view of the dilemma of imperfect integration system, it is necessary to construct an integrated system of teacher education so as to make teacher education an organic whole. Teacher training in China can be divided into three stages: normal students, interns and qualified teachers. In the first stage of normal education, students should have the basic qualities of qualified teachers and master the preliminary normal education without prolonging the educational system. In the second stage, teachers are still educated by schools. In this stage, interns are required to master professional education. The last stage is to become a qualified teacher. After graduation, the school can still use new media, public numbers and other means to produce online courses for post-service training of students. For example, we can adopt the delayed teacher education system to effectively solve the three-stage connection problem. Specifically, by extending the study time in school, putting the induction education in the extended period, organic combination of normal education and professional education to train qualified teachers.

4.2 Realizing the integration of teachers in teacher education

Due to the lack of scientific evaluation and testing system of training quality, it is difficult to achieve the actual evaluation due to many factors. From the point of view of the problem itself, we can realize the integration of teachers in teacher education and avoid evaluation errors. To establish an integrated teaching staff of teacher education, the first step is to start with colleges and universities. Colleges and universities are responsible for the overall planning of the teaching staff, and systematically set up different educational objectives and curriculum systems. In order to achieve the integration of the whole faculty of teacher education, colleges and universities should first strengthen the Faculty of subject teaching theory. Teachers in normal universities should strengthen the links with other teacher training organizations and primary and secondary school teachers. Require to understand the training needs of teachers in basic schools, and carry out more training exchanges. Teachers in normal universities should be the designers of pre-service training programs and the main participants in the training programs. As for the source of teachers, we can choose excellent front-line teachers or corresponding professional postgraduates to supplement the weak teachers. Teachers should grasp the trend of basic education reform, enrich teaching theory, improve their own quality, and avoid various problems arising from the lack of scientific evaluation and testing system of training quality.

4.3 Building an integrated teacher's personality development model

The purpose of education is to enable students to become innovative talents, to cultivate students in accordance with the actual situation, and to effectively avoid the contradiction between the teaching content and the actual situation. Teachers are the guides of students' learning. Therefore, we should build an integrated model of teachers' personality development, set a good example, and create a good premise for students' personality development. Specifically, we can build a multi-level development model according to the different educational background, teaching age and professional title. According to the above conditions, the training can be targeted and the training effect can be improved. In addition, when conducting teacher training, let teachers have full autonomous choice, I can take multi-form, multi-content learning according to my own needs. In order to realize the integration of pre-service education and further training, teachers' self-improvement and students' individualized development, it is necessary to stimulate teachers' internal learning motivation and promote their ideological sublimation. In a word, it is the key point of current education reform to put in the integration of teacher education and build a first-class teacher education integration system. We should deeply analyze the connotation and essence of the integration of teacher education, seek the correct development path of the integration of teacher education, and ultimately realize the reform of the domestic education system.

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