

Problems and Suggestions for Provincial Publicly-funded Teacher Training Students After Entering the Company

Jing Chen

Normal College of Qingdao University, Qingdao, Shandong 266071

Abstract: In this study, in order to understand the problems faced by provincial publicly-funded teacher normal students after joining the company, 6 provincial publicly-funded normal students who have been hired were selected for interview. The survey found that publicly-funded normal students mainly faced problems such as insufficient teacher self-confidence, large psychological gap, and “quiet” formation of default intentions after employment, and put forward corresponding suggestions for the education policy and training process of publicly-funded normal students in view of these problems.

Keywords: Publicly-funded teacher training students; Onboarding, Interviews; Suggestions

1. Preface

Under the background of the transformation of teacher education in China, the excessive difference between urban and rural education levels, and the serious loss of rural teachers^[1], the education policy of publicly-funded teacher normal students came into being, and publicly-funded normal students are of great significance to the development of education in rural areas, but publicly-funded normal students may also face a series of problems after employment^[2]. For example, existing studies have shown that publicly-funded teacher training students have difficulties in their career development after employment, especially for publicly-funded teacher training students who enter weak rural schools^[3]. In terms of career confusion, the career confusion of free teacher training students (changed to public-funded teacher training students since 2018)^[4] is mainly manifested in class management, teacher-student relationship, junior students, school environment, and teacher value^[5]; In terms of professional well-being, the professional happiness score of teachers without teachers was significantly lower than that of ordinary teachers^[6]. In terms of recognition of employment policies, the recognition of some employment policies by free teacher training students who have been hired is generally not high, especially the length of service, place of contract, and the regulations on part-time postgraduate examinations are low^[7]. In addition, publicly-funded teacher training students may also face a variety of problems, so in order to ensure that the work and life of publicly-funded teacher training students can proceed smoothly after joining the company, the problems faced by publicly-funded teacher training students after employment should be paid attention to in time and certain measures should be taken to improve them, hoping to promote publicly-funded teacher training students to better serve rural education^[8].

2. Research design

Select 6 publicly-funded teacher training students who have been employed as interview subjects, understand the problems they face after joining the company through online interviews, and make further analysis.

3. Research results

3.1 Compared with normal teachers, teachers of publicly-funded normal students are not confident enough

Through interviews, the lack of self-confidence of teachers of publicly-funded teacher training students can be divided into the following types compared with those who are normally recruited: 1 “Questioning” about their own teaching ability, such as Teacher H said: “I feel that my lectures seem to be always different from other normal teachers, every time I look at the students’ questions, I feel that my lectures are ‘problematic’, and I feel that the board books I wrote are really not good, and other examinations.” The teacher

always writes crookedly than me”,2.”Questioning” of their own professional feelings,such as Teacher T said: “I feel that compared with the normal teachers,I have no enthusiasm,I even sometimes want to find a place to hide,and I am tired of seeing the textbook.” Without experiencing the competitive pressure of teacher recruitment,in the environment of increasingly difficult teacher recruitment,teachers who have entered teaching positions through teacher recruitment have become synonymous with “powerful” in people’s mouths. Therefore,for publicly-funded teacher training students who lack normal teacher recruitment links,there is admiration and admiration for the normal teachers in their hearts,and under this premise,they will compare themselves with the normal teachers,find their own shortcomings,and at the same time produce self-doubt and lose teacher confidence^[9].

3.2 The psychological gap after employment

As a special group,compared with other teacher groups,publicly-funded teacher training students have the aura of “self-preparation” and “excellent college entrance examination results”.According to the content of the survey,the reasons for the psychological gap after entering the employment of publicly-funded teacher training students include:1 Reality gap.Prior to employment,the educational environment and living conditions of publicly-funded teacher training students in universities were relatively good,and they may not have a deep understanding of the real environment in rural areas.When they really go to the front line of rural education,they are faced with a difficult teaching environment and living conditions,and publicly-funded teacher training students are likely to have a huge psychological gap.2.Lack of practical experience.Educational practice is an important part of teacher training students,but due to the lack of practical experience,publicly-funded teacher training students do not have an in-depth and specific understanding of the situation in the place of contracting,so they are likely to have a psychological gap after entering the company.Educational practice is the best opportunity for publicly-funded normal students to contact front-line rural education,and the lack of practical experience will make them face many difficult problems in employment,which will lead to a large psychological gap^[10].

3.3 The intention to breach the contract is “quietly” forming

Three of the six interviewees clearly expressed their intention to breach the contract,and according to the content of the interview,the intention to breach the contract can be roughly divided into two types:The “non-local contract-default” type refers to the intention of defaulting by publicly-funded teacher training students who perform services in different places.Due to the special nature of “off-site”,the challenges faced by publicly-funded teacher training students who contract in different places may be greater,such as: marital problems,parental care problems,career advancement and other issues.For example, Mr.Q said: “The reason why I didn’t choose to default when I graduated was because my boyfriend was where I worked,and if I can marry my boyfriend,I will continue to stay here,and if I can’t get married,I will default and go home.”In addition,interviewees who signed contracts in different places said that the policy on where to go after the end of the service period was not clear,which increased the uncertainty of development in different places ,thus making it easier to consider a default^[11].

4. Recommendations

4.1 Suggestions on policy

Optimize the enrollment and admission methods for publicly-funded teacher training students,and reduce the rate of signing contracts in different places.The first is to choose employment cities as much as possible in accordance with the wishes of publicly-funded teacher training students.2021 In Shandong Province’s publicly-funded teacher normal students,a more reasonable admission method than before,candidates who apply for the publicly-funded teacher normal students can fill in 25 professional volunteers under the college volunteers,and the professional volunteers are composed of “professional+directed employment city”,and the transfer admission is canceled. The second is to carry out secondary signing for publicly-funded normal students who have signed contracts in different places,so that publicly-funded normal students can sign contracts locally as much as possible,and try to avoid the impact of long-distance signing on publicly-funded normal students.The third is to expand the admission of poor students from poor rural areas or families,adopt appropriate admission methods in the form of lowering the score line or independent enrollment,and maximize the role of the publicly-funded teacher training student policy as much as possible,so that talents who truly love the countryside and love education can truly devote themselves to the development of rural education^[12].

4.2 Suggestions on the training process of publicly-funded teacher training students

Cultivate the practical ability of publicly-funded teacher training students.Make full use of various forms such as simulated classrooms,on-site teaching,situational teaching and case analysis to carry out various cultural practice activities,hold teacher skills

competitions specifically for publicly-funded teacher training students,expand the practice platform for publicly-funded teacher training students,and improve the comprehensive quality of teachers:Actively explore other forms of teaching and practice activities to improve the professional skills of publicly-funded teacher training students.In addition,it is recommended that local education departments cooperate with colleges and universities to establish an internship practice platform for publicly-funded teacher normal students,set up a special internship base for publicly-funded normal students,strengthen internship guidance and career development guidance according to the characteristics of publicly-funded normal students,and take reasonable measures to solve problems in internship.

References:

- [1] PENG Dianling.General Psychology[M].Beijing:Beijing Normal University Press,2005.
- [2] Ye Lan et al.New exploration of teacher role and teacher development[M].Beijing:Education Science Press,2001.226.
- [3] WANG Xiao.Research on the career development status and countermeasures of publicly-funded normal students after employment[D].Southwest University,2020.
- [4] WANG Yizhuo.Investigation and research on the career adaptability of the first music public-funded normal students[D].Northeast Normal University,2014.
- [5] LI Luzhi,CHEN Yiming.The dilemma of free teacher training students' post-service teacher career development[J].Contemporary Teacher Education,2015,8(04):35-40.)
- [6] Liu Wenling et al.Survey on the occupational happiness of the first batch of free teacher training students in one year[J].Contemporary Teacher Education,2013,6(03):68-72.)
- [7] SHANG Yingmei,WANG Xiangdan,ZHOU Bing,LIU Sitong,LIU Xinlu.Research on the Employment and Policy Implementation Status of the First Free Normal Students and Its Countermeasures:A Case Study of the First Free Normal Students and Employers of a Ministry-affiliated Normal University[J].Journal of National Academy of Education Administration,2014(06):72-78.
- [8] An empirical study on the learning motivation of provincial public-funded normal students[D].Shanxi Normal University,2020.
- [9] ZHAO Yu,LIU Jun.Implementation status and improvement strategy of free education policy for normal students in China[J].Education Exploration,2017(04):89-93.)
- [10] DENG Liang,WAN Wentao.Investigation and countermeasures of the current situation of rural teacher team construction[J].Teaching and Management,2020(33):36-38.)
- [11] Notice of the General Office of the State Council Transmitting to the Ministry of Education and Other Departments on the Implementation Measures for Free Education for Normal Students in Normal Universities Directly Under the Ministry of Education (Trial) (Guo Ban Fa [2007] No.34).http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/201808/t20180810_345023.html
- [12] Department of Education of Shandong Province.Implementation Measures for Public Education for Normal Students in Shandong Province[EB/OL].<http://jwcweb.lcu.edu.cn/sxzj/html/201911/1468.html>, 2019 - 11 - 27.

About the author:

Jing Chen , (1998—), female, Han nationality, from Qingdao, Shandong, master's student of Qingdao University Normal College, mainly engaged in curriculum and teaching theory research.