

The Dilemma and Relief Path of Public-Funded Normal Students' Educational Practice: An Embeddedness Perspective

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Abstract: Educational practice is the key path to promote the transformation of the public-funded normal students from “students” to “teachers”. Research based on the embeddedness perspective has found that public-funded teacher trainees have many difficulties. In order to promote the transition of public-funded normal students to beginning teachers and provide educational strength for the development of basic education, starting from the three planes of macro, meso and micro, through deepening the educational practice norms, strengthening the implementation of the system, broadening the practice training channels, optimizing the training effectiveness, focusing on multi-party education guidance, improving identity, creating a suitable environment .

Keywords: Embeddedness perspective; Public-funded normal students; Educational practice

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1. Rising questions

The point of building an education powerhouse is to develop elementary education and education in weak areas. The state has gradually linked the public-funded normal student policy with the rural revitalization strategy, the implementation and sustainable development of the rural revitalization strategy. For example, in 2020, the document issued by the Ministry of Education and six other departments titled “Opinions on Further Strengthening the Construction of Rural Teachers in the New Era” pointed out that “rural teachers are an important force to promote rural revitalization and should strengthen targeted public funding training” and other requirements^[1]. In 2020, “the General Plan for Deepening the Reform of Educational Evaluation in the New Era” issued by the Central Committee of the Communist Party of China and The State Council pointed out that “the first duty is to run teacher education well, and the cultivation of qualified teachers is the main assessment index^[2].” Obviously, the education and training is the core proposition. It is related to whether public-funded normal students can change from the state of “student” to the state of “teacher”, and whether they can adapt to first-line teaching. The original meaning of “embeddedness” is the process or result of one thing's involvement in another thing. The process of being involved is called “embedding process”, and the state of having been involved in another thing is called “embedding”^[3]. Since the concept of “embeddedness” was put forward by anthropologist Polanyi, domestic and foreign scholars have used the embeddedness theory to explain important phenomena in fields and then expanded its application scope to related fields such as sociology^[4]. The dynamic behavior development and change of public-funded normal students' educational practice is the embeddedness process. In order to optimize practical training, this paper expounds the educational practice development track of public-funded normal students and the difficulties they face, and discusses the path to alleviate the difficulties of education training from the three factors: institutional embeddedness, cultural embeddedness and cognitive embeddedness.

2. Analysing the dilemmas of public-funded normal university students' educational practice—under the embeddness perspective

2.1 Lack of institutional embeddedness: unequal relationship

As a significant means to ensure the implementation of educational practice, the system plays a restrictive role in the process of educational practice. For this purpose, higher normal colleges have formulated detailed and clear plans to clarify the responsibilities. However, universities act as the main maker of the planning process, primary schools tend to downplay the key role in education practice training. Affected by the pressure of primary school teaching requirements, some primary school teachers don't pay attention to internship work, and the education practice is limited to classroom and activity observation, they are unable to really touch the teaching of specific classes.

Meanwhile, some primary school teachers will arrange public-funded normal students to handle too much tedious work unrelated to teaching and practice, which affects the quality of education practice. When the system lacks a clear standard implementation, its restraining effect on various subjects will be diluted, and the training effect on the teaching ability will be greatly reduced. On the contrary, it will prompt public-funded normal students to have a negative mood towards education practice and trigger the sense of disgust on teachers' profession.

2.2 Differences in cultural embeddedness: different atmospheres

The so-called cultural embeddedness refers to the restriction and influence of social and cultural factors such as traditional values, religious beliefs, shared beliefs and traditional practices on organizational economic behaviors^[5]. Specifically speaking, cultural embeddedness mainly imparts factors into the whole process of public-funded normal students' educational practice.

Undoubtedly, the urban orientation of education practice provides students with different visions, emerging education concepts and so on. Meanwhile, county and rural schools maintain the local characteristics of "rural society" to a certain extent. The educational practice doesn't match the needs of the county and rural schools, which leads to the strangeness of classroom field in the early stage of teaching. Additionally, education practice based on urban orientation can't enhance the real perception of public-funded normal students to the county and rural school classes, and they will face a lot of inadaptability after returning home to teach. Overall, the urbanization tendency of educational practice delays the process of embedding in county and rural schools.

2.3 Imbalance in cognitive embeddedness: involuntary questioning

The imbalance of cognitive embeddedness is the internal factor that causes the public-funded normal students fail to integrate into the classroom and realize the transition of identity.

At present, the cognitive imbalance of public-funded normal students is mainly reflected in the disconnection between theory and practice, the wavering of self-identity. On the one hand, some students get the guidance, which is intermingled good and bad, and fail to combine theory with practice. On the other hand, teachers can't participate in the whole process and all-round guidance of public-funded normal students, they only give online or temporary guidance to them, resulting in they need to rely more on individual exploration in education practice. Based on the influence of two factors, the public funded-normal students tends to blur their self-identity and distant from the "teacher" identity in the end.

3. The relief measures of public-funded normal university students' educational practice:based on the embeddness perspective

As an important force for the country to promote the development of education in weak areas, we should take measures to solve the problem of public-funded normal college education.

3.1 Deepen the norms of educational practice and strengthen the implementation of the system

The standardization and implementation of educational practice system is an effective guarantee to maintain the smooth development. Firstly, clarify the requirements of the educational practice process. Secondly, strengthen participation degree of teachers in guidance. It is necessary to carry out the tutor's practice guidance work, and clarify its work and guidance content. Meanwhile, adopt educational practice and mentoring integration parallel mode. By integrating the relationship between tutors and public-funded normal students, students can be better embedded in the first-line teaching. Finally, pay attention to the process of educational practice quantitative assessment. The content of educational practice is carried out in chronological order and is gradually quantified, so as to ensure the effective implementation and timely feedback.

3.2 Broaden the practical training path and optimize the training effect

With the advancement of urbanization, the development of urban and rural integration has gradually become the trend of The Times. Meanwhile, different educational environments are the main key to the realization of culture embeddedness. On the one hand, improve the spatial flexibility of educational practice and promote the real perception of students to different educational environments. Specifically, normal colleges are expected to use social practice activities and other opportunities to reach internship intention cooperation with county towns and rural primary schools, establish rural practice bases and other platforms, build an atmosphere for rural education practice. On the other hand, adjust the time planning of educational practice and extend the flexibility of educational practice time. By extending the length of educational practice time, students can have enough time to feel the educational practice atmosphere of both urban and rural areas, effectively integrate two environments, guide them to learn the teaching concepts, cases and other cutting-edge practices of urban education.

3.3 Focus on multi-educational guidance and enhance identity

It is necessary to focus on the cooperation and guidance between primary schools and local administrative departments, enhance the status awareness of public-funded normal students. Specifically, deepen the “G-U-S” collaborative training mode, strengthen cooperation between university and primary school teachers, help students to confirm, consolidate and deepen their theoretical knowledge at a fixed time point in educational practice and continue to transform them into their own teaching practice ability. Concurrently, enhance the flexibility of educational practice, make full use of the online system, establish daily feedback channels, timely deal with the confusion about teaching and employment during the internship, and stimulate their self-drive in educational practice.

4. Conclusion

Altogether, public-funded normal college students are an significant supplement to improve county and rural education. By implementing system norms, deepening practical training, strengthening multi-party guidance and other measures to resolve the embedding problem, enhancing the subject consciousness and responsibility, so as to promote the effective integration of public-funded normal students and the education environment, realize the goal of transforming from “outsiders” to “insiders”, and enable the sustainable development of basic education.

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