

A Qualitative Research on the Status Quo of Normal School Students' Learning for the Second Degree

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Abstract: Normal students choose the second degree to study is an effective way to improve their knowledge structure and improve their own abilities. The quality of teaching management for the second degree has become an important factor restricting the learning effect of college students. The survey shows that there are two motivations for choosing a second degree major: intrinsic motivation is to satisfy personal interests, and extrinsic motivation is to enhance the competitiveness of employment or postgraduate entrance examinations. However, the second degree has many problems in enrollment publicity, teaching schedule, teaching management, and academic assessment. Based on the survey, it is recommended to integrate the advantages of local universities and open more second-degree majors; standardize the second-degree teaching management to meet the individual needs of students.

1. Introduction

Normal university students choose the second degree, which has the function of compensating for the first degree, which helps to enrich the knowledge structure of normal students, improve their vocational skills, and thus enhance their employment competitiveness. This article focuses on the group of normal students, uses interviews to explore the learning experience of normal students with a second degree, reveals the current situation and existing problems of the second degree learning, and proposes targeted suggestions.

In the early 1990s, the research on the second degree education in my country mainly summarized the experience of the second degree education pilot program of some universities in Beijing. After the 21st century, the research results on the second degree education have gradually increased.

First of all, in terms of research content, existing studies have sorted out the development history of the second degree, [1] demonstrated its feasibility and educational function, [4] explained the development profile and the problems faced: insufficient publicity; fewer professional settings; organization Inadequate management; lack of monitoring mechanism. On this basis, the corresponding second-degree education management strategy is proposed.

Secondly, from the perspective of research methods, the research methods for the second degree education are mostly speculative. In recent years, empirical research has begun to appear, and most of them are based on individual universities in Jiangsu Province as examples. [2] Qualitative research on in-depth interviews and in-depth descriptions of learning situation is relatively lacking. [3]

Thirdly, from the perspective of research, the existing research mainly adopts the perspective of education management, and the research on the status quo and improvement measures of the second degree from the perspective of learners is seriously insufficient. A search was conducted on the subject of "second degree learning", and the result was zero.

2. Concept Definition

2.1 Teacher Students

Normal school students are one of the college students. They refer to the teachers majoring in

colleges and universities and graduates. Their majors belong to the direction of education. Their future employment goals are to engage in teaching work in various schools or educational institutions at all levels.

2.2 Second Degree

The second degree is for the state to cultivate compound talents, meet the requirements of social and economic development and personal development, and encourage college students to use their spare time to minor in another college or the major of the school, and complete the exam through study, and when they graduate from the senior year You can get the graduation certificate and degree certificate issued by the school.

3. Research Design

3.1 Research Ideas

This research adopts a qualitative research paradigm, obtains research data through interviews in a natural context, uses inductive logical analysis data, and interacts with the research object to gain insight into the attitude and learning experience of normal students towards the second degree learning.

3.2 Research Objects and Sampling

Six normal students and graduates from a university in Changzhou are selected as the research objects. Among them, 5 are normal university students who are studying for a second degree, and one has graduated (primary school teacher). Before the interview, we explained the purpose of the research and strictly abide by the research ethics.

3.3 Data Collection Method

Semi-structured interviews are used to record with pen and paper, and the interviewee is asked for permission to record with a voice recorder. Arrange and analyze the interview records immediately after the interview.

3.4 Data Analysis Method

In view of the content and characteristics of the data collected in this study, we adopt an analysis strategy that combines category analysis and context analysis to code all the data and analyze the learning motivation, existing problems, evaluations and suggestions of the second degree and explanation.

4. Analysis and Discussion

4.1 Motivation for the Second Degree

For normal students who are able to study, there are three motivations for the second degree study: one is to satisfy their own interests; the other is to improve their English level; the third is to enhance their future postgraduate entrance examination or employment competitiveness.

4.1.1 Meet Personal Interests

Among the interviewees, most people are interested in foreign languages, and choose a foreign language major or choreography major for their second degree.

Classmate Dai “Because I like Japanese better, I usually like to listen to Japanese songs and watch Japanese comics; secondly, because Japanese as a small language may be beneficial to my future job hunting, learning one more language is always harmless It also enriches myself.”

Teacher Wan “I will choose majors such as advertising, drama and film clerk, and director, because I am more interested.”

4.1.2 Improve Foreign Language Proficiency

Respondents attach great importance to foreign language learning, and the second degree is to ensure the continuous improvement of foreign language proficiency.

Student Jiang “I chose Business English for my second degree, considering that I don't have English classes in my major after the freshman year. I want to learn English through my second degree and hope to pass the CET-6.”

4.1.3 Enhancing Future Employment Competitiveness

Choosing a foreign language major is to increase the competitiveness of job hunting in the future and to increase the advantage of postgraduate entrance examination. The second degree study requires tuition, and family support is also a necessary condition for choosing the second degree.

Student Dai “I still want to enrich myself. I think I still have enough energy to study and I am also interested in Japanese. Learning a language is also a bargaining chip for myself, and I will have more options to find a job in the future.”

Student Chen “In addition to increasing my competitiveness, it is also conducive to my postgraduate entrance examination. The entrance examination for postgraduate entrance examinations is also required to test English. Learning a second degree will keep me in this language environment and my English level will not deteriorate.”

4.1.4 Influenced by Others

The interviewees lacked knowledge, but due to external factors, especially parents and teachers, they chose a second degree.

Chen: At that time, my father always wanted me to apply for a second degree in Japanese, but I was not interested in Japanese, so I wanted to apply for an English major. After chatting with the publicity teacher in charge of the second degree, I learned that I can still be an English teacher after learning Business English, and I am more competitive when I am on duty, and I am more determined.

4.2 Problems Encountered in the Second Degree Study

4.2.1 Decreasing Motivation for Learning

Interviewees believe that the management of the second degree is not as strict and orderly as the first degree, and the enthusiasm of some students will gradually weaken over time.

Student Chen “The management method of the second degree, to be honest, is not as strict and orderly as the management of this major. With the passage of time, the enthusiasm of students is not as high as it was at the beginning. Nowadays, students in our class will not come, and some students are I have stopped learning.”

Student Dai “I feel that the early management is still relatively strict. Students who come to the class must sign in, and the teacher will call their names before the class. In the later stage, some students do not want to come to class for various reasons, and the teacher did not promptly supervise them. For them, the order of class is a little messy.”

4.2.2 Inadequate Promotion of the Second Degree

Many college students are very interested in the second degree, but due to the lack of publicity of the colleges or departments that offer the second degree, some normal students do not know the details of the second degree, thus limiting the popularization of the second degree.

Classmate Jiang “When I was in college, there were still very few classmates with a second degree. I had heard of the second degree, but I never learned it.”

4.2.3 Insufficient Study Time and Energy

Respondents are generally not satisfied with the class time for the second degree. Because the second degree is mostly taught on weekends, students ask for leave for handling personal affairs and drop out of courses; in addition, too many classes a day make it easy to get tired.

“The first one is that I don’t have enough energy and I don’t have enough time. Especially in the final exam, there are too many things to review, which will lead to unsatisfactory test results in some courses of my major. Second, the second degree course arrangement on a weekend day, from morning to evening, I feel too tired. In the end, the teacher’s class content is too much and he can’t fully understand and digest. In addition, he only has a class every other week and I feel more forgetful.”

4.2.4 Lax Management of the Second Degree Teaching

Respondents generally believed that the second-degree teachers were all capable and senior teachers, and they taught very seriously and responsibly. But there are some problems in teaching management and teaching methods. Class management is loose, which interferes with teaching; teaching methods lack pertinence.

Student Dai: “There will be some students who will join in temporarily, and the teacher will disrupt the original class plan in order to take care of the new students.”

Teacher Wan “The teachers who taught us are all excellent and professional teachers. Their teaching is very serious and dedicated, but because the students with the second degree are from different majors, students and teachers are not familiar with each other. So the classroom atmosphere is not very active, the teachers are not very active in class, and there is very little interaction with students.”

Student Jiang “Teachers with the second degree are very serious and dedicated in teaching, but because the students with the second degree are not professional students, their abilities may be worse than the students they usually teach, and there is no choice of teaching that is more suitable for students based on their abilities and levels.”

4.2.5 Doubts about Learning Attitude and Effectiveness

There is a gap between the learning attitude and learning effect of the second degree and the first degree. Due to the lack of subjective attention, the time invested in the second degree is less, and the learning effect cannot be compared with the first degree.

Student Liu “maybe because he has a second degree, he feels that it is different from the study of this major, it takes less time and the content is not in-depth. Maybe my ability has not been improved very well now.”

4.2.6 Different Evaluations of Academic Assessment

Some interviewees think that the assessment of the second degree includes the national unified exam, the school unified exam, and the in-class exam, which is more reasonable, and most of the exams are of moderate difficulty.

Classmate Jiang “Many subjects for the second degree require national examinations, and some are school examinations and in-class exams. They are more suitable for students with second degree.” “The self-study examination of a certain institution belongs to the national examination and the examination is very strict. Face brushing and handwriting collection are all very formal.”

Student Dai “I feel that maybe because it is not the first major, the teacher is not so strict in the assessment. It is relatively easy to get a degree.”

However, the academic assessment also has the following problems:

Student Liu “Relatively speaking, it's more difficult. Sometimes the teacher will “pit” us and give us some scope that is not covered by the test paper.”

5. Conclusion

5.1 Reflection on the Problem of Diminishing Interest in Learning

Normal students’ learning motivations have intrinsic motivations: to satisfy their personal interests, to have enough energy to learn, and to enrich their after-school life. The other is external motivation, which is utilitarian. It shows that normal students have higher expectations for the second degree study. Under the background of intense employment competition, it will enhance its

future employment competitiveness. But judging from the general performance of the interviewees, their interest in learning diminishes over time, reflecting the existence of many problems in the management of the second degree. Therefore, whether it is the first degree or the second degree of education and teaching should be reflected, how to provide flexible learning time and space for normal students to meet their individual learning needs?

5.2 Suggestions for the Reform of Academic Education Management

5.2.1 Integrate the Advantages of Changzhou Universities and Open More Second-Degree Majors

The majority of the second-degree majors selected by the interviewees are foreign language majors, which reflects the limited range of second-degree majors. There are four undergraduate colleges in the city where the interviewee is located. The colleges and universities can break through the inter-school system barriers, use their own professional advantages, and recruit students from all colleges in the city. At the same time, they will increase publicity and use modern information technology for more of college students provide more professional and better teaching services.

5.2.2 Standardize the Teaching Management of the Second Degree to Meet the Individual Needs of Students

First of all, flexible arrangements for teaching time. The study time of the second degree is affected by different factors of the students' majors. The class time is mostly arranged on weekends, which will cause a lot of inconvenience for students. Therefore, students can coordinate their spare time, use online and offline mixed teaching mode, and flexibly arrange the second degree learning time.

Secondly, from the perspective of class management, the whole process is assessed. A good classroom teaching environment is conducive to stimulating and maintaining students' learning motivation. The second degree class is a loose temporary class organization. If the class management is not strict, or the first is strict and then the loose, it will cause the students to lose interest in learning. Therefore, a class management organization should be established, with a dedicated person responsible for practical work such as attendance, class affairs, and educational affairs, and strict management of the whole process to create a good learning environment for students.

Finally, from the perspective of academic assessment, make overall arrangements. In view of the fact that the examination time of the first degree and the second degree of students overlapped and lead to heavy academic pressure, we can consider reforming the evaluation method and flexibly arrange the examination time.

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