



THE IMPACT OF EDUCATIONAL INTERNSHIPS  
ON THE PROFESSIONAL DEVELOPMENT OF TEACHER TRAINING STUDENTS  
IN HIGHER EDUCATION



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The purposes of the research were: 1) to study the specific factors that affect normal students' professional growth, and how does educational practice affect normal students' professional growth. The research is mainly conducted from the three dimensions of normal students' professional quality, mainly studying what specific factors affect normal students' professional growth in the process of teaching practice., 2) the current situation of the professional growth of trainee teacher training students, suggestions for improvement are put forward for the problems existing in the process of educational internship. The population was 2400 full-time general undergraduate and master students. 99 full-time teachers were sample size (7 professors, 29 associate professors, 21 master's supervisors and 28 doctors). Rating scale questionnaire. Data were statistically analyzed including the frequency distribution, percentage, mean, standard deviation, F – test Analysis of Variance and cultivate truly qualified teachers is one of the important issues that need to be addressed urgently in normal universities in China. The research results were found that; 1) the teacher professional development, and surveys and interviews primary school education normal students after internship from three dimensions: professionalism, knowledge, and ability. 2) the current situation of the professional growth of normal students during the internship process and summarizes the problems that exist during the education internship process, to better promote the professional growth of normal students, as well as provide reference and reference opinions for improving the level of college education internship.

Keyword : Teaching Practice, Normal students, Professional

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GUANGFU ZHOU

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# CHAPTER 1

## INTRODUCTION

### Background

A century-long plan, education-oriented. Education plan, teacher oriented. Only with good teachers can there be a good education. "Teachers are the inheritors of human civilization. To promote the good and rapid development of education and cultivate high-quality talents, teachers are the key. From the above discussion, we can see those teachers play an important role in promoting the development of the whole society.

With the continuous development of the economy and society, people's requirements for the quality of talents are getting higher and higher, and the requirements for the professional quality of teachers are also getting higher and higher, so only by continuously improving the professional development level of teachers can we create high-quality talents and meet the needs of social development.

Since the 1960s, and especially since the 1980s, the development of the education profession has become a strong trend of thought, which has promoted the development of teacher education in the world and the improvement of the social status of teachers. At present, promoting the professional development of teachers has become the consensus of education reform in all countries in the world.

Professional development for teachers consists of two stages: pre-service and in-service. Educational internship is an important part of the professional development of pre-service teachers, an important way for normal colleges to train qualified teachers, and a key link in the transformation of teacher training students from student roles to formal teachers. The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly proposes to "deepen the reform of teacher education, innovate the training model, enhance the practice of internship, strengthen the cultivation of teacher morality and teaching ability training, and improve the quality of teacher training." It can be seen that the education internship of teacher training students has received the attention of the state. However, the traditional education

internship has the difficulty of finding an internship unit, the unwelcome of the internship school, the short internship time, the loose management of the internship, and the low quality of the internship, which seriously affects the internship effect.

From the domestic point of view, in the process of its development, the higher normal colleges and universities, as the base for training teachers, have indelible contributions to improving the quality of teachers and promoting the professionalization of teachers. However, with the development of society, to meet the needs of society, normal schools have gradually deviated from the track of cultivating students to become talents that schools should do.

However, the higher education institutions have gradually shown their shortcomings, that is, they have not been able to adapt well to the needs of the times. It has been criticized and questioned by many scholars and educators. Therefore, China's current teacher education system must seek development and change to meet the requirements of the professional development of teachers.

The educational internship in the context of teacher specialization is an organic part of pre-vocational education, and it is an indispensable part of the training of teachers for the society in higher education institutions. We all know that teachers are a profession with high requirements for practical ability, and in the four years of cultural class study, the students' own theoretical knowledge and practical skills have been developed to a certain extent, but the knowledge and skills they have must be applied to the real education and teaching situation, in order to truly accept the test of practice, so as to internalize the practical skills of teacher training students. The importance of educational internships lies in this: students learn to apply the acquired knowledge and skills to real practice. Educational internship is a very key practical method for normal schools in the process of cultivating students, and it is also an important method and way to train students into qualified teachers.

development of normal students, and what problems and deficiencies exist in the specific implementation process, hoping to provide useful reference and thinking for educational practice and the professional development of normal students.

### Objectives of the Study

Through the research and investigation on the performance of normal students majoring in mathematics in the internship of the College of Primary Education of Chongqing Normal University, we understand the growth of normal students in primary education in the process of internship, so that normal students can realize the importance of their professional growth, and hope that researchers can pay attention to the training of primary school teachers, so as to promote normal universities to train more and more excellent primary school teachers for basic education in their hometown, We will promote the better development of basic education in our hometown, and explore a better way to train excellent primary school math teachers.

There are two main research questions in this study:

1) What specific factors affect normal students' professional growth, and how does educational practice affect normal students' professional growth. The research is mainly conducted from the three dimensions of normal students' professional quality, mainly studying what specific factors affect normal students' professional growth in the process of teaching practice.

2) Through the study of the current situation of the professional growth of trainee teacher training students, suggestions for improvement are put forward for the problems existing in the process of educational internship.

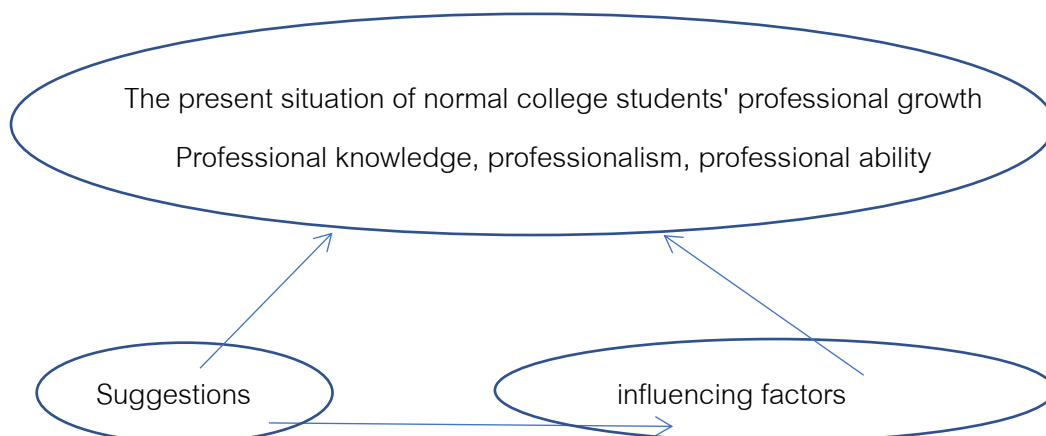


Figure 1 Research Question Diagram

### Significance of the Study

**Theoretical significance.** From the theoretical perspective of teachers' professional development, this research investigates and understands the specific role of educational internship in the professional growth process of teacher training students through the study of the professional growth of primary education teacher training students, analyzes the relevant factors affecting the professional growth of teacher training students, and proposes corresponding improvement programs for the shortcomings in them, which is conducive to enriching the research of relevant theories of educational internship, and provides a certain theoretical reference for promoting the professional growth of teacher training students, which is conducive to enriching the research on pre-service teacher education and training.

**Practical significance.** Through the investigation and research of the professional growth of teacher training students in the internship process, it will arouse the attention and attention of researchers to the training of teachers in rural primary schools, and better educate and train teacher training students in primary education from both theoretical and practical aspects, which will help improve the quality of teacher education and promote the basic education of teacher training colleges and universities to send more high-quality talents. At the same time, it also helps to improve the professional quality of teacher training students in the process of training, which can

accelerate their "adaptation period" before entering the job and lay a solid foundation for their future professional growth.

### **Scope of the Study**

The School of Primary Education of Chongqing Normal University is in the Chengbei New District, Beibei District, Chongqing. The school originates from Guanli East Sichuan Normal School founded in 1906. Formerly known as East Sichuan Normal School, Sichuan Provincial Second Women's Normal School, Chongqing Municipal Normal School, and Chongqing First Normal School, it was incorporated into Chongqing Normal University in 2003 and renamed as the School of Primary Education of Chongqing Normal University. The college has a long history of running a school and a glorious revolutionary tradition. The college covers an area of 170 mu, with a building area of more than 70,000 square meters and complete teaching facilities and equipment. There are 126 in-service teaching staff, including 99 full-time teachers (7 professors, 29 associate professors, 21 master's supervisors and 28 doctors); There are more than 2400 full-time general undergraduate and master students; There is an affiliated primary school and a kindergarten. The college has undergraduate majors in primary education (Chinese, mathematics, English and general teachers), science education, calligraphy, and master's degree programs in science education and science and technology education.

The college adheres to the school running concept of "inheriting the century old tradition, refining the school running characteristics, cultivating innovative talents, and serving primary education", and aims to cultivate high-quality primary school teachers in the new era of "all-round development, one specialty and many abilities". The quality of normal school students is required to reach "five abilities and five abilities" (able to speak, sing and dance, write and draw, teach and guide, and think and study) and "decathlon" (listening, speaking, reading, writing, calculating, playing, singing, jumping, painting and teaching). In 2013, the college enrolled the first batch of students majoring in primary education (general teachers), and trained high-quality primary school teachers for rural primary schools in Chongqing; It has cooperated with 24 district and

county education committees to establish the first "UGIS" primary school general teacher talent training alliance in Chongqing, established 53 practice education bases in the city, and built a school local cooperation model for primary school general teacher training. The students achieved excellent results in the National Teachers' Teaching Skills Competition. The quality of talent training of the college has been continuously improved, and graduates are generally welcomed by employers. Based on basic education, the college has trained many outstanding talents for society. 70% of the school leaders and special teachers in Chongqing urban primary schools are alumni of the college; There are more than 300 alumni who have been rated as national model workers, national model teachers, national excellent teachers, municipal special teachers and municipal backbone teachers. In recent years, outstanding young teachers such as Cao Jin, the "National Excellent Teacher", Wang Honeying, the winner of the "Special Award for Promoting Chongqing's Glory", and Zheng Gaolan, the "National Excellent Young Pioneer Counselor" have also emerged.

The college is one of the 20 pilot schools approved by the Ministry of Education for the training and reform of outstanding primary school teachers. Primary education is a first-class and characteristic specialty in Chongqing; Science education is the first science education undergraduate major, school level characteristic major, and city level first-class major in China; Calligraphy is the only normal calligraphy undergraduate major in Chongqing. The college has three municipal scientific research platforms (Chongqing Children's Development and Teacher Education Research Center, Chongqing Social Science Popularization Base, and Chongqing Popular Science Base) and three school level scientific research platforms (Chongqing Normal University Science and Technology Education and Communication Research Center, Chongqing Normal University Calligraphy Research Institute, and Chongqing Normal University Children's Reading and Chinese Education Research Center). In recent years, the college has presided over 5 national humanities and social science fund projects, 2 national natural science fund projects, 10 scientific research projects of the Ministry of Education, 80 municipal scientific research projects (including 5 key projects), 98



school level scientific research projects, and 17 horizontal scientific research projects; He has published 188 high-quality papers (including 98 in category A and 90 in category B), and 79 academic monographs and textbooks. One new liberal arts research and reform practice project approved by the Ministry of Education; Preside over 1 national quality shared course, 1 national first-class undergraduate course and 4 municipal first-class undergraduate courses. Presided over 52 educational reform projects (including 1 national level, 1 municipal level major project, 4 key projects and 5 school level key projects); It has won one national second prize, one municipal first prize, one second prize, one school special prize and one first prize of higher education teaching achievement award.

The college is a primary school teacher training center in Chongqing, and a qualified institution for primary school science teacher training under the "National Training Plan" demonstration project of the Ministry of Education. In recent years, it has carried out the "National Training Program" and more than 80 teacher training programs inside and outside the city (including 13 demonstration training programs of the Ministry of Education, more than 40 provincial and municipal national training programs, and more than 30 urban and outdoor outreach training programs), trained more than 5800 teachers and researchers in primary school Chinese, mathematics, science and other disciplines, and ranked among the best in similar disciplines in China. The college has been awarded the title of "Advanced Collective for Teacher Education in Chongqing" and "Advanced Collective for National Training Program" many times.

In this paper, the author attempts to summarize the course of educational practice in China, taking the College of Primary Education of Chongqing Normal University as an example, to explore the impact of educational practice on the professional development of normal students, and what problems and shortcomings exist in the specific implementation process, hoping to provide useful reference and thinking for educational practice and the professional development of normal students.

### Definition of terms

Structure of teachers' professional quality. The professional quality of teachers needs to answer the question of where teachers' professional development should develop, that is, "what to develop", that is, what qualities you need to have as an educator to be qualified as a teacher. In fact, if we think carefully, it is not difficult to find that the continuous improvement and improvement of professional quality in teaching is actually the growth of teachers. As some scholars have pointed out, the professional quality of teachers is the primary premise of teachers as educators, and it is the basic requirement for educators to be able to teach and educate people, It is a comprehensive feature of teachers' professional knowledge and ability, philosophy and emotions. In the daily education and teaching process, continuous learning and practice will promote the development of teachers' quality. Therefore, we must first know what constitutes the professional quality of teachers and how these constituent conditions are related. Educators have done a lot of research on the structure of teacher quality, and this study summarizes the representative discussion as follows:

Table 1 Basic structure of teachers' professional quality

Research Scholar	Teacher Quality Structure
Lin Ruiqin	(1) subject knowledge; (2) educational knowledge; (3) Professionalism
Allan	(1) subject knowledge; (2) behavioral skills; (3) Personality skills
Ye Lan	(1) Professional concept; (2) knowledge structure; (3) Capacity structure
Shi Ningzhong	(1) professional knowledge; (2) professional ability; (3) Professional emotions
Lin Chongde	(1) the level of knowledge; (2) teaching ability; (3) Career aspirations
Tang Songlin	(1) cognitive structure; (2) teaching ability; (3) Professionalism

From the above table, it can be found that different scholars have different views on the specific content of teachers' professional quality, so we can know that as an educator, you need to have a variety of professional qualities. The professional quality of teachers is the primary foundation for teachers' development, plays an important guiding role in teachers' development, and is the basis for judging as a qualified teacher.

The basic composition of the professional quality of teacher training students

The professionalism that teachers training students should possess.

Professionalism is the intrinsic motivation of teacher training students in choosing to be a teacher and engaging in teacher work in the future, prompting them to remember the original intention of education, not forgetting the mission of teachers, providing them with a spiritual source of unremitting struggle and pursuit, reflecting their deep feelings for rural basic education. Therefore, the professionalism of teacher training students is manifested in the following aspects:

1. Professional ideals. If a teacher has the ideal of teaching, he will devote himself wholeheartedly to the daily teaching work, have a high sense of responsibility, and be willing to work hard for the cause of education. (1) Normal students should also cultivate their own professional ideals in their usual study and practice, which will be the strong desire of normal students to become an excellent people's teacher and point out the direction and provide motivation for the goal of normal students. Encourage teachers training students to develop a love for primary education, and sincerely love primary school students and care about their growth.

2. Professional attitude. The professional attitude of teachers training students reflects their attitude and behavior towards education and teaching work, which is reflected in their love for education and their dedication to teaching work. Therefore, the professional attitude of teacher training students includes attitude towards primary school students, attitude towards educational work and attitude towards basic education in rural areas.

3. Professional self. The professional self of teachers reflects the feelings and expectations of teachers for their work, and the professional self of normal students is slowly felt by normal students in their learning and life experience. Teachers should have a clear understanding of themselves, and constantly look for their own value in teaching, so as to achieve self-recognition, positive development, and harvest happiness, so teacher training students should also have the quality of professional self and strive to find a way to grow themselves.

Professional knowledge that teacher training students should possess.

Professional knowledge is accumulated by normal students through systematic teacher during their university years, and they are the theoretical basis for teacher training students to obtain professional growth. Therefore, teacher training students should have the following professional knowledge:

1. General cultural knowledge. One of the responsibilities of teachers is to impart knowledge to students, therefore, as a prospective teacher, normal students should have a certain knowledge reserve, in the usual study to insist on reading every day, to promote their own knowledge and experience to continue to enrich, so that their classroom content can be enriched, to help students better understand the content of learning.

2. Professional knowledge of teaching subjects. The labor of teachers reflects a certain complexity and creativity, and the professionalism of teachers is high. Therefore, teacher training students must first continuously accumulate the knowledge of the subjects they teach, master the knowledge system, basic ideas and methods of the subjects they teach, in order to successfully complete the teaching tasks in the future teaching process.

3. Theoretical knowledge of education. As a person who will be engaged in education in the future, teacher training students must have knowledge related to education and teaching, which is a basic requirement for teacher training students. Normal students must study this kind of knowledge carefully during their school years

and achieve solid mastery to lay a solid foundation for their own development in all aspects.

4. Knowledge relevant to students. As a teacher, understanding its students is the premise of education and teaching, teaching is the teaching of teachers and students' learning together composed of educational activities, teachers need to seriously understand and study their students, grasp the personality characteristics of each student, and achieve a comprehensive understanding and mastery of the knowledge related to students. Therefore, teacher training students should also have this knowledge about primary school students, and only by having a comprehensive understanding of primary school students can they better teach and teach according to their aptitude in the process of education and teaching.

Professional competence that normal students should possess.

Professional ability is gradually accumulated through continuous time exercise in the teaching situation because of having certain professional theoretical knowledge. Professional competence is the basic skill that teachers must have to engage in education and teaching. Therefore, the professional abilities that teacher training students should possess are specifically manifested in the following aspects:

1. Teaching ability. For teachers to take on the task of educating students, they must have the required teaching skills. Teachers' teaching ability covers a wide range, mainly in the design and implementation of teaching and the ability to evaluate students. If teacher training students want to become qualified teachers, they must study hard to enable themselves to acquire these abilities.

2. Communication and cooperation skills. Whether in learning or teaching, interpersonal communication and cooperation skills play a very important role in teacher training students, for example, teachers should be good at listening in the teaching process, communicate with students, and understand students' personal ideas and needs; Learn to communicate with leaders and complete the work assigned by leaders perfectly and in a timely manner; Colleagues and peers should cooperate and communicate, absorb their respective advantages and experience, make progress

together, and continue to grow; In teaching, it is also necessary to communicate with parents, cooperate with parents, and work together to escort students' health.

3. Ability to reflect. The famous educator Posner believes that only by constantly accumulating experience and conducting in-depth reflection can teachers promote their professional growth. Professor Ye Lan also pointed out that teachers' teaching reflection has an important role in promoting the growth of teachers and suggested that teachers should insist on writing teaching reflections in the teaching process and constantly explore and think. From this, we can see that teaching reflection ability plays an important role in teachers' professional growth, so teacher training students should constantly carry out self-reflection in daily learning and teaching practice and obtain professional growth in reflection.

4. Research ability. Educational research ability is a professional ability that every teacher should have. An educator once said: "Teachers cannot turn teaching into daily repetitive labor, but to experience happiness and joy in the process of daily education and teaching, so principals should guide teachers to embark on educational research and obtain the meaning of education and the value of experiential teaching in research." As a prospective teacher, you should actively study and explore the problems encountered in the teaching process, gradually cultivate your own research awareness, and promote the improvement of your own research ability.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### Internship Research on Primary Education in China

With the reform of teacher education, educational internship has become an inseparable part of the education process of teacher training students. Scholars have studied educational internships from different perspectives, and books and papers on educational internships have emerged. At present, most scholars in China focus on the following aspects of research and discussion of educational internships: thinking about internship models; Research on internship issues; Educational internship management research; Educational internship evaluation research, etc. According to the literature involved in his research, the current research of Chinese scholars on education and internship is roughly divided into the following categories:

##### 1. Research on educational internship models

With the development of teacher education reform, China pays more and more attention to the education and internship process of teacher training students, scholars have been committed to exploring the suitable education internship model for their own country, the discussion of educational internship has never stopped, and the mode of educational internship has become increasingly diversified. At present, China's educational internship model can be roughly divided into the following types:

Top-post internship mode. Dinging internship means that teacher training students go to primary and secondary schools for a semester of independent internship teaching, and the top post internship site is generally in remote rural areas. This model can not only solve the shortage of teachers in rural areas, but also improve the educational and teaching ability of teachers training students.

Centralized internship mode. Colleges and universities cooperate with primary and secondary schools to jointly establish stable educational practice bases, and colleges and universities organize teacher training students to carry out educational internship activities in primary and secondary schools in a certain semester.

Decentralized internship model. Decentralized internship is accompanied by the expansion of college enrollment and the increase of teacher training students, and the decentralized internship mode is made by the teacher training students themselves to contact the internship school, which can strengthen the mutual understanding between the teacher training students and the internship school.

Trinity internship model. Different scholars have different interpretations of the "Trinity" model. Scholars Li Luqin and Chang Baoning explain the Trinity model as the establishment of an educational practice system of "internship-practice-study" trinity, and the theory and practice run through the entire process of education and teaching. Scholars Li Binqiang and Wang Huizhen believe that the Trinity model is:

Integrate the human resources of teachers' colleges and universities, local governments, and primary and secondary schools, and jointly assume the responsibility of guiding teacher training students, with a view to improving the educational and teaching ability of teacher training students.

The study of different educational internship modes provides an important theoretical reference and practical idea for improving the quality of teacher training students' educational internship and is also conducive to exploring the construction of educational internship models suitable for the future development of education in China.

#### 1. Research on educational internship issues

In recent years, the educational internship of teacher training students has made great progress, but there are still many problems. Through the combing of the literature, it is found that the discussion on the problems of professional education internship in primary education mainly focuses on the two aspects of higher education colleges and normal students themselves.

In terms of higher education institutions: First, the education internship time is too short. Scholar Cai Zhiling believes that in general, the internship time of primary education teachers in China is a total of 8 weeks, of which the time in primary school is only 6 weeks, the internship time is too short, and the time arrangement is



concentrated in the seventh semester. Scholar He Yongping compared the internship time of Chinese and foreign education and found that the educational internship time of teacher training students in China was insufficient. According to the relevant syllabus, the length of time for students of higher education institutions to participate in educational internships, and the participation of undergraduate teacher training students in educational internships is 6 to 8 weeks. But most of the time students can actually stand on the podium is not up to the requirement. Studies have shown that the duration of foreign teacher training education internships is longer than in China, and the internship methods and contents show diversity and flexibility, such as 14 weeks in Japan, 27 weeks in France, and as many as 72 weeks in Germany. Secondly, the internship content is single. Scholar Zhang Junfeng pointed out that many current education internships in the education major of higher education mainly focus on teaching ability and class management and ignore the teaching and research ability of teacher training students, teacher-student exchanges, and other aspects. Third, the internship organization system is not perfect. Scholars Han Cuiping, Li Jing, Huang Shuzhen and others believe that it is difficult for higher normal colleges to organize senior teacher training students to participate in internships in a unified manner, and it is difficult to carry out the education internship of teacher training students majoring in primary education due to various factors. In addition, in terms of educational internship guidance, many scholars believe that the internship guidance is insufficient. Scholar Zhao Wengang believes that the guidance of college instructors to interns cannot be implemented in place, and generally adopts the form of indirect management, resulting in loose internship management. Scholar Cai Zhiling pointed out that due to the limitations of their own teaching tasks, the guidance teachers do not have much energy to invest in the internship guidance, and the guidance attitude is not positive enough, which also has a negative impact on the internship effect. Scholars Wei Yemei and Shao Hua believe that the education and teaching level of the instructors in the internship unit is uneven, and at the same time, due to the lack of time and energy to guide the interns due to the education and teaching work, the effectiveness of the internship is affected.

Finally, the evaluation of internships is not standardized. Scholar Tian Xiuqin believes that at present, the evaluation mechanism of education internship in China is single, paying too much attention to the evaluation of internship results and ignoring the process evaluation, and most of the evaluation is based on praise, flashy and unrealistic, and does not touch the real dilemma in education internship. Scholar Xie Shuzhen believes that the evaluation standards for internships in primary education majors are vague and unclear, and have greater subjectivity and arbitrariness; The evaluation subject is single, mainly by the guidance teachers at universities and internship schools, and the interns themselves, teachers of other subjects, students of the classes taught by interns, and parents of students do not participate in the evaluation. Scholar Yu Ningning pointed out that the content of education internship evaluation is rigid, the content of evaluation mainly focuses on teaching knowledge and skills and pays little attention to the innovative thinking and moral cultivation of teacher training students, which is not conducive to students' professional awareness and vocational ability.

In terms of teacher training students: the sense of subjectivity is not strong, the teaching ability is not good, and the teaching reflection is not enough. In terms of subject awareness, many scholars believe that teacher training students lack an accurate understanding of the importance of educational internships and do not adapt well to their role shifts. In terms of teaching ability, scholar Wang Xiangqian pointed out that the teaching skills of some teacher training students still need to be improved, and the ability of teacher training students to organize classrooms, deal with emergencies in the classroom, and write and design board books is insufficient. Scholar Zhao Wengang believes that the internship survives in the situation that the teaching ability and educational theory learning are not solid, and the theoretical knowledge learned cannot be applied to practice well. In terms of teaching reflection, scholars believe that there are few ways of reflection for teacher training students, the content field of reflection is narrow, most of the teacher training students have not developed the habit of writing reflection diaries, and the reflection content is mainly insufficient

reflection on extracurricular factors in classroom teaching and their own professional knowledge and ability. Scholars Li Xiaoxiao, Li Haiyun, Yan Jianzhang, and others believe that the content of the internship reflection of teacher training students is not deep enough, and few students can reflect deeply and communicate with old teachers to accumulate experience.

## 2. Research on measures to optimize educational internships

In view of the problems that currently arise in the process of education internship for teacher training students majoring in primary education, scholars propose different solutions that can be classified from the following aspects:

### Higher normal colleges

In response to the problem of short internship time, scholars Zhao Guojin and Gao Yanmei pointed out that higher education institutions should gradually adjust the time of educational internship, and that educational internship should be "long and phased", which should be concentrated in one semester, and dispersed in three semesters, and increase the time of educational internship. In view of the problems existing in the organization and management of internships, scholar Cai Zhiling believes that higher education institutions should organize internship mobilization meetings in a timely and effective manner to strengthen interns' understanding of the importance of educational internships. Scholars Wei Yemei and Shao Hua believe that higher education institutions should strengthen docking and communication with internship primary schools, and both sides should select experienced and responsible guidance teachers and can formulate internship plans from the perspective of students to improve the efficiency of educational internships. Scholars Wu Ping and Cao Hongli pointed out that it is necessary to establish a long-term cooperation mechanism between colleges and universities, and the local education authorities are responsible for supervising and supporting them, so that higher education colleges and primary schools can achieve mutual benefit and win-win results.

In view of the problem of a single internship content, scholar Cai Zhiling believes that on the basis of paying attention to the improvement of the teaching skills of

teacher training students in primary education, we should also pay attention to cultivating the organizational ability, expression and communication ability, teaching and research work ability of teacher training students, so as to lay a foundation for teacher training students to be able to work independently in the future. Colleges and universities should also strengthen the training of teachers' skills such as language expression, classroom teaching skills, class management, and modern teaching techniques.

In view of the problems of internship guidance, scholars Han Cuiping, Li Jing, and Huang Shuzhen believe that higher education colleges and universities should implement the guidance of education and internship in place, and there should be more communication between students and guidance teachers, and guidance teachers should also go deep into the school to understand the actual situation. Scholars Wei Lijie, Tian Guangzeng, and Tang Wei believe that it is necessary to increase the requirements for internship guidance teachers, limit the number of students under guidance-by-guidance teachers, and select professional guidance teachers with good teaching skills [6]. Scholar Wang Ping pointed out that in the process of internship, in addition to guiding interns to listen to lectures and lectures, it is more important for teachers to guide them to observe students, understand students, establish positive interactive relationships and emotional connections with students, and improve the emotional core literacy of teacher training students .

In view of the problems in the evaluation of educational internships, scholar Qiu Yanping and others believe that it is necessary to enrich the content of evaluation, strengthen the investigation of the moral level of interns, and enable teacher training students to truly have both ability and political integrity. Scholars Zeng Lin, Zhao Jianjian, Yu Longtao and others pointed out that the evaluation subjects should be multi-partial, so that the guidance teachers, interns themselves, intern companions, interns leading the class, and parents of students and other subjects should participate in the evaluation, so as to avoid partial generalizations in the evaluation, so that interns can understand their shortcomings from many aspects. Scholar Shen Weige through the

introduction and analysis of the evaluation of intern internships in American teacher education to China's educational internship evaluation enlightenment is: should establish a clear internship evaluation system, each internship content should have a clear evaluation indicators, through the evaluation index system and the evaluation level obtained, students can confirm the direction of future efforts. In addition, from the perspective of improving the basic skills of teaching, scholar Ding Tongfang proposed that higher education institutions should organize more competition activities such as three-stroke characters, Putonghua, and team organization, and use micro-grid teaching equipment and multimedia equipment to promote modern teaching technology and improve the professional quality of teacher training students. From the perspective of curriculum setting, scholars Wei Yemei and Shao Hua believe that higher education institutions should set up targeted courses aimed at students' weaknesses and increase the opportunities for teacher training students to take to the podium.

#### Teacher training students

Teacher training students should pay more attention to educational internships and correct their attitudes towards internships. Scholars Wang Xiaoxia and Jiang Jinping believe that teacher training students should establish a correct concept of education and internship, and be in line with reality, not only familiar with the teaching materials, but also understand the psychological characteristics of primary and secondary school teachers and students and improve the quality of internship. Scholars Li Xiaoxiao, Li Haiyun and Yan Jianzhang believe that teacher training students should enhance their sense of self-reflection, strictly demand themselves, actively reflect, strengthen the study of relevant theories, deepen their understanding of educational issues, and build their own teaching theory reflection system. Scholar Ma Fucheng pointed out that before the internship, teacher training students should do a good job of professional preparation including theoretical knowledge and skills, the outline of the teaching subject, class teacher work, etc., and psychological preparation, including adjusting their mentality and handling the relationship with the guidance teacher.

#### 1. International Primary Education Internship Research

Foreign countries attach great importance to the pre-service training of teachers, and education internships are regarded as a key turning point for teacher training students to become future teachers. In terms of the literature I have consulted, the author roughly divides the current research of foreign scholars into the following categories:

1. Internship time and plan for the major of primary education

Teacher training students majoring in primary education at Vanderbilt University in the United States must not only complete the education course before the internship, but also be subject to the review of the relevant departments and can participate in the educational internship after passing the examination. In their senior year, students participate in a 15-week educational internship during which they are fully involved in school life in the same way as regular teachers; Interns return to the university once a week to summarize their internship and propose solutions under the guidance of university faculty. The internship program for elementary education at Boston University in the United States includes 3 semesters of internship and one semester of full-time internship, which are arranged in the first semester of sophomore year, the first semester of junior year, and the second semester of junior year, and students need to intern one day a week; Full-time internships are arranged for the first semester of senior year and last 14 weeks. Educational internships take the form of apprenticeships and full-time internships throughout the teaching program of the primary education profession. After the reform of the degree system, the number of years of study for primary and secondary school teachers in Finland was extended to five years, and the number of years of educational internships was extended from 1-3 years to 5 years. Education internship is divided into three stages: basic (freshman), intermediate (sophomore, junior), and advanced (research first, second), each stage has different and relatively independent internship content and objectives, and the task and difficulty increase step by step. In contrast, the internship time of primary education majors in Japan is relatively short, but the guidance before and after the internship is meticulous, for example, in order to arrange students to go to the elementary school for 1 hour of lecture activities,

before the start of the lecture activities, the school needs to arrange students to learn the relevant content in advance, invite the teachers with the primary school to introduce the class in advance, learn the relevant content, and after the class, the students should communicate and report on the lecture. In Germany, students applying for teacher qualification certificates apply for internships with state education administrations for internships for one and a half to two years; In addition to the internship work in the internship school, students also participate in the school's intensive training to discuss and study the problems encountered in the internship work .

## 2. Educational internship guarantee

The first is the guarantee of the internship base. Foreign countries attach great importance to cooperation with local primary schools in the process of educational internship. The internship base in Finland is divided into two parts, one is an internship within the university and is theoretically oriented, and the other part is an internship in a university-affiliated school or a general school, which is practice-oriented; Teachers from universities and affiliated schools are involved in educational internships. The educational base in the United States is mainly professional development schools that have good partnerships with teacher education institutions. Since the 1980s, the UK has developed a school-based model for the training of primary school teachers.

The second is the internship guidance guarantee. There are two main types of internship instructors in the UK in primary and secondary schools: one is the subject guidance teacher, who is responsible for providing advice, support and feedback on subject teaching for interns; The second is the professional guidance teacher, in addition to guiding the teaching internship, he is also responsible for the planning and arrangement of the internship project; There are also two types of mentors at the university:

The first is the subject pedagogy tutor, who is mainly responsible for guiding the educational internship of teacher training students and participating in the design of discipline pedagogy courses; The second is the education and professional learning tutor, mainly responsible for organizing activities such as education and

professional seminars, in addition, the university guidance teachers need to have certain teaching experience in primary and secondary schools. Moir in the United States proposes that instructors must have more than 5 years of teaching experience and be the best teachers in a discipline, with a doctorate or master's degree. In order to improve the quality of teacher training student education internships, the University of Helsinki in Finland strictly controls the application of internship instructors and conducts targeted training and assessment of instructors.

### 3. Evaluation of educational internships

Internship evaluation is an important part of the educational internship process. The United States has a sound internship evaluation index system, internship evaluation content involves almost all aspects of teachers' work and emphasizes reflection, and the evaluation results of interns are an important basis for interns to apply for teacher qualifications. The evaluation of educational internships in France consists of three parts: the evaluation of teacher appointment interviews organized by the Higher School of Teacher Education and the Ministry of National Education, and the formal internship and job evaluation organized by the university district, of which the first part is evaluated within the college and the last two parts are the evaluation outside the college. Japan's internship evaluation methods tend to be diversified, gradually attaching importance to process evaluation, and the main subjects of evaluation are becoming more and more diversified, and the evaluation methods mainly include observation and evaluation, mutual evaluation of interns, self-evaluation, and review meetings. The UK's PGCE education internship evaluation model has a refined evaluation system, a solid evaluation process, intensive evaluation frequency, and a strict evaluation accountability mechanism. Germany's internship evaluation system is systematic and serious, and teacher training students need to take two examinations to become teachers, the first examination is a graduation thesis, a short-term internship, a 120-minute written test and an 80-minute trial lecture, and those who pass the examination can become intern teachers.



In summary, education internship is a necessary and important practical course for teacher training students, participating in educational internships is of great help to teacher training students, they continue to learn and practice in the internship process, will accumulate a lot of teaching experience, enrich their own knowledge reserves, but also experience the happiness and joy of being a teacher. Every intern should cherish this educational internship experience, think about how to improve their professional level during the internship, and strive to develop into a qualified teacher.



## CHAPTER 3

### METHODOLOGY

#### Research Design

This study selects teachers trained by the School of Primary Education of Chongqing Normal University, and the study of their professional growth is of great significance to the development of national basic education, and it is hoped that it can make a small contribution to the training of primary education teachers in the future.

Based on the theory of teacher professional development and the "Professional Standards for Primary School Teachers (Trial)", a questionnaire was compiled, and the questionnaire was finally compiled after communicating with the tutor during the preparation of the questionnaire, listening to the opinions of the tutor, and after repeated deliberation and revision, the questionnaire "The Impact of Educational Internship on the Professional Growth of Teacher Students" was finally compiled. The questionnaire of the survey has three main parts, the first part is the basic information of the survey subject, the second part is the basic situation in the internship, and the third part is the feeling of the internship effect. The third part of the questionnaire is in the form of a five-level scale, and the five options are set as "Very Consistent", "Somewhat Consistent", "Fair", "Somewhat Non-Compliant", and assigned as 5 points, 4 points, 3 points, 2 points, and 1 point. Among them, questions 9-17 are designed for the dimension of professionalism, questions 18-25 are designed for the dimension of professional knowledge, and questions 26-36 are designed for professional ability. Finally, two open-ended questions are designed to collect some views and suggestions from teachers training students on educational practice.

#### Research Method

The research methods used questionnaire survey on the professional growth of teacher training students by educational internship.

##### 1. Questionnaire validity

Validity refers to the effectiveness of questionnaire production, whether it can obtain the results of research, if the results of the analysis are in line with the reality, this means that the questionnaire produced is effective, if the more consistent, the better the validity, on the contrary, it means that the validity of the questionnaire is low. Through the statistical analysis of SPSS software, the correlation coefficient between the dimensions of the professional quality (professionalism, professional knowledge, professional ability) of teacher training students reached 0.764~0.786, see Table 2, and the questionnaire reflected a medium correlation, which indicates that the preparation of the questionnaire meets the basic requirements such as consistency.

Table 2 Questionnaire validity analysis

		I spirit	knowledge	Professional
Professional spirit	Pearson correlation	1	.777	.786
	significance(bilatera)		.000	.000
	N	130	130	130
Professiona knowledge	Pearson correlation	.777	1	.764*
	significance(bilatera)	.000		.000
	N	130	130	130
Professional	Pearson correlation	.786	.764*	1
	significance(bilatera)	.000	.000	
	N	130	130	130

Note: \* indicates  $P < 0.05$ , \*\* indicates  $P < 0.01$

## 2. Questionnaire reliability

Reliability refers to whether the results of our questionnaire survey can be trusted, that is, whether it is reliable, whether there is credibility, and whether the high reliability coefficient analyzed is credible, and vice versa. Through the statistical analysis

of SPSS software, it is known that the Cronbach  $\alpha$  coefficient in all dimensions of the professional quality of teacher training students exceeds 0.8, and the  $\alpha$  coefficient of the entire questionnaire reaches 0.953, as shown in Table 3, which indicates that the questionnaire designed in this study is consistent and the credibility of the questionnaire is high.

Table 3 Questionnaire reliability analysis

variable	Number of items	Cronbach $\alpha$ coefficient
Professional spirit	9	0.866
professional knowledge	8	0.888
Professional competence	11	0.907
total	28	0.953

(四) Questionnaire survey results and their analysis

1. The professional quality development status of teacher training students

(1) The total score of each dimension

Table 4 Analysis of the total score

	N	Minimum value	Maximum value	Mean	standard deviation
Total score	130	80	140	111.4	12.0

Table 4 presents the specific situation of the total score of the three dimensions, from the table we can know that after the internship, the overall score of the professional quality of the teacher training students is 140 points, the average score is 111.4 points, it is greater than 84 points ( $140 \times 0.6 = 84$ ), which indicates that in the internship process, the professional quality of the normal students has been greatly improved.

## (2) The average score of each dimension

Table 5 Analysis of the average score of each dimension

	N	Mean	standard deviation
Professional spirit	130	4.0667	.50435
professional knowledge	130	3.8856	.44177
Professional competence	130	3.9734	.45609
Valid N (List Status)	130		

According to the analysis results in Table 4, compared with  $5 \times 0.6 = 3$  points, the professionalism, professional knowledge and professional ability of teacher training students have increased (scores are greater than 3 points) in the internship process, among which teacher training students have the greatest improvement in professionalism. The reason is: the object of this study is the primary education teacher training students trained by the College of Primary Education of Chongqing Normal University, that is, primary school teachers, their willingness to teach the primary school teaching profession is very strong, through educational internship, they have a deeper understanding of the teaching profession, and their sense of identity with the teaching profession is gradually enhanced.

Further analysis shows that the number of normal students who scored higher than 3 points in the three dimensions reached 114 students, accounting for 88% of the total number (130), which fully shows that in the internship process, the professional quality of teacher training students has been greatly improved, and they have achieved great professional growth.

2. Analysis of influencing factors for the growth of professional quality of teacher students

## (1) Gender difference test

Table 6 Analysis of the influence of gender factors

Gender	N	Mean	standard deviation
male	22	4.1515	.57228
female	108	4.0494	.41137
Total number	130	4.0667	.44177
male	22	4.1193	.60685
Female	108	3.8380	.46997
Total number	130	3.8856	.50435
male	22	4.1157	.52350
Female	108	3.9444	.43816
Total number	130	3.9734	.45609

From the data in Table 5, ittheres no significant difference in the improvement of their professional quality between boys and girls during the internship ( $P>0.05$ ). That is to say, the improvement of professional quality of normal school students will not be affected by gender in the process of practice, and the conditions for the improvement of professional quality between boys and girls are equal.

(2) Whether training difference inspection

Table 7 Impact analysis of training factors

	N	Mean	standard deviation
yes	58	4.1590	.47965
no	72	3.9907	.39986
Total number	130	4.0658	.44352
yes	58	4.5237	.56751
no	72	4.3385	.51536
Total number	130	4.4212	.54500
yes	58	4.0439	.45669

no	72	3.9167	.45075
Total number	130	3.9734	.45609

The data in Table 6 shows that whether the normal students of primary education major participate in the training before the internship plays a very important role in the development of the professional quality of normal students. Among them, the scores of the three dimensions of professional quality of normal students who have received relevant training before the internship are higher than those of normal students who have not participated in the training before the internship, and the difference is significant in the two dimensions of professional knowledge and professional ability ( $P < 0.05$ ). The above results show that the training before practice has a significant role in promoting the professional quality of normal students in the process of educational practice, and the professional spirit of normal students has no significant change. The possible reason is that colleges and practice schools pay attention to the training of normal students' professional knowledge and skills before practice, while ignoring the guidance of normal students' emotional awareness, such as the lack of training of normal students' professional ethics, professional loyalty, and sense of mission. Therefore, in training, we should also attach importance to the review of normal school students' educational feelings, make them realize the importance of primary school teachers and their responsibilities, and promote them to have the thoughts and feelings of loving education. In this way, they will actively work hard to learn and take the initiative to grow.

### (3) Test on the difference of student origin

Table 8 Analysis of the influence of the factors of student source

		Sum of squares	df
Professional spirit	Inter group	.790	1
	Within the group	24.585	128
	Total number	25.375	129
professional knowledge	Inter group	.561	1
	Within the group	32.253	128
	Total number	32.814	129
Professional competence	Inter group	.393	1

	Within the group	26.441	128
	Total number	26.834	129

According to the data in Table 7, there is no significant difference in the improvement of professional quality of normal students from different places of origin ( $P>0.05$ ), which indicates that different places of origin are not the key factors affecting the professional growth of normal students in the process of practice. This shows that the difference of students' origins is not the key factor that affects normal students' professional growth in the process of practice. Because normal students are selected through a unified standard score when they enter the university, their quality level is not very different, so their quality improvement among the students behind will not be affected by it. So as long as they make enough efforts, every student will become an outstanding person.

(4) Whether to serve as multi-disciplinary teaching difference test

Table 9 Analysis of the impact of multidisciplinary teaching factors

		Sum of squares	df
Professional spirit	Inter group	.007	1
	Within the group	25.369	128
	Total number	25.375	129
professional knowledge	Inter group	.259	1
	Within the group	32.555	128
	Total number	32.814	129
Professional competence	Inter group	.281	1
	Within the group	26.553	128
	Total number	26.834	129

From the data in Table 8, it can be seen that there is no significant difference in the improvement of the quality of normal students in all aspects ( $P>0.05$ ) whether the



students of primary education major take the role of multidisciplinary teaching in the process of educational practice. It may be because normal students have too heavy a task to practice and have too much pressure on themselves. Instead, they do not have enough time to learn and reflect on themselves, which will not be conducive to the improvement of their professional quality.

(5) Whether to serve as head teacher or not

Table 10 Analysis of the influence of whether to serve as a head teacher

Whether to serve as a homeroom teacher		N	Mean	Standard deviation	Standard error
Professional spirit	Yes	45	4.1679	.45543	.06789
	No	4.0118	No	.43000	.04664
	Total number	130	4.0658	.44352	.03890
professional knowledge	Yes	45	3.9889	.56017	.08351
	No	85	3.8309	.46640	.05059
	Total number	130	3.8856	.50435	.04423
Professional competence	Yes	45	4.0343	.44295	.06603
	No	85	3.9412	.46221	.05013
	Total number	130	3.9734	.45609	.04000

It can be seen from the data in Table 9 that the primary school education normal students have the experience of acting as the head teacher of the internship in the educational practice, which has a great impact on the improvement of the normal students' professional ability ( $P < 0.05$ ). Through the further analysis of the data, the normal students who have the experience of a head teacher in the practice process generally have higher professional ability scores than those who have not. The possible reason for the above is that compared with the ordinary substitute teachers, the head teacher needs to pay more attention to the daily education and teaching, more exercise

their class organization and management ability, and thus the professional ability has been improved.

(6) Difference test of the number of lectures

Table 11 Analysis of the influence of the number of lectures

		Sum of squares	df
Professional spirit	Inter group	.546	1
	Within the group	24.830	128
	Total number	25.375	129
professional knowledge	Inter group	1.642	1
	Within the group	31.171	128
	Total number	32.814	129
Professional competence	Inter group	.768	1
	Within the group	26.066	128
	Total number	26.834	129

The data in Table 10 shows that there are significant differences in professional knowledge and professional ability among normal students with different number of lectures ( $P < 0.05$ ). Further statistical analysis shows that the scores of professional knowledge and professional ability of normal students with large number of lectures are higher than those of normal students with small number of lectures. The reason for the above results may be that the normal students before the internship learned how to introduce new lessons, how to effectively ask questions and other skills through listening to classes, thus accumulating teaching experience, making their professional knowledge and professional ability continuously improved.

## (7) Class quantity difference test

Table 12 Impact analysis of the number of classes

		Sum of squares	df
Professional spirit	Inter group	.505	3
	Within the group	24.870	126
	Total number	25.375	129
professional knowledge	Inter group	.660	3
	Within the group	32.154	126
	Total number	32.814	129
Professional competence	Inter group	.813	3
	Within the group	26.021	126
	Total number	26.834	129

The data in Table 11 shows that there are significant differences in the improvement of the professional quality of normal students with different number of classes. Further analysis of the questionnaire data shows that the number of classes of normal students has an impact on the scores of the three dimensions of their professional quality, and the average score is higher than that of normal students with small number of classes. The main reason is that through personal teaching practice, normal students can experience the sense of existence and superiority of serving as teachers, and can accumulate a lot of teaching experience, and their professional ability will also be continuously improved in the process of practice.

## (8) Difference test of internship site

Table 13 Analysis of the influence of the factors of the internship site

		Sum of squares	df
Professional spirit	Inter group	1.398	3
	Within the group	23.977	126
	Total number	25.375	129
professional knowledge	Inter group	1.143	3
	Within the group	31.671	126
	Total number	32.814	129
Professional competence	Inter group	1.339	3
	Within the group	25.495	126
	Total number	26.834	129

From the data in Table 12, different internship locations have little impact on the quality improvement of normal school students' professionalism and professional knowledge. However, their ability development was affected ( $P < 0.01$ ). In the questionnaire design of this study, internship schools are divided into four categories. By analyzing the scores of normal students in different internship locations, we can know that the students with higher scores usually have their internship schools in cities. The possible reason for this result is that the basic education facilities and teaching equipment in cities and counties are relatively superior, so the teaching conditions of internship schools are very important, which is a factor affecting the growth of normal students.

## (9) Difference test of degree of freedom in practice

Table 14 Analysis of the influence of freedom factors in practice

		Sum of squares	df
Professional spirit	Inter group	.972	1
	Within the group	24.403	128
	Total number	25.375	129
professional knowledge	Inter group	1.548	1
	Within the group	31.265	128
	Total number	32.814	129
Professional competence	Inter group	.351	1
	Within the group	26.483	128
	Total number	26.834	129

From the data in Table 3-13, we can see that the degree of freedom in the practice process has an impact on the development of normal students ( $P < 0.05$ ). Further analysis shows that they are relatively free in the practice process and can have their own arrangements, so that their quality will develop faster. The possible reason for the above results is that the degree of freedom of practice is high, which can highly mobilize the enthusiasm and sense of participation of normal students in educational practice. Normal students can arrange and organize teaching activities according to their own ideas, so that they will be more active and active, and will devote themselves to promote their quality in all aspects.

3 An interview on the influence of educational practice on the professional growth of normal school students

To further explore the growth and changes of normal school students in the process of educational practice and have a specific and clear grasp of the situation of educational practice, this study also uses a semi-structured interview method.

#### Interview design

##### 1. Interviewee

It is mainly through the introduction of the tutor that I met two primary school students who participated in the educational practice, and the author met the other two primary school students when sending the questionnaire. After their internship, they were interviewed one-on-one. The information of the interviewed normal students is as follows:

Table 15 Basic Information

number	Gender	Professional	Intern Professor Subject	Whether to serve as a homeroom teacher	continuation school
C1	Female	Primary education	mathematics	no	city
W2	Male	Primary education	Chinese, Sports	yes	Township
Y3	Female	Primary education	Chinese, Politics	yes	County seat
Z4	Female	Primary education	English, Music	no	countryside

##### 2. Interview questions

See Appendix II for specific interview questions.

##### 3. Interview data

The important data and information during the interview have been saved.

##### Interview results

### 1. Professional growth of normal school students

Through the interview, the author learned that most normal students are choosing primary school education major and want to become a teacher in the future. Some normal students are affected by the people around them, and some students are for other reasons, but they have never felt like a teacher. However, educational practice provides normal students with an opportunity to become a new teacher. They can experience the feeling of being a teacher and know the work of a teacher in advance. From the answers of the interviewed normal students, I felt happiness and pride.

The growth of normal school students' professionalism in the process of educational practice mainly includes:

#### (1) Obtained happiness and pride during the internship

W2 normal students said in the interview that, "I'm in the first grade, and the school belongs to the urban-rural fringe. The students in this school are of average quality in all aspects, and the parents don't pay much attention to it. The students are mainly led by grandparents. We can call this student Yin. At the beginning, he pushed and fought with his classmates. It's hard to imagine that this is what the first-grade children can do, and Yan can't sit on the bench in class at all, probably because he just took a positive attitude towards everything good attitude. When the Chinese teacher gives up his indulgence, I hope I can make classmate Yin better. Because I think the task of the first grade math class is not heavy, and half of the class time in the first two months has to be spent on maintaining discipline, so I pay close attention to Mr. Yin both in class and after class, and I will chat with him after class or in PE class, touch his head, answer questions or write math questions on the blackboard, which is especially commendable to him. In fact, for students like Yan who are a little "rebellious", they may not like me. After all, I may limit his freedom, and he even said that I was a little sad not to like math teachers, but I may not be afraid of tigers when I was born. I think I can, at least, break some bad habits of Yan. In this way, I have tried many methods, which are very common, I mainly wanted to get close to him. Finally, one day in math class, Mr. Yin sat almost well and didn't move. After class, I sorted books. He also took the initiative to

talk to me and took my hand to deliver me to the opposite office building. You really don't know my mood at that time. It's very moving. I'm very happy to think of it now. Speaking in a gentle way, it's really the happiest thing as a teacher. Every day after that, Yan would hold my hand and help me with small things such as water cups and loudspeakers. Now he would come to hug the teacher after class, and the math exam scores later improved, and the homework was written neatly. In the later stage, the Chinese teachers all felt that classmate Yin had become better, and Mr. Wu, who took the third grade with me in practice, also told me why classmate Yin was so good recently! I really feel very proud and happy in my heart, because I have witnessed the growth of naughty children. "

C1 Normal students: "Whenever I walk on the campus, sometimes even outside the campus, I often meet the students of my class, look at their lovely appearance and greet me. The sweet and sweet voice makes me feel the happiness of being a teacher, look at their happy smile, which really moves me, and lets me feel the pride of being a teacher. I am proud and lucky to be with them in the school environment Fu. " From the interviews with two normal students, we can see that normal students have devoted a lot of thought and effort to better education for primary school students, which shows that normal students love education and the degree of investment in teaching work. When they see that their students have made great changes and progress under their own education and guidance, they feel particularly happy and proud, and are loved by students, Let them feel the happiness of being a teacher. As a teacher, they are extremely proud.

(2) Love primary school education more through educational practice

Z4 normal student: "After a semester of practice, I have clearer about my career ideal and want to become a formal primary school teacher as soon as possible. My instructor is very serious and responsible for teaching work. She comes to school every morning and leaves after school in the afternoon. Every day is so full and meaningful. I really want to become a teacher like her and strive for education for life." Y3 normal student: "I remember that in one moral lesson, I found a particularly warm scene. The



boy didn't know why his leg was broken and bled. He asked me if I had paper to wipe blood. I asked my classmates if they had any paper with them at the end of work. However, the students scrambled to raise their hands. Some even held the paper in their hands, some held it in the air, some students went up directly, squatted down to help the injured student wipe it. Really, I should. When I saw this moment, I felt quite touched. At this moment, I felt that at this moment, I was not a teacher, they were! During this period, some students brought me their chairs and said, "Teacher, you are working hard in class.". Take my chair and rest carefully. Hearing this, I really don't know what to say. I just feel warm in my heart. Before, I only saw the naughty and noisy of these bear children. Now I can see their lively and kind nature. This is the embodiment of life and living life! I love teaching very much. " From the interviews with two normal students, the simple and kind side of primary school students outside of naughty is shown in front of normal students, which makes them have a deeper understanding of primary school students. They feel the kindness and loveliness of students and are deeply affected by the professionalism of teachers. They realize the greatness of education, and are firmer in their teachers' professional ideals, and are willing to devote themselves to daily teaching work, It deepens the strong desire of normal students to become an excellent people's teacher, points out the direction and provides motivation for normal students to strive for their goals, and loves their chosen career more.

(3) Through educational practice, we have developed a sense of responsibility and mission, and more care for primary school students

Z4 normal student: "Whenever I enter the classroom, from these small eyes, I realize that I have a great responsibility.

Seeing a lovely face, I realized that the most important thing in education is love. Love is the teacher's hope for students, and it is also the student's hope for teachers. It will bring the students' hearts closer to our teachers' hearts.

In the future teaching, I will love every student more and help them grow healthily!  
 " Y3 normal students: "During the internship, when I was the temporary head teacher, I once met a student. He often made mistakes, fought, and bullied other students. Once,

a classmate's milk spilled, and the child took the initiative to clean up, I inadvertently praised his willingness to help others. Later, at the school sports meeting, I proposed to let him raise the class's red flag. I noticed that the child was surprised, and then was very happy, as if in his eyes. After that, he began to change gradually in his classroom study. The child who appeared in my internship began to change because of a small behavior, which made me gradually realize how important it is to pay attention to and love these children. " Teachers should have strict requirements for themselves in their jobs and be responsible for their students and themselves. Every teacher should have a heart of love for the cause of education, understand the loftiness of the teacher's career, realize his own value in teaching, be a useful person for national education, and harvest full happiness in education. It can be seen from the interview that during the internship, both normal students realized the importance of caring for students, and thus realized their sense of responsibility and mission, and their professionalism gradually improved.

Through educational practice, I found my shortcomings and worked harder, Keep forging ahead C1 normal students: "I listened to the instructor's case analysis class, and I was really full of harvest. I deeply realized the importance of literacy teaching in the primary school Chinese class, and also learned a lot of methods about literacy teaching. At this moment, I also understood the importance of writing good characters as a teacher, which will have a great impact on my students. In the future, I will work hard to practice, so that I can pass in the blackboard chalk."

Z4 normal students: "As soon as I arrived at the internship school, I was assigned the task of second-grade math class. Because of the shortage of teachers in the school, I had never had any teaching experience at the beginning, so I was under great pressure. A lot of things won't work, but I gradually adapted to it and made great progress. But every day's experience is both a challenge and a kind of growth for me. In future teaching, I will continue to summarize and work hard Let students feel cordial and serious. As a prospective teacher, I think I still need to work hard. Every day's experience is both a challenge and a growth for me. " According to the interview, during the internship, normal students will gradually realize their own shortcomings, and clearly

know where they need to study hard, urge them to work hard to improve, and demand themselves according to the standards of qualified teachers, to promote their professional quality to be improved.

## 2. The growth of normal students' professional knowledge

Through interviews with normal students, we learned that their professional knowledge has been continuously improved and developed in the process of educational practice, mainly in the following aspects:

### (1) Accumulated education and teaching experience in educational practice

C1 Normal students: "I remember that when I first gave a class to students, I was very nervous. My lecture was illogical, and I relied too much on the teaching plan during the teaching process. After a period of practice, I thought I had made obvious progress. My teaching experience accumulated over time and became richer and more rich. I could no longer find the feeling of tension when I stood on the platform. The teaching language gradually integrated into my own style, and the teaching level was significantly improved. And after the practice just started at the beginning, my answers to students were only commendatory and representative. Later, I could give a variety of responses to students' classroom responses, such as using heuristic responses. One semester of educational practice experience has made me grow a lot. " Z4 normal student: "I went to the internship school and was assigned the tasks of Class 1 (2), Class 2 (1) and Class 2 (3) After more than a week of class ethics and rule of law, I summarized some common problems, such as class conditions, discipline problems and management problems. I took the initiative to consult my internship tutor and some experienced teachers, who were very friendly to me and taught me experience, such as children's attention is not easy to concentrate, and need to spend time to attract them, children are very small, not disciplined, and need to sort out some nursery rhymes, Pithy formula, patient teaching, etc. After listening to the teachers' suggestions, I feel that I have gained more and more and accumulated a lot of teaching experience. " Teachers' students mainly studied some theoretical things during their previous period in school. They have no experience in being teachers. By participating in educational practice, they can really understand

what teachers' work is, gain a lot of direct teaching experience, and consult with the internship instructor for learning. Combining theoretical knowledge with practical experience can better promote the growth of teachers' students. Several interviewees all believed that they had accumulated a lot of teaching experience in educational practice, such as experience in class, class management, and education evaluation for students.

(2) Acquire a variety of teaching methods in educational practice

W2 normal students: "Although I have learned a lot of teaching methods in school before, I have never used them in practice. After a period of practice, I have learned a lot of teaching methods. In classroom teaching, I can choose appropriate methods to give lectures and guide students. For example, in teaching, I will use the method of group discussion, the method of playing games with students, the method of letting students explore together, and so on, rather than just in order to impart knowledge to students, traditional teaching methods and practice methods are used. Sometimes I will explore more appropriate teaching methods according to the characteristics of the subject and the recent development of students. For example, in this class, I first created a story situation to introduce the internal angle and of the triangle, and then I divided the students into six groups to exchange and discuss in the group. Several students explored together, and then let the students verify the results of their own exploration, and finally draw conclusions. " In the past, in the process of learning, we often heard our teacher tell us that we should pay attention to the method of learning, so that the efficiency of learning will be high. In fact, in teaching, teachers also need to have teaching methods, so that teaching efficiency will be high, and students will better accept new knowledge. Although normal students have acquired theoretical knowledge of education and teaching methods, they lack practical application and is difficult to make reasonable choices in specific teaching situations. Normal students can constantly try and reflect in practice, and then master and improve their teaching skills.

(3) Widened the scope of knowledge in educational practice

Y3 Normal Student: "My tutor is taking a third-grade Chinese course. After a period of internship, the teacher assigned me a task. I was asked to explain a few texts

to the students, and I started preparing for the lesson a week before class," Strange Stones. " For this text, I first collect relevant materials related to this text through the Internet or consulting relevant auxiliary materials, such as the author's background and his life story. For knowledge points in the text that I am not clear about, I will look them up online, such as what Quaternary means in the text. When speaking Chinese, teachers need to fully understand and grasp knowledge. To enable students to have a deeper understanding of the content of the text, I try to clarify each knowledge point when preparing fully and meticulously for classes. Preparing for a class requires consulting a large amount of information, which has resulted in many unexpected gains for me. In subsequent internships, I will actively learn more knowledge related to the teaching content, and I also follow the teacher's instructions and adhere to reading every day to enrich my knowledge reserve. "So, I feel that during my internship, my knowledge has greatly expanded." The main task of a teacher is to help students learn knowledge, so a teacher must have a certain knowledge base, otherwise they cannot help students learn. Before giving classes to students, normal school students will first learn by themselves, learn about unknown knowledge, and make adequate preparations for good classes, thereby enriching their classroom teaching and meeting the diverse interests and development needs of primary school students. According to interviews with normal school students, during the internship process, normal school students usually make sufficient preparations and consult many materials before class. In addition, during the lecture process, they need to provide appropriate examples to help students understand knowledge points and meet the curiosity and curiosity of primary school students. These undoubtedly will expand the knowledge range of normal school students and enrich their knowledge reserves.

(4) Gradually deepened the understanding of students in educational practice

W2 Normal Student: "I just started taking over three (2) Before class, I made full preparations for the math class and wrote the lesson plan in great detail. However, during the formal lecture to students, I found that children were not as interested as I imagined, and the classroom atmosphere was not as active as I imagined. After a class,

my enthusiasm subsided a lot, and I began to calm down and ponder why this phenomenon occurred, and where exactly was the problem? it's me? Or a student? Am I not aware of students enough? Communication with students after class has enabled me to understand their needs. During the following internship process, I have often communicated with students, gained in-depth understanding of them, and gradually realized their personality characteristics and interests. Whether in classroom teaching or after-school homework guidance, I can adopt different teaching methods based on the characteristics of students, and I will strengthen communication with students in the future, "Learn to teach and guide my students in accordance with their aptitude." The professional standards for primary school teachers require teachers to be student centered and master the physical and mental characteristics of pupils at different ages.

In interviews with normal school students, we can learn that during the internship process, they will gradually realize the importance of students' individual thoughts, actively communicate with students, understand their needs, and think more from the perspective of students. Through close contact with students, they have deepened their understanding of primary school students in their interactions with them.

### 3. The growth of normal school students' professional abilities

From the responses of the interviewed normal school students, it is understood that their growth in professional abilities during the educational internship process is mainly manifested in the following aspects:

#### (1) Mastered the ability to process teaching materials in educational practice

C1 Normal Student: "As soon as I arrived at the internship school to observe the instructor's class several times, the instructor said to let me try to teach the students. Before class, I made sufficient preparations and wrote the lesson plan in detail. The first time I gave the students a lesson, I delayed the class, didn't finish the knowledge points, and the second time I deliberately paid attention to the time, but I finished the class with more than ten minutes before class ended. After class, the instructor helped me analyze the reasons. First, I was not familiar with the teaching materials, and second, I didn't have any." "Concerned about the achievement of teaching objectives, and finally, the

lack of highlighting key points and difficulties in the teaching process. In subsequent lectures, I consciously focused on these issues. Under the guidance of the teacher, I slowly found rhythm and feeling. Through continuous practice and learning, I have made great progress, and the teaching effect has significantly improved." Teachers' ability to process teaching materials is mainly manifested in their ability to accurately understand the content of the teaching materials, skillfully grasp the key and difficult points of teaching, and scientifically compile teaching plans. Interviews with normal school students reveal that during the internship process, they gradually master the essentials of teaching through hands-on experience, and gradually enhance their ability to process teaching materials, as described in the previous survey results, During the internship process, taking classes can promote the professional growth of normal school students.

(2) Improve classroom teaching ability in educational practice

Y3 Normal Student: "I believe that continuous classes and grinding during the internship process have greatly helped improve my classroom teaching ability. After each class, my instructor will evaluate and analyze my classes, point out the shortcomings in my teaching and provide good opinions. I gradually understand the essentials of lectures, the preparation of lesson plans, and the production of courseware. I can feel my progress. After internship "During the process, my classroom teaching ability has continuously improved, and I have received praise and recognition from my instructor." Classroom teaching skills include many contents, such as new lesson introduction skills, classroom questioning skills, language expression skills, blackboard writing layout, courseware production, and the use of multimedia. Through interviews, it can be learned that teachers' students' hands-on experience in class during the internship process can improve their teaching abilities and help them accumulate rich teaching experience.

(3) Strengthened the ability of class organization and management in educational practice

Z4 Normal Student: "During my internship, I actively participated in every class organization activity, helping the instructor organize class activities, and encouraging

each student to actively participate. The instructor often lets me organize some class activities. Through continuous exercise, my class management and organizational skills have been continuously improved." From interviews, it can be learned that normal students participate in the organization and management of class activities, "It can greatly promote the improvement of their professional abilities. As mentioned in the previous survey, normal school students who have internship experience as class teachers will greatly improve their class organization and management abilities, so their professional abilities will be enhanced during the internship process."

(4) Improve the ability of teaching reflection in educational practice

C1 Normal Student: "During my educational internship, I write a teaching diary every day, recording in detail the problems I encountered during my internship, my strengths and weaknesses in classroom teaching, and issues that need attention in the future. Then, I continuously explore and reflect. Sometimes, I also consult with the guidance teacher and communicate with my internship peers, listening to their opinions, and obtaining good ideas. This has greatly helped me.", "I have gradually developed the habit of reflection, and my teaching reflection ability has been continuously strengthened." During the teaching process, if teachers often actively reflect on the problems they encounter in teaching and what is the key to reflecting on the problem, their teaching reflection ability will be improved. From the interviews, we learned that normal school students have recognized the importance of teaching reflection, adhere to writing teaching diaries every day, develop the habit of reflection, and improve their teaching reflection ability. Only by focusing on reflection, actively reflecting, and being good at reflection can normal school students accumulate a large amount of teaching experience, discover their shortcomings and successful experiences, and promote their rapid growth.

(5) Improved listening ability in educational practice

Y3 Normal Student: "At the beginning of attending classes at an internship school, I always grasped the key points that I was not allowed to attend, and I did not take notes well. When I listened too much, I felt a sense of burnout. After this situation



lasted for a period, I communicated my confusion with my guidance teacher. The teacher told me that listening to classes not only depends on the familiarity and learning of some knowledge points, but also on learning how the teacher uses teaching methods and highlights teaching during the teaching process." The key and difficult points of the learning content, the teacher's evaluation of students' answers, the questions raised for knowledge points, and attracting students' attention. It turns out that listening to classes is also a science, and I have a deep understanding of listening to classes. "So far, my efficiency in attending classes has greatly improved, and I am more willing to attend classes. I have accumulated a lot of teaching experience. At the end of my internship, I feel that I have made great progress and my teaching ability has greatly improved."

Normal school students have continuously accumulated a lot of teaching experience during the course of attending classes, which is consistent with the previous survey results. The number of lectures attended during the internship process has an impact on the growth of normal school students' professional quality. They follow the guidance of the teacher into the classroom to attend classes, and their own ability to listen to classes has been greatly improved under the guidance of the teacher, enabling them to grasp the key and key points of teaching during the listening process, thereby reaping many classroom teaching skills and methods.

## CHAPTER 4

### FINDINGS

As one normal student stated, "A semester of educational internship experience has greatly improved my growth. This educational internship has enabled us to perceive in advance how to become a teacher, providing us with an opportunity to practice, accumulate teaching experience, and gain professional growth. At the same time, through the internship, I have also deeply realized some problems in the process of educational internship and my own shortcomings in certain aspects, which need to be improved."

#### 4.1 Educational practice promotes the professional growth of normal school students.

(1)The professional spirit of normal school students has been developed.

The profession of primary school teachers is not an enviable one, but the feelings and experience gained during the six months of internship in schools have made normal school students realize the significance of the teaching profession. Normal school students themselves are still students in school, and compared to in-service teachers, they are more likely to make students feel close and integrate into the student community, thereby promoting their love for education, the teaching profession, and students, and enhancing their sense of professional ethics. Through a semester of internship life, there has been a profound friendship between normal school students and students at the internship school. The simplicity, loveliness, and eagerness of the students have strengthened their sense of professional achievement, reaped a sense of happiness as teachers, and enhanced their sense of identity with the teaching profession.

Moreover, half a year of teaching practice has also enabled normal school students to have a deeper understanding of the current situation of rural basic education in China, and also enabled them to realize their mission and responsibility as teachers. In summary, through educational practice, normal school students have gradually strengthened their sense of identity with the teaching profession, becoming more

passionate about primary school education and primary school students, establishing lofty career ideals, and improving their professionalism.

The professional knowledge of normal school students has been imprimproved. accumulation of knowledge is the most direct way to improve teachers' professional abilities. Only by continuously strengthening theoretical knowledge, learning and improving their practical abilities can teachers achieve long-term development. On the one hand, educational practice is the best way to help normal school students deeply learn practical knowledge. During the process of educational practice, normal school students apply the theoretical knowledge they have learned, and in the process of practice, verify their mastery of these theoretical knowledge, thereby consolidating and improving their professional knowledge. On the other hand, educational internships provide opportunities for normal school students to practice and gain practical knowledge. Normal school students explore teaching in real situations, discover problems in teaching in a timely manner, and actively explore problem-solving strategies, thereby promoting their in-depth understanding of practical teaching knowledge, ultimately promoting the re integration of their professional knowledge, and enriching their theoretical knowledge of education. In summary, in the process of educational practice, normal school students apply their theoretical knowledge to practice, and further deepen their understanding of educational theoretical knowledge in teaching practice. Educational theoretical knowledge is constantly enriched, and teaching practical knowledge is constantly generated, thereby promoting the development of their professional knowledge.

The professional abilities of normal school students have been improved.

The educational internship tasks of normal school students are mainly reflected in three aspects: first, they need to conduct classroom teaching, second, they need to serve as an internship class teacher, and third, they need to organize educational investigation and research. In a real teaching environment, normal school students need to accumulate a lot of teaching experience and continuously improve their teaching abilities, from observing classes to preparing lesson plans, to teaching in the classroom,

to thinking and digesting; Acting as a class teacher during educational practice requires maintaining the daily operation of the class, and the classroom maintenance ability of normal school students has been developed; During the internship process, teachers' students can improve their interpersonal skills by communicating with teachers, students, parents, and many other people with different identities; At the same time, normal school students constantly reflect on their own problems through reflection and exploration, which is conducive to improving their reflective ability. In summary, normal school students have improved their teaching skills, management skills, and reflective abilities during the educational internship process, resulting in continuous improvement of their professional abilities during the internship.

#### 4.2 Analysis of the Problems and Reasons in the Process of Educational Practice

In the process of educational practice, normal school students have continuously improved their professional qualities. Through questionnaire analysis and interviews with normal school students, we have learned that there are some factors that hinder their professional growth during the practice process, which are manifested in the following aspects:

##### Inadequate role preparation before internship

Before internship, normal school students should have a basic grasp of the theoretical knowledge of their major, which is a basic condition for normal school students to participate in educational internship. Currently, most normal colleges and universities value professional theoretical courses while compressing practical courses for normal students. In terms of training normal students, they only focus on instilling theoretical knowledge, ignoring the cultivation of normal students' teaching abilities in real situations. For example, there is a serious lack of lesson plan design and teaching skills courses, weak class organization and management skills, some normal school students do not even meet the standard of "three words and one sentence" abilities that teachers should have, and they are not familiar with the syllabus and teaching materials in primary school. On the one hand, normal school students who are not fully prepared for their roles and lack a certain professional foundation will be very passive during the

internship process, which will affect the improvement of their teaching abilities and other qualities; On the other hand, normal school students are unable to meet their needs due to insufficient preparation for their own roles, as well as their inner feelings of frustration and pressure in teaching, which hinders the acquisition of professional happiness and is not conducive to the promotion of normal school students' professionalism.

The organization and management of pre internship training needs to be strengthened.

Participating in relevant teaching and training before internship for normal students has a positive impact on their professional development. On the one hand, the management system of educational internship in normal universities in China needs to be strengthened urgently, and the organization and management of educational internship for normal students should be systematically and clearly regulated.

On the other hand, internship schools do not strictly require and manage normal school students who come down for internships. For example, regarding the question of whether there is any relevant training before internship, the survey results show that 44.62% of normal school students have received relevant training, and 55.38% of normal school students have not received any relevant training. Through interviews with normal school students, it is learned that on the one hand, the training received before internship is more about issues related to educational internship, and specific teaching training is lacking; On the other hand, due to the different distribution of internship schools, some internship schools provide pre job training for interns, while others do not. Due to the lack of a clear understanding of the internship training work for normal school students in normal universities and internship schools, normal school students do not have a clear understanding of the internship tasks, do not recognize the importance of internship, and cannot carry out internship work well, which will be detrimental to the development of normal school students' professional quality.

Insufficient guidance from the instructor during the internship process.

In the process of educational practice, normal school students will receive the joint guidance of the university team leader and the internship school guidance

teachers. Both guidance teachers play an indispensable and important role in the professional growth of normal school students. During interviews with normal students, it was learned that because each team leader leads a relatively large number of normal students, and normal students are assigned to different schools for internships, some internship schools are located in remote rural areas, and therefore cannot receive effective guidance from the team leader. In addition, the main tasks of tutors in internship schools are to guide normal school students in teaching practice, help normal school students solve problems encountered during the internship process, and improve their professional quality. Some normal school students talk about the fact that internship guidance teachers are not helpful to them.

Due to the excessive emphasis placed on teaching quality and the need for normal teaching order in internship schools, some internship schools do not meet strict requirements when arranging tutors. Some teachers are even unwilling to accept interns and do not attach importance to internship guidance, which leads to the inability of normal school students to receive effective guidance from excellent teachers, affecting their professional growth.

Unreasonable distribution of internship work for normal school students.

Currently, most internship schools focus on the teaching quality of their own schools. Some school leaders and teachers believe that allowing normal school students to participate in class exercises will directly affect the process and quality of school teaching work, and the normal teaching work of the school will be challenged, leading to the lack of attention paid to educational internship work in internship schools. Therefore, some internship schools only provide formal internship tasks for normal school students, and there are few opportunities for normal school students to stand on the podium for class. In most cases, they only arrange normal school students to attend classes with guidance teachers and focus on correcting homework. Internship schools cannot arrange reasonable internship work for normal school students, and normal school students will be in a very passive state during internship schools, without the opportunity to exercise themselves, and thus unable to obtain professional growth.

Teaching conditions and benefits of internship schools need to be improved.

In our survey results, most normal school students report that the teaching equipment in the internship base is outdated and outdated, and the internship subsidies are low. They hope to improve the teaching conditions in the internship school. At the same time, according to interviews, the economic conditions of many schools are not satisfactory, and the internship subsidies given to interns every month are very small. Some schools with relatively poor economic conditions do not even have them, which will make it difficult for normal school students to secure internships and reduce the effectiveness of normal school students' internships. As a normal school student said, "When I first arrived at the internship school, the food at the internship school was too expensive, costing around 15 yuan per meal, and the food was not to my liking. I heard from some classmates that their internship school was covered by food, so I could safely practice without distraction.". "I will have a sense of imbalance in my heart, and my internship mood will be affected, but I can only accept it.". In addition, due to economic constraints, many internship schools are in remote rural areas, with poor school environments and relatively backward teaching conditions, which to some extent will hinder the development of teaching skills of normal school students.

Normal school students do not have a strong sense of research during their internship.

The improvement of educational research ability is a direct condition for future "research oriented" teachers, which is crucial for the long-term development of normal school students and has an impact on the quality of education and teaching for normal school students in their future career. During interviews with normal school students, it was learned that during the educational practice process, normal school students' educational research abilities were not significantly improved, they lacked research awareness, and they were not aware of the importance of educational research. There are many reasons for this situation: First, normal school students themselves lack awareness of problems in their daily studies, and simply seek solutions to the problems they encounter without in-depth thinking. The second reason is that normal universities

do not attach importance to the cultivation of normal students' research abilities during the training process, resulting in a lack of research awareness among normal students. Thirdly, the atmosphere for educational research in rural primary schools is not strong, some internship schools lack the environment and conditions for conducting educational research, and rural teachers' research abilities are also insufficient.





## CHAPTER 5

### CONCLUSION AND DISCUSSION

"How to obtain professional growth faster and better for normal school students during the internship process" is a basic issue that needs to be paid attention to in educational practice. Normal universities should scientifically and reasonably organize the educational practice work of normal students; Practice schools should pay more attention to the internship process of normal school students and optimize the placement of internship positions; Normal school students themselves should participate in the entire internship process with a positive attitude. This study will start from three main aspects: normal schools, internship schools, and normal students themselves, and propose suggestions for improving some of the problems existing in the process of educational practice.

#### **Teachers' colleges**

Help normal school students establish career ideals.

If teachers do not have lofty ideals about their careers, they cannot grow in their professional qualities. Teachers' colleges should strengthen the education of vocational ideals for normal students, encourage them to actively participate in learning, and constantly consolidate their professional foundation. For example, normal universities can carry out activities for educators and outstanding teachers to enter the campus, perceive their ordinary educational deeds and extraordinary spirit, encourage normal students to work hard to improve their professional skills, contribute to the country's educational cause in the future, and realize their own life value in education and teaching; It is also possible to conduct patriotic education for normal school students, exert their energy and take root in grassroots education to contribute to the realization of the Chinese Dream, deepen their understanding of the teacher profession, and enhance their sense of identity with the teacher profession. At the same time, normal universities can organize normal students to communicate with teacher recruitment schools in advance, so that they can understand the current good welfare benefits of the teaching

profession. In this way, normal school students can attach importance to and prepare for educational practice, actively carry out educational and teaching work during the internship process, and consciously promote their professional growth.

Setting up professional courses scientifically and reasonably

Firstly, it is necessary to enrich the types of educational theory courses. Normal school students must fully master educational theoretical knowledge during their school years, laying a solid theoretical foundation for their professional growth during the internship process. Students can enrich the types of education theory courses for normal school students by offering elective courses based on the professional curriculum, and students can choose independently based on their own interests. As some normal school students have reported, when they first arrived at the internship school, they do not know how to attend classes and do not take notes well. Therefore, schools can offer classroom observation courses for normal school students, teaching them how to observe the classroom and improving their teaching and research abilities during attending classes.

Secondly, we should increase the proportion of practical courses for normal students and promote the improvement of their practical skills. For example, the introduction of skills, blackboard writing skills, classroom questioning skills, and so on, training normal school students in individual skills, normal school students can easily and freely use during the internship process and through continuous teaching practice, will promote their teaching skills to mature. Therefore, normal colleges and universities should increase the number of microteaching courses for normal students, make full use of the microteaching classrooms in the school, strengthen the training of individual skills for students in the early stage, and conduct microteaching training for students in the later stage, so that students can not only learn relevant knowledge of teaching skills, but also obtain practical training in education and teaching. Normal school students' practical teaching skills will continue to be improved, laying a solid foundation for their professional growth.

Finally, calligraphy and language expression courses should be offered, and emphasis should be placed on the training of normal school students' three character and Mandarin skills. "Three characters and Mandarin reflect the basic skills of teachers. Clean and neat characters, standard Mandarin, and good language expression skills can increase teachers' confidence in the classroom and encourage students to " kiss their teachers and believe in their ways. ". Learning of "Three Characters and Mandarin" skills requires months of persistent practice in normal schools. Schools should put forward strict requirements for students, strengthen the training of normal students' basic skills in three characters and Mandarin, make students attach importance to them ideologically, strengthen guidance for students, and urge them to practice more frequently after class to continuously improve.

Strengthen the organization and management of educational practice. In all, it is necessary to properly arrange the internship time. Educational internship is an indispensable part of the training process of normal university students and plays an important role in promoting the improvement of various professional qualities of normal university students. Normal universities can appropriately extend the internship time of normal university students or extend the internship throughout the entire education and training stage of normal university students. By increasing the frequency of educational internships and other methods, normal university students have sufficient time and opportunities to exercise in the frontline teaching environment, being familiar with the teaching environment and accumulating teaching experience can help normal school students better promote their professional growth and improve their professional quality.

Secondly, organize relevant training before internship. During the interview with normal students, it was learned that most normal students proposed to clarify the tasks in the internship. Therefore, it is necessary to do a good job of pre internship training. Firstly, correct the attitude of normal school students towards internship, and let normal school students clearly understand the importance of educational internship; The second is to further explain the key points of work during the education internship to normal students, so that normal students can more understand the actual and possible

multiple situations during the education internship, which helps normal students calmly face the problems encountered during the internship process and properly solve them.

Thirdly, it is necessary to reasonably arrange internship teachers to lead the team. Firstly, it is necessary to ensure the number of team leading teachers, and secondly, it is necessary to select and assign team leading teachers with strong guidance ability and a sense of responsibility for normal school students. Normal colleges and universities should strengthen the training and selection of team leading teachers, improve the treatment of team leading teachers under certain conditions, and provide relevant material subsidies to enhance their work enthusiasm, so as to ensure the effectiveness of internship guidance for normal students.

Fourth, optimize the internship guidance manual for teachers. Internship manuals can help normal school students effectively carry out their work, ensure the quality of their internship, and promote their professional growth. For example, teachers' colleges can compile the relevant content required for primary school teachers in the "Professional Standards for Primary School Teachers (for Trial Implementation)". During the internship process, teachers can formulate their own internship plans based on the internship manual, actively learn, and gain growth.

## 5.2 Setting up professional courses scientifically and reasonably.

Attach importance to internship work and reasonably arrange internship task tasks. help normal school students successfully complete their educational internship work, internship schools should arrange reasonable teaching tasks for normal school students, which should not only make them feel motivated, but also make them aware of their own shortcomings. During the internship, the work should be difficult, easy, and moderate. Only by scientifically and reasonably arranging the teaching tasks of normal school students can internship schools better promote normal school students' growth in real educational and teaching situations. In view of the above issues, internship schools should spontaneously strengthen communication and cooperation with normal universities and relevant education departments, timely reform and update internship management measures, and ensure that normal students complete internship tasks on a

quality and quantity basis. Moreover, internship schools should help normal school students arrange tailored teaching tasks based on their teaching positions, ensuring that normal school students successfully complete their internship goals, and safeguarding the improvement of their professional qualities.

Improve internship benefits and solve the life problems of normal school students. Internship schools should support the educational internship work of normal school students and provide them with certain material guarantees based on the actual situation of their own schools, so that normal school students can practice at ease in the internship school. During interviews with normal school students, it was learned that normal school students have objections to the differences in internship conditions between internship schools. The living conditions of internship schools have a certain impact on the internship results of normal school students. Some normal school students are not satisfied with the conditions of their internship schools, and the imbalance in the internship resources they receive during the internship will affect their internship mood and attitude towards internship work, some normal school students have clearly proposed that aspects such as living security in internship schools should be strengthened. Therefore, internship schools should strengthen communication and coordination with local education bureaus and normal universities, requiring increased funding for educational internships, providing assurance for normal students' internship conditions, and promoting normal students to practice with ease.

Select the best instructors and clarify their responsibilities.

The internship guidance teacher is an important person for the internship normal students, and the guidance work of the internship guidance teacher in the study and life of the normal students during the internship is the key to ensuring the quality of educational practice. It is recommended that internship schools, when assigning instructors, fully understand the wishes of the instructors, select teachers with a sense of responsibility and rich experience in education and teaching, guide normal school students in attending, preparing, and attending classes, and give normal school students certain permissions to carry out some teaching activities on their own.

Instructors must provide careful guidance to interns. For example, during a class, before attending a class, teachers should clarify how to listen and pay attention to the key points of the class, helping normal students clarify the key points of the class, and enhancing their interest in the class. Of course, tutors are not just providing guidance to normal school students in education and teaching. They should also communicate with normal school students more often to understand their ideas and needs, and also pay attention to normal school students in their daily lives. In addition, the guidance teachers of internship schools should strengthen communication with the team leader teachers, and both parties should jointly strengthen guidance for normal students, so as to promote normal students to reap greater growth in educational practice.

Launch teaching activities to encourage normal school students to participate in learning

Intern schools should actively arrange teaching sharing and exchange meetings between teachers and encourage teachers to learn from each other and make progress together. Intern normal school students can learn a lot of valuable teaching experience through sharing, understand how they use teaching skills and methods in teaching, how to deal with students' problems, and so on. Interns can also ask teachers for advice and explore the confusion they encounter during teaching. Through this exchange activity, normal school students can learn a lot of valuable educational experience, which is conducive to their rapid growth. Teaching exchange activities can range from teaching and research activities to experience sharing among colleagues, to open classes, and so on. As a normal school student stated, "Every time a school holds public classes and high-quality class evaluations, the instructor will encourage me to participate. During the course of listening to the classes, I have gained a lot of teaching experience. In evaluating the courses, different teachers have given different opinions and suggestions, which has greatly benefited me. I have gradually mastered the essentials of teaching. I am very much looking forward to regular activities like this in the school."

5.3 Teachers' students themselves

The effect of educational practice is influenced by both objective and subjective factors. The attitude and initiative of normal school students towards practice greatly affect their professional growth. As the Italian educator Malaguzzi said, "Teachers can only experience growth by participating in practical teaching in person, and we have no better way to do otherwise."

Fully prepared for the internship role.

Educational internship is an extremely important and necessary practical activity in the training of normal school students. During the internship process, they need to switch from the student role to the teacher role. If normal school students can fully prepare for their roles before participating in the educational internship organized by the school, it will help them successfully and effectively complete the educational internship and achieve professional quality growth. Therefore, normal school students should fully prepare for their new roles before participating in educational internship work. Firstly, they should comprehensively learn educational theoretical knowledge and master solid professional theoretical knowledge; Secondly, it is necessary to actively carry out practical exercises, which can be honed through the school's micro classrooms, and continuously improve their teaching skills; Finally, we should pay attention to the improvement of our three character and Mandarin abilities, and practice frequently in our daily study and life to lay a solid foundation for teachers' basic skills. Only if normal school students have a good knowledge and ability accomplishment can they play their roles well and successfully transform their roles during internship, laying a solid foundation for their professional growth.

Establish a positive attitude towards educational practice.

As the saying goes, "Attitude determines everything." Before preparing to participate in an internship, every normal school student must first recognize the importance of the practical course of educational internship. Therefore, normal school students must adapt their internship attitude and engage in the process of educational internship with a positive and upward spirit. In practice, it is necessary to be down-to-earth and not arrogant or impatient. When encountering problems, it is necessary to

actively seek guidance from the guidance teacher, seek their help, and humbly adopt the teacher's suggestions to fully perform the role learning. In addition, during the internship process, you should be proactive and dare to try. Even if you are assigned to teach in a grade where you are unwilling to teach or feel pressured, you should readily accept without complaining, and treat the internship with a highly valued attitude. Normal school students can make internship planning in advance according to the school internship manual, grasp the key points in the internship work, and allow themselves to grow rapidly during the internship. On the one hand, they actively learn from excellent teachers around them, who have rich teaching and educational experience. Normal students can learn a lot of direct knowledge and experience from them, and gain professional growth through continuous practice and learning. On the other hand, adhere to reading, which is an important way for a person to achieve growth. During the internship process, normal school students can learn their educational and teaching ideas by reading the works of educators and famous teachers, and transform them into their own teaching wisdom.

Insist on reflection in education and teaching.

"Only by continuously accumulating experience and conducting in-depth reflection can teachers promote their professional growth. Professor Ye Lan also pointed out that if teachers only lecture nonstop every day without reflection, there will not be much progress in teaching growth. She believes that teachers' teaching reflection plays an important role in promoting teachers' growth, and recommends that teachers adhere to writing teaching reflection in the daily teaching process.", Constantly explore and think. From this, we can see that teaching reflective ability plays an important role in the professional growth of teachers. Therefore, normal school students should constantly reflect on themselves in daily learning and teaching practice, and gain professional growth through reflection. During the internship process, normal school students should be conscientious and reflect on how to improve their professional level, and demand themselves as qualified teachers. For example, during the internship process, normal school students should keep a teaching diary every day, record their problems and



aspects of their good performance, actively reflect on them, encourage them to constantly generate new ideas, gain new insights, and improve the quality of teaching, thereby promoting their professional growth.

Actively participate in teaching and research activities to improve research capabilities.

Educators once said, "Teachers cannot turn teaching into daily repetitive work, but rather experience happiness and happiness in the daily process of education and teaching. Therefore, principals should guide teachers to embark on educational research, obtaining the significance of education and experiencing the value of teaching through research.". For internship normal students, on the one hand, during the internship process, normal students are bound to encounter many puzzles. If they conduct in-depth exploration of these puzzles, they will enhance their research awareness and gain research capabilities. On the other hand, the teaching and research group of an internship school often organizes and carries out some teaching and research activities. Some teachers communicate and explore together, and different ideas collide to obtain new things, which is conducive to the professional growth of teachers. Therefore, normal school students should actively participate in these activities in the internship school, listen carefully, take notes carefully, and through continuous thinking, they will definitely develop a problem consciousness, Promote the improvement of their research capabilities

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## APPENDIX

1. Questionnaire on the Impact of Educational Practice on the Professional Development of Normal University Students
2. Outline of Interviews on Normal University Student Education Practice

### Appendix details

#### 1. Questionnaire on the Impact of Educational Practice on the Professional Development of Normal University Students

Basic personal information (please tick " $\sqrt{\quad}$ " on the options that match the actual situation, or fill in the corresponding content on the horizontal line)

1. Your gender is:  Male  Female

2. Your home location for the college entrance examination is:

A. Provincial capital city or municipality directly under the Central Government

B. Prefecture level city

C. County level city or county seat

D. Township

The process of educational internship (please tick " $\sqrt{\quad}$ " on the appropriate options, or fill in the corresponding content on the horizontal line)

3. Courses taught during internship (up to three):

4. Whether there is relevant training before internship:  Yes  No

5. During the internship, whether to serve as a class teacher:  Yes  No

6. During the internship period, the number of classes attended was about: sessions. The number of classes attended was about: ( ) sessions

7. The internship school is located at:

A. City B. County C. Township D. Rural

8. During the internship process, can I arrange teaching activities according to my own ideas

A. Yes B. No

Evaluation of Educational Practice Effect (The following questions are single choice questions, please tick " $\sqrt{\quad}$ " where they best fit your actual situation)

9. Through internship, I understand the significance of primary school education work

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

10. Have a good professional ethics cultivation through internship

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

11. Through internship, learn to care for primary school students

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

12. Through internship, learn to respect the differences between individual students

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

13. Attach importance to the comprehensive development of primary school students through internship

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

14. Through internship, understand how to protect the curiosity and curiosity of primary school students

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

15. Through internship, learn how to guide primary school students to learn

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

16. Through internship, learn to self-regulate emotions and maintain a peaceful state of mind

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

17. Through internship, I understand the need to study diligently and keep forging ahead

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

18. Through internship, master strategies and methods for protecting and promoting the physical and mental health development of primary school students

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

19. Through internship, master the knowledge of good behavior habits of primary school students

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

20. Through internship, master the knowledge system, basic ideas, and methods of the discipline taught

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

21. Understand the connection between the discipline taught and other disciplines through internship

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

22. Through practice, I have mastered the basic theories of primary education and teaching

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

23. Through internship, I have mastered the curriculum standards and teaching knowledge of the discipline I teach

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

24. Through internship, the subject knowledge taught has been consolidated and improved

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

25. Through internship, I have acquired corresponding knowledge of natural sciences and humanities and social sciences

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

26. Through internship, I have mastered the method of preparing lessons and can independently write standardized teaching plans

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

27. Through internship, my blackboard writing ability has been improved

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

28. Through internship, the language expression ability has been improved, and communication with primary school students has become more leisurely

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

29. Through internship, I overcame the tension in class and gained some teaching experience

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

30. Through internship, the ability of class organization and management has been improved

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

31. Through internship, I have the ability to properly respond to emergencies

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent



32. Through practice, learn to choose appropriate teaching methods based on students' actual situation and characteristics of subject knowledge

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

33. Through internship, students can flexibly use multiple evaluation methods to provide appropriate evaluation and guidance to primary school students.

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

34. Through internship, students can use language that conforms to the characteristics of primary school students for educational and teaching work

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

35. Through internship, I realized the importance of reflecting on my own educational and teaching behavior

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

36. Through internship, I have seen my weaknesses and consciously made up for them in the future

(1) Very consistent (2) relatively consistent (3) average (4) relatively inconsistent (5) very inconsistent

37. If you want to improve educational internships, what suggestions do you have for the arrangement of school internships?

What are your feelings and suggestions about the internship school?

Thank you again for your support and participation. I wish you success in your studies and a bright future!

## 2. Outline of Interviews on Normal University Student Education Practice

Question 1: Why did you choose a teacher training major?

Question 2: Your attitude towards participating in educational internships?

Question 3: What aspects of the educational internship did you participate in?

Question 4: What aspects of guidance do you think internship instructors should provide to interns?

Question 5: What do you think are the benefits or shortcomings of the courses you have taken in school for your future career as a teacher?

Question 6: What qualities do you think a qualified teacher needs to possess? What do you have now?

Question 7: Please talk about the scene of your first class. What was your greatest feeling?

Question 8: During your internship, do you often communicate with the team leader? What did you communicate? How to communicate? (Method)

Question 9: During your internship, do you often communicate with the guidance teachers of the internship school? What did you communicate? How to communicate? (Method)

Question 10: Do you think the guidance provided by the tutors at the internship school is up to scratch?

Question 11: During your internship, did you conduct self reflection? Reflect on what? Have you made improvements or improvements in your subsequent internship?

Question 12: What are the educational concepts and teaching attitudes of teachers in internship schools? Can you blend in well with them?

Question 13: What impact do you think educational internships have on your professional growth?

VITA

