

The review of the practice internship of educational major in Colleges and universities during recent 10 years

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Abstract: The research summarizes that domestic practice internship researches mainly focused on the present's situation investigation, the reform path, the introduction of foreign experience and compared other counties' experiences on practice internship to our country's, and analyzed the influence of the practice internship of different major in normal colleges and universities and different types of practice internship through reviewing 10 years of research. The paper also predicts the developmental trend of practice internship in the future. Firstly, the cooperation between normal universities and internship schools will be strengthened. Secondly, the time of practice internship becomes more and covers each semester. Thirdly, the process of practice internship is considering more factors. Fourthly, the evaluation methods of practice internship become diversified. Fifthly, the duties and responsibilities on guiding students to practice is more specific.

1. Introduction

In 2003, the gross enrollment rate of China's higher education reached 17%, showing that China's higher education has entered the stage of popularization. By July 30, 2015, the gross enrollment rate of higher education had reached 37.5%.^[1] Within the past 12 years, the gross enrollment rate of higher education increased from 17% to 37.5%, which shows the rapid development of higher education. Based on the current situation of the rapid development of higher education in China, improving the quality of higher education has become the crucial task of higher education, and the quality of higher education is reflected by the students who were taught to knowledge and practical skill. Therefore, to improve students' practical ability is an important step that ensure the quality of higher education, is the necessary to improve the quality of higher education. To some extent, the main way to improve their practical ability is the process of practice internship.

2. Concept

According to the dictionary of education, novitiate refers to the teaching of higher education and secondary professional schools, which combine the theories teaching and organize students to visit internship schools to gain essential knowledge. During their professional skill studying, the students have a general idea of education of the primary schools and secondary schools, and observing the primary or secondary school teachers words and deeds, operation and teaching methods. If they could teach or take in charge of a class, the process is called practice internship. "Novitiate is the first step of practice."^[2] Ming Yuan Gu pointed out in the dictionary of education that educational practice is a form of education and teaching professional practice for senior students of normal colleges and universities, including visiting, teaching or assisting teachers and participating in educational administrative work.^[3] So novitiate refers to the process in which students of normal university combine curriculum knowledge to observation results, forming perceptual knowledge, understanding the traits of different age students. The key point of novitiate is on seeing. And "practice", refers to students which go to early intervention rehabilitation, conclusive schools, will practice or teach in order to improve their practical skill, practice internship focus on "operation and practice", "practice" in the paper contains "the novitiate procedure".

3. Current situation of internship research on educations' majors in colleges and universities

Through reviewing of the research or dissertation about practice internship in the past decade, it is found that there are a large number of studies on the internship of teachers' majors in colleges and universities. There are five aspects of these research.

3.1 The effect of practice internship for Teachers' majors in colleges and universities

In recent years, there are two main points among the internship research of these years. Firstly, the improvement of students from different education' major in colleges and universities was made by practice internship. Secondly, the impact of internship on normal university students in other disciplines

The influence of practice internship on different abilities of different major student in normal education

ShiQiong Jian, CongMan Rao and JunSong Hui investigated the development of teaching ability of interns through questionnaires and semi-interviews. The results of their research is that the teaching ability of the interns during the stage of educational practice has been improved obviously; The improvement of teaching cognitive ability is greater than teaching reflection ability and teaching implementation ability.^[4]

Influence of practice internship on normal university students in other different disciplines

XinJie Guo made a case study. The object of the study is undergraduates whose major is English education. The research shows that the students have experienced a dynamic process of professional development in the process of educational practice. Through the internship, students' teach knowledge, teaching ability and reflective ability have also accumulated and improved significant.^[5]

YunQiu Liu explored the influence of the internship on the professional development of pre-service English teachers through qualitative research. The research shows that the students find the gap between their professional knowledge and the real career needs through novitiates. Secondly, novitiate promotes the normal college students' understanding of the educational concept, professional quality, and promotes the development of pre-service English teachers' quality. In addition, the real teaching environment facilitates the normal university students to learn to think from the perspective of teachers, gives them to practice the theories they have learned in the classroom, and make a significant change in their professional attitude.^[6]

3.2 Analysis of problems which the normal college or universities students suffer in practice internship

The number of studies on the current situation of practice internship is the largest through analysing of the literature. Many scholars, such as WeiJun Sun and Hui Shi, not only elaborated the current situation and the causes, but also proposed solutions to the problems. The main problem mentioned are: too few practice bases, evaluation methods are lack, the practice time is short, the management of educational practice is inadequate.

Liang Shangde summarized in the research about practice internship in physics major in normal colleges and universities, and analyzes the problems existing in the practice internship from three aspects, which are organizing process, the students themselves, the teachers of practice school .the problems is as follows: the purpose of practice internship in practice school is too simple, is only to ensure the trainees to know the present situation of middle school physical education roughly; The time of practice is not enough, the content of practice is less, the curriculum of physics education in normal universities is not reasonable (basic courses and physics courses account for 90% of the total class hours, and education theory courses only account for 10%), the evaluation of education practice is formalistic, and the organization and management of education practice is infeasible.^[7]

WeiJun Sun pointed out that there is a lack of practice internship base for students, and there is a lack of long-term connection between interns and internship schools in the current higher normal education. The content of educational practice is considered to be limited. The time of educational practice cannot meet the needs of students, and the arrangement of practice time is too concentrated;

Lack of experienced instructors for educational practice; The educational practice lacks the effective organization and the management. ^[8]

Ning Cao points out that exist in the traditional practice patterns, poor practice time is too short, practice content, to reflect on the lack of feedback, it's difficult for instructor teachers to feedback timely. However, to some extent, internships is negative for primary and middle school students because the management difficulty results from more instructors participate in is increasing. ^[9]

Hui Shi's research analyzed the disadvantages of the traditional one-way internship. The main disadvantage is the process is beneficial to normal university students, however, neglecting the practice base or primary or secondary schools 'needs. Even more, many practice schools regard that educational practice internship will disorder their daily management. ^[10]

HuiLin pointed out that there are several instructors for the same intern and normal university student, and the evaluation standards is different respectively. The evaluation which the instructors often used is observation method; however the method is affected by the subjective factors of the instructors, resulting in low reliability, poor validity and poor comparability. ^[11]

Wang yanmei's research, elaborated that colleges and universities do not pay enough attention to the education practice, the education practice time is too short, the content and form are single, the practice management is loose and inadequate, the practice teaching base is unstable and so on. Xinhua Chen pointed out that the aim of practice internship is unclear, the education internship time is too short, the education internship arrangement is unreasonable, the education internship preparation is insufficiency, the evaluation of practice is not reasonable, the education practice guidance teachers are lack of guide ability, the organization of the education internship is infeasible, etc. ^[12]

4. The Reformation of the Practice Internship In Educations' Major

In the discussion of China's normal colleges internship reform paths, Domestic researches focus on the following aspects. Firstly, practice internship instructors gave students professional directions; The construction of educational practice base make both the primary and secondary school as well as normal university beneficial; Strengthen management of educational practice; organizing the course and the materials of practice internship; improving assessment and evaluation of students' practice internships.

Yun Yao and FuHua Li regarded that the internship resources, internship process and internship management should be integrated, and the "internship platform for normal university student's education" should be constructed to enrich and update internship resources. ^[13] YanHong Wei considered that the educational practice internship should be set flexibly in the principle of combining centralization and decentralization, and the management of the internship process should be strengthened. Normal schools and primary and secondary schools should collaborate on the principle of mutual benefit and establish stable internship bases. ^[14]

Jun Sun presented the whole process of teacher training model, referred to as "TCPP" (The would actually Penetrated by Practice), arranged normal universities students into primary and secondary schools to practice internship every semester. Practice internship provide the students chance to participate in the professional teaching, class management, education research ,and in the process, normal universities arrange professional teachers on guide and assess, so that the students engaged in familiar with the school environment, understand the characteristics of the students and their own role, strengthen professional ideas, cultivate professional emotion, practice, practice and seminar, director of the young pioneers, practice teaching lesson, simulating teaching such as teaching work, and carry out education research, school-based curriculum development, familiar with the interpersonal relationship and school management and so on. Finally, students will be experienced teacher in teaching, scientific research and management in primary and secondary schools after graduation, in other words, they can be competent for teacher work as soon as they left school.

Shi hui proposed that the paradigm change of educational practice internship in the context of new curriculum should be based on the concept of "one center, two dimensional goals and multiple

interactions”, and proposed to construct three new models of educational practice internship. “One center” refers to the cooperation between universities and primary and secondary schools, which ultimately enables both sides to achieve teaching goals and achieve a win-win situation. “Two-dimension goal” refers to cultivate individual in teaching skills and sense of cooperation of normal universities students, as well as the improvement of the professional level and cooperation ability of the teachers in the primary and secondary school. It not only focuses on promoting the quality of normal universities, but also improving of the teaching quality in the primary and secondary schools. “Diversified interaction” means that a cooperative partnership should be established between normal universities and primary and secondary schools. Interns referred to the normal universities, university teachers and primary and secondary school teachers, with interns as the intermediary, form a diversified interaction between interns and in-service teachers, interns and university teachers, interns and internship schools, interns and normal universities, normal universities and internship schools, university teachers and in-service teachers. And he proposed three new modes of educational practice internship, which are school mode of professional development, replacement mode of fixed post and integration mode of practice and employment.^[15]

“professional development school” refers to a new type of school which aim to apply educational knowledge to practice of teaching. Professional development schools provide students with a place to apply theoretical knowledge to teaching practice. The so-called post replacement is to let normal students after a certain stage of preparation for probation, formally on the platform, to perform all the duties of teachers. At the same time, the original position of the teachers off the post for further education, into normal colleges and universities for full training. This mode can not only provide students with the opportunity to practice, but also provide teachers in primary and secondary schools with the opportunity to improve, to achieve the mutual benefit of normal universities and primary and secondary schools. Especially for the rural remote areas where teachers' academic qualifications are not up to standard and their teaching level is low, the relevance is stronger.^[16] the establishment of a cooperation mechanism between normal universities and primary and secondary schools, the implementation of internship and employment integration model, and the provision of preferential policies, through two-way selection, so that interns and internship units (focusing on rural primary and secondary schools) to achieve employment intention, can effectively alleviate employment conflicts, to achieve multi-benefit. Interns become “future teachers”.

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