

The Breakthrough to Improve the Employability of Normal Students under the New Situation

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Abstract:

With the all-round promoting of the reform of "Exam for Every Entry" for teachers' entry and the "National Examination" of teacher qualification, normal students and non-normal students will have to pass the national examination to obtain a "teacher qualification" for the post. Based on the systematic analysis of the professional quality and ability of the normal students, this paper puts forward the measures to reform the training mode of normal students in order to highlight the characteristics of normal students.

Keywords: normal students; professional quality; professional skills; core competitiveness of employment

With the increasing of China's comprehensive national strength, science and technology and the national quality have been fully developed and the state has begun to vigorously carry out investment in education. The key of the development of education is the teacher while the key to the success or failure of the construction of teachers' team is the teacher selection mechanism and the training of normal students. The most urgent task is to improve the professional accomplishment, professional skills and their core competitiveness of employment of normal school students, who are the new force of future excellent teachers.

I. Challenges Faced by Normal Students to Enter Teachers' Post

1. Changes of Teachers Formation in Assessment

Since the end of the distribution system of university graduates in the 1990s, two-way selection has been adopted for teacher recruitment between school and normal graduates. This mechanism is conducive to the selection of teachers for school to meet their own development needs while it's extremely difficult to prevent the occurrence of playing favoritism and committing irregularities, "connections by the back door" and other phenomena. To further optimize the quality and improve the comprehensive quality of teachers'

team, to promote the professional development of teachers' team and to prevent the favoritism and irregularities during teacher recruitment and to protect the interests of graduates, it has been specified by the state since 2009 that common recruitment examination shall be adopted for the recruitment of new teachers in all middle and primary school, which shall be organized uniformly by provincial or municipal competent department of education or HR management department. This promotes the exam participation of more college graduates and social workers while the majority of the participants are substitute teachers not enlisted due to examination system and on-job teachers willing to change the working post via the exam. All these factors have led to the increasing competition faced by normal students.

The common teacher recruitment examination is divided into written examination and interview. The written examination generally includes the assessment of the Pedagogy, Psychology, Educational Psychology, Educational Laws and Regulations and Policies, Modern Education Technology Foundation and Application, Public Basic Knowledge, New Curriculum Reform, Teachers' Professional Ethics and Basic Etiquette, Education Writing, etc..The interview is generally divided into lesson presentation (trial teaching) and the defense, with the face-to-face conversation and observation between the examiner and the candidates as the main means of measuring the candidates' knowledge, ability, experience and other relevant qualities from outward appearance to inner essence, which mainly includes the candidates' appearance and bearing, professional knowledge, practical experience, oral expression ability, comprehensive analysis ability, response and adaptability, interpersonal skills, self-control and emotional stability, work attitude, job motivation, leisure interests and hobbies and other elements.

2. Change of Method to Obtain Teacher Qualification

Teacher qualification is the most basic condition for teachers to engage in education and teaching and is a scale to measure the professional level of teachers. The teacher qualification system is also an important guarantee to promote teachers' professional development. Ministry of Education has firstly carried out the pilot of "National Examination" of the teacher qualification in Zhejiang and Hubei provinces since 2011 and issued *Interim Measures for Primary and Secondary Teacher Qualification Examination* in 2013 and decided the pilot of the new primary and secondary teacher qualification examination (hereinafter referred to as "National Examination") in some provinces from the second half of 2013 and implemented the national examination from 2015. Examinations related to the teacher qualification would no longer be organized by each province, thus making the certification of teachers' teaching qualification a single channel since. Obviously, the "national examination" is an important guarantee to improve the quality of teachers, which will guide the teacher employment and the professional development of teachers gradually towards the standardized and scientific track.

Compared to the "provincial examination", the "national examination" is broader and more difficult. The passing rate of the "national examination" is not more than 30% according to previous pilot data, which is also not ideal even for the normal students. Candidates must have excellent education and teaching ability, solid professional knowledge, a higher comprehensive quality in order to pass the exam to obtain the teacher qualification. There is reason to believe that the implementation of the "national examination" will certainly be strict on the "entrance", improve the access threshold for primary and secondary school teachers and promote the enhancement of teachers' level to ensure the quality of teachers.

The "national examination" of teacher qualification breaks the lifelong tenure of teacher qualification and normal students can not directly obtain the teacher qualification after graduation the same as before and they have to take the "national examination" as non-normal students. The competitive advantage of normal students with non-normal students is declining and more and more employers would rather hire non-normal students from well-known institutions with teacher qualifications and high comprehensive quality than professional counterparts of normal students, which will have corresponding impact on the employment of normal students.

In this situation, the training methods must be adjusted accordingly in order to train the normal students into excellent teachers and so that the core employment competitiveness of normal students will be improved accordingly.

II. Professional Quality Required for Normal Students

Under the condition of obtaining the teacher qualification, the teacher's professional quality of normal students is the significant difference between them and other students. The training process of college shall pay more attention to broadening the normal students' vision, improving their ability of researching study and innovative thinking, cultivating their professional quality and increasing their professional identification and occupational happiness.

The cultivation of normal students shall aim at improving their education level. Normal colleges shall encourage normal students to continue their studies to upgrade their education level. In the traditional mode of employment, normal undergraduate can enter the teacher post of primary and secondary school, which now mainly consists of college and junior college graduates. However, with the growing enrollment of postgraduate students and the increasing free-charge normal students from normal colleges directly under the Ministry of Education, even under the situation of "Exam for Every Entry", the majority of key middle schools can still directly evaluate and recruit postgraduate students and free-charge normal students, which leads to an intensified enrollment competition for ordinary normal undergraduate students. Meanwhile, primary and secondary schools pay more attention to the teaching and research activities and the professional development of teachers while doing well in basic teaching, which urges primary and secondary schools to prefer highly educated graduates.

The cultivation of normal students shall pay attention to the whole course. Ever before, most colleges and universities only concerned about the talent output and rarely continued to focus on the students after cultivating them into primary and secondary school teachers. In recent years, all kinds of national, provincial, municipal youth teacher training and key teacher training have been carried out very well, which means that the government and schools from top to bottom are paying more attention to the whole process cultivation of pre-service and in-service, which requires the comprehensive linkage between normal colleges and primary and secondary schools. Pre-service cultivation requires coordination from primary and secondary schools to colleges while in-service cultivation requires coordination from colleges to primary and secondary schools.

The cultivation of normal students shall be more professional, as well as three-dimensional, all-round and multi-angle. Normal students shall have lofty professional ideals, firm professional beliefs, strong professional interests, good professional identity and be willing to be a teacher. Normal students shall have a solid foundation of professional knowledge, master the basic teaching skills, possess team spirit and be

suitable to be a teacher. Normal students shall establish correct educational ideas and advanced educational concepts, master the basic theory and basic knowledge of education and teaching, be familiar with the practice of basic education reform and know how to be a teacher. Normal students shall have the ability to apply modern educational technology to organize and design classroom teaching activities, have a certain ability for teaching and research, master the skills to carry out class activities and know how to teach. Normal students shall master the method of understanding students, be good at teaching students in accordance of their aptitude, have a strong ability of innovative spirit, innovative thinking and lifelong learning and be good at being a teacher.

III. Ability System Required for Normal Students

In the cultivation process of normal students, the constitution of the ability system of normal students shall be clearer on the basis of strengthening the basic quality and ability requirements. Normal students' professional skills shall include teachers' professional knowledge and internalization of teachers' educational ideas and shall pay more attention to extracurricular practical teaching.

The professional skills of normal students mainly refer to basic skills, teaching skills, educational skills and teaching and research skills. Basic skills of normal students include language, writing and communication skills. Teaching skills include instructional design, organization and evaluation skills. Educational skills include ideological education, psychological counseling and class management skills. Teaching and research skills include research topics, data collection and paper writing skills. Among them, the basic skills and teaching skills are related to their own subject and major of normal students, who shall pay attention to the learning of professional knowledge in the cultivation process; education skills can be supplemented through opening of general courses and related elective courses, combined with educational books reading and extracurricular practice; teaching and research skills should be carried out by strengthening the combination with teaching practice, focusing on the study of team building and enhancing the work implementation with the education level.

Practical teaching of normal students should be extended to the whole process of university for four years to achieve the hierarchical teaching and classification guidance. In-class practice shall be firstly strengthened for practice teaching, which shall be enhanced especially for the teaching of educational courses related to the subject knowledge and the traditional lecturing teaching should be appropriately changed, which is to strengthen practice. Secondly, it is the phased practice teaching. Combining with students' learning characteristics of each learning stage, colleges shall focus on the learning of basic knowledge in Grade I, cultivation of basic skills in Grade II, cultivation of special skills in Grade III and combined training of special skills in Grade IV.

IV. Measures to Improve the Employability of Normal Students

Through the interpretation of the professional quality required for normal students and the macroscopic analysis of the constitution of the ability system of normal students, set a target for the upgrading of the core employment competitiveness of normal students. Only by setting goals and actively completing goals can we promote normal students to increase their self-consciousness and a sense of mission to be an excellent teacher.

Under the situation of the "National Examination" of teacher qualification, the passing rate of normal students is higher than that of non-normal students. Without considering the teacher qualification, the advantages of normal students that are more suitable for primary and secondary school teachers than non-normal students are the teacher's professionalism and pedagogical features.

1. Strengthen the cultivation of normal students' educational concept. Through introduction of major, employment outlook, career planning, normal students will be familiar with their role definition from the enrolment with a label of "prospective teachers". The design of students' curricular learning and extracurricular activities will be carried out under the guidance of "Teacher Professionalism". The educational concept shall be infiltrated to students gradually by teachers via classroom teaching in college and be cultivated through colorful extracurricular activities imperceptibly, such as speech competition, debate competition and lecturing competition and other activities.

2. Reinforce the cultivation of normal students' basic skills. During the early stages, what showed by normal students are the lack of the knowledge to be a teacher and necessary skills and ability to complete the teaching, and the inadequate understanding of the new curriculum reform. Schools shall vigorously build training laboratory of teaching skills, establish off-campus training base and shall promote normal students' learning of "Three Writing One Speaking"(pen writing, brush writing and chalk writing, standard Chinese) through a variety of extracurricular activities and shall cultivate their teachers' spoken language, teachers' basic etiquette and teaching design skills through microteaching and shall enhance students' ability to apply educational theory through simulation teaching.

3. Reform the cultivation of normal students' teaching skills. The cultivation of teaching skills is time-consuming with slow results, of which the advance requires students to make concerted efforts. Due to current craze for graduate school and the "entrepreneurship and innovation", a diversity of student career planning appears. Some students are not willing to engage in education and their learning motivation and learning efficiency are not the same. In view of this, schools shall reasonably classify students and teach them in accordance with their aptitude according to their interests and organize students who commit themselves to teacher education to establish "Excellent Teacher Class", "Teacher Experimental Class" and so on to allow students to carry out independent study and self-training in the form of team and to adjust the teaching content correspondingly in teaching organization to be further in line with the primary and secondary education.

4. Improve the cultivation of normal students' practical skills. Accelerate the cooperation between colleges and local education governments and promote the cooperation between education major and local primary and secondary education. Carry out educational probation in middle and primary school classroom for students in vacation in Grade I to make them have a initial feeling of classroom atmosphere by utilizing the time difference of vacation between college and middle and primary school; Suspend classes for about one week in each semester of Grade II to allow students to carry out educational probation in nearby primary and secondary schools for the initial feeling of the organization and management of classroom teaching and

for the feel of class management culture; Select outstanding students for advance educational probation for about one month in Grade III for the deep feeling of the campus culture of primary and secondary schools and initial attempt of classroom teaching and organization of class activities; Carry out formal educational probation in Grade IV and prolong the probation time to one semester to allow students to participate in the whole process of teaching organization and class management and make them initially master the skills of teaching, class management, class adviser job and education teaching and research.

V. Conclusion

With the overall implementation of "Exam for Every Entry" reform of teacher entry assessment and the full implementation of "National Examination" of teacher qualification, the quality and level of primary and secondary school teachers will be greatly upgraded. In order to maintain the traditional advantage in the increasingly acute competition, normal students shall highlight the characteristics of teacher major, strengthen teachers' education on the basis of professional foundation, professional skills and professional characteristics and pay attention to the coordinated development of students' knowledge, ability and quality with the improvement of core employment competitiveness as the goal. Cultivate the normal students into outstanding teachers enjoying teacher's work and with an ideal to devote to education career, with a high professional quality of subject and teachers' professional qualities, with a good knowledge base of humanities, solid foundation of subject knowledge and good knowledge of educational theory, with the acquisition ability, teaching ability, management ability and research ability.

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