

Difficulties and Solutions to the Integration of Teacher Education in Colleges and Universities

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Abstract: The integration of teacher education is an inevitable trend in the current development of teacher education in China. Since the 1990s, although China has made some achievements in implementing the reform of teacher education integration, it still faces many difficulties and problems that need to be solved urgently. In view of this, based on the analysis of the concept of teacher education integration, this paper systematically analyzes the dilemma of teacher education integration in higher education institutions. It also puts forward a series of breaking strategies for the integration of Teacher Education in Institutions of higher learning from the following aspects: defining the phased objectives of teacher education, optimizing the curriculum system of teacher education, building a professional team of teachers for teacher education, and creating a personalized development model of teacher education. It is hoped to provide some reference for promoting the integration of Teacher Education in Colleges and universities.

1. Research Background

1.1 Literature review

Yu Lian combed the theory of integration of teacher education, pointed out the following problems existing in the current integration of Teacher Education in China: insufficient innovation of system and mechanism, lack of scientific and reasonable evaluation and testing system of training quality, insufficient integration of educational resources and so on, and put forward some countermeasures to promote the integration of teacher education (Yu, 2013). Huang Peisen analyzed the necessity of teacher education integration and pointed out that the implementation of teacher education integration faced problems such as education system, curriculum and guarantee mechanism. It also puts forward the countermeasures from four aspects: realizing the integration of teachers' educational training objectives and realizing the integration of teachers' educational management (Huang, 2013). The Wujunhui discussed the concept and purpose of the integrated education model of basic education teachers, and conceived the integrated education model of basic education teachers (Wu, 2014). Fu Guanghuai and Liu Yibing believe that we should build a guarantee mechanism for the smooth development of teacher education integration from the aspects of building a concept-led system and a policy support system (Fu and Liu, 2015). Wang Hongmei and Du Xiuhua, taking Changzhou and Suzhou as research objects, comb edged out the many problems in the process of teacher education integration in the southern region, and put forward the countermeasures and suggestions for the integrated development of teacher education in the southern region (Wang and Du, 2010). Liu Yibing and Fu Guangxuan first explained the concept of innovation of the integrated institutional mechanism of teacher education, analyzed a series of difficulties faced by the integrated system mechanism of teacher education, and pointed out that the institutional mechanism innovation of teacher education integration should be promoted by clearly integrating the main body, establishing institutional norms and setting up a platform for symbiotic development (Liu and Fu, 2014).

1.2 Purpose of research

The integration of teacher education has become a major trend of teacher education reform in the

world. As far as China is concerned, the integration of teacher education is guided by the idea of lifelong education and draws on the experience of foreign teacher education reform. The introduction of teacher education integration is aimed at the overlapping of educational content, the separation of pre-service and post-employment, and the unreasonable allocation of resources caused by the dual structure of traditional Chinese teacher education. In the 1990s, China began to explore the theory and practice of teacher education integration. Although China has made some achievements in the process of implementing the reform of teacher education integration, there are still many problems to be solved urgently. In view of this, this paper attempts to clarify the concept of teacher education integration, systematically analyze the dilemma of the implementation of teacher education integration in Institutions of higher learning, and then propose targeted solutions, with a view to providing reference for promoting the development of teacher education integration in Institutions of higher learning.

2. The Concept Analysis of the Integration of Teacher Education

In the 1990s, educational circles and scholars carried out comprehensive and in-depth theoretical discussions and practical explorations on the integration of teacher education. After discussion, scholars define the concept of “teacher education integration” as a life-long education-oriented, adapt to the development trend of lifelong learning, according to the teacher's professional development theory, for teachers' pre-service, entry and on-the-job education from the whole planning process (Meng, 2017).

This concept has three meanings: First of all, the integration of pre-service training, induction training and on-the-job education, that is, the integration of non-academic education, academic education and teachers' independent research, which runs through the whole career of teachers. Secondly, the integration of primary and secondary school teachers' education, that is, the training of primary and secondary school teachers by universities, and the integration of teaching research and teaching practice, this layer emphasizes the implementation of teacher education between the major institutions of higher learning and primary and secondary schools. The integration of teacher education is mainly aimed at the current dual structure of teachers in China, the fundamental purpose is to continuously improve the quality of teaching, and continuously promote the professional development of teachers. Therefore, we need to understand the concept of teacher education integration from the perspective of teacher professional development. It emphasizes the integration of educational resources and teacher resources based on major universities, and forms a professional development model for teachers who are responsible for the pre-service training of teachers and the in-service teacher training after the major institutions of higher learning and primary and secondary schools. Through such a model of teacher professional development, we should further enhance the professional accomplishment of normal students, primary and secondary school teachers and teachers in Colleges and universities, and promote the integration of theoretical research and teaching practice.

The integration of teacher education mainly embodies the following three characteristics: First, it embodies the characteristics of integration. Teachers have realized the integration of curriculum objectives, curriculum content and training institutions in all stages from pre-service to post-service, which has changed the previous situation of self-governing. Second, it reflects the characteristics of universityization. It is the responsibility of all major institutions of higher learning to train and train primary and secondary school teachers. This shows that the level of teacher education integration has been improved. Third, it embodies the lifelong nature of teachers' professional development, and throughout their career, teachers can improve their professional quality according to different stages of development and promote the continuous improvement and development of their own professional quality (Yu et al, 2009).

3. Difficulties in the Implementation of the Integration of Teacher Education in Colleges and Universities

Since the 1990s, China has made some achievements in implementing the reform of teacher education integration. The level of teacher education has changed from “three levels” to “two levels” and then to “new three levels”. However, the integration of teacher education in colleges and universities is still facing a series of difficulties, including the following aspects.

3.1 Lack of operational consistency among different teachers' educational subjects

At present, although the integration of Teacher Education in China has made a qualitative leap in theory, However, for a long time, teachers' pre-service education is mainly carried out in teachers' colleges and universities, while teachers' induction and post-service education are often carried out in local colleges and teachers' further education schools. This also leads to the lack of consistency in operation among different teachers' education subjects, which leads to many problems. Even if the goal of teacher education integration is achieved by the same subject, it is often affected by limited teachers and education level, which is difficult to meet the needs of teacher training and in-service teacher training. Although some key teachers' colleges and universities try to make up for the lack of in-service teacher training by establishing teachers' continuing education institutes. However, the College of Teacher Continuing Education and the pre-service training institutions of teachers are managed by different functional departments, which also leads to inconvenience in communication and communication. Therefore, there is not enough connection and effective communication mechanism between pre-service and post-service training of University teachers, and there is a serious fault phenomenon.

3.2 Lack of consistency and coherence in pre-service and post-service curriculum of teacher education

Chinese teacher-training colleges not only require normal students to have a high level in subject matter, but also require them to master basic professional theoretical knowledge and teaching skills. In the actual teaching work, the normal students still mainly focus on the theoretical knowledge of professional courses, supplemented by the basic courses of teaching skills training and teaching theory. The teacher's after-service training is mainly based on teacher skill training, supplemented by the theoretical basis of teaching. As far as the content of pre-service and post-service courses is concerned, because pre-service education and post-service training are managed by different departments, there is a lack of communication between them in the formulation of teaching plans and curriculum settings, and there is a lack of consistency and coherence between the two stages of courses. In addition, pre-service education and post-service training have problems focusing on theoretical and light practice to a certain extent. Although teaching theory can inspire teachers' practicality and promote teachers to continuously improve their development potential. However, over-emphasis on the study of teaching theory will not only lead to the duplication of professional theoretical knowledge learned in pre-service education and post-service training, but also cause the teaching theory and teaching practice to be out of touch.

3.3 The quality of teachers' team in teacher education needs to be improved

As an important resource of training, teacher resources determine the quality of post-service training to a large extent. As teachers, training teachers should not only have a solid professional theoretical basis, but also have a deeper understanding and research of basic teaching practice. However, there is often the phenomenon of knowledge-based in teacher training. That is to say, when selecting a training teacher, some training instructors from educational institutions such as higher education institutions will be selected. Although they have a high level of teaching theory knowledge, but the lack of practical experience of specific teaching practice, they can not extract problems from the actual teaching practice to carry out theoretical analysis. There are even some training instructors who focus on building teaching theories and ignore the concerns about teaching practice. In the aspect of combining educational knowledge with teaching practice, some trainers of

teacher education are difficult to meet the requirements of teacher integration, which directly affects the effectiveness of teacher education.

4. Cracking Strategy for the Integrated Development of Teacher Education in Higher Education

4.1 Determining the phased goal of teacher education

In the process of realizing the integration of teacher education, we should first realize the integration of pre-service and post-service training plan and training goals, and strengthen the close relationship between college education and teachers' schools. Colleges and universities should grasp and formulate the training objectives of teachers from a macro perspective, clarify the training objectives and tasks at different stages of teacher education, and divide the process of teacher education into four stages: the training of normal students, the training of new teachers, the training of qualified teachers and the training of key teachers. In the training stage of normal students, we should systematically design teachers' education and training goals and training plans, and train normal students through systematic theoretical knowledge learning and basic teaching and skills training. In the training stage of new teachers, the training goal should be focused on training the practical teaching ability of probationary teachers. In the training stage of qualified teachers, we should position the training goal as to continuously improve the ability of teachers in all aspects of teaching, encourage teachers to form their own unique teaching style, and guide teachers to sum up teaching experience. In the training stage of the backbone teachers, we should position the training goal as the integration of professional theoretical knowledge and rich teaching experience, guide teachers to apply the professional theoretical knowledge to teaching practice, and further enhance the ability to solve practical teaching problems.

4.2 Optimizing the curriculum system of teacher education

From the current situation of China's education development, the professionalization of teachers in China is still in its infancy. Therefore, in view of the theoretical level and practical experience of teacher education, systematic standardization and design should be carried out. Because the focus of each stage of education is different, so according to the requirements of teachers' professional quality, we should adjust the curriculum content of teacher education in a timely manner, the structure system of teacher education curriculum should have multi-level, and the hierarchy should be interpenetrating and combined with each other. Firstly, colleges and universities should strengthen the basic theoretical knowledge and skills of the disciplines related to their specialties, and continuously improve teachers' professional development literacy. Secondly, in any stage of education, teaching practice is a necessary condition to promote the professional development of teachers, colleges and universities need to increase the teaching practice in optimizing the curriculum system, supplemented by theoretical knowledge teaching, so as to improve their professional ability. Third, in the process of optimizing the curriculum system, colleges and universities should pay attention to teachers' professional ethics education. Dedication and service spirit are not only the basic requirements of teachers' professional ethics and the important guarantee for the implementation of curriculum, but also play an extremely important supporting role in the future career development of teachers.

4.3 Building a professional teacher education team

The value and significance of education needs to be realized by teachers, and the teaching level of teachers is the key to determining the quality of teaching. To promote the integration of Teacher Education in Institutions of higher learning, it is necessary to build a professional team of teachers for teacher education. The integration of teacher education requires linking pre-vocational education with post-employment training, linking college education with teachers' vocational schools. Colleges and universities should undertake the main task of planning and designing the curriculum system and educational objectives in different stages, so it is very important to build a professional

teacher education teacher situ in colleges and universities, and colleges and universities should continuously strengthen the construction of the teaching staff of subject teaching theory. Strengthening the construction of the teaching staff of the subject teaching theory can better promote the integration of teacher education. Teachers of pedagogy in teachers' colleges are closely related to teachers in primary and secondary schools and other teacher training institutions, so they are more familiar with the training needs of teachers in basic schools, which facilitates the organization of various training and training exchanges. Teachers of subject pedagogy not only have a high level of professional theory, but also have abundant practical experience in basic education. They can not only make pre-service training plans, but also participate in the formulation of post-service training plans.

4.4 Create a personalized development model for teacher education

The ultimate goal of education is to promote the overall development and personality development of students. Only by giving full play to the main role of students in the teaching process and providing sufficient conditions for the overall development of students, can colleges and universities better train professional talents. As a process of sustainable development, teachers' professional development needs to go through a stage of gradual development from low to high. The former stage is the foundation and premise of the latter stage, and the latter stage is the continuation and development of the former stage. At the same time, every stage of development involves many fields, and the development requirements of each stage are different, so the purpose of participating in training is also different. Colleges and universities should develop corresponding training programs and determine corresponding training programs for teachers of different teaching age, academic qualifications and titles, and further improve the relevance of teacher training. In addition, teacher training should expand teachers' autonomous choice, allowing teachers to decide their own learning content, learning time, learning place and so on. This will not only greatly stimulate their learning motivation and potential, but also promote their educational ideas and concepts, and then realize the integration of teachers' own growth and guide students' growth in personalized education.

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