

The Logic and Way of High-quality Development in New Era for Chinese Teacher Education

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Abstract: High quality teachers' education is not only concerned with the high quality development of the educational system, but also about the high quality training of teachers. The main mission of the new era is to train outstanding teachers in an information era that meets the demands of the world as well as the special requirements of China. The two major changes in the international and national circumstances have put forward a serious challenge to the reform and development of Chinese teachers' education in the new era.

Key words: Teachers' Education; Quality Development Content; Quality Development Logic; Quality Development Way

During the "Fourteenth Five-Year Plan" period, building a high-level and high-level teaching staff is a major goal and mission of the current national basic education reform, and strengthening high-quality teacher education is the fundamental way out of the current college teacher training work. In 2018, the Central Committee of the Communist Party of China and the State Council adopted the Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era (hereinafter referred to as the Opinions), and the country introduced a number of new teacher training work. In order to build a team of teachers with Chinese characteristics, the Minister of Education has focused on strengthening the training of teachers and building "public funded teachers". In April 2022, the Ministry of Education and the eight national ministries and commissions jointly issued the Plan for Strengthening Teachers in Basic Education in the New Era, planning the development plan of teachers in basic education in the new era for the "14th Five-Year Plan" and 2035. Correctly understanding the new situation under the current situation, correctly understanding and understanding the new situation under the new situation, and analyzing its connotation and logic will help to establish a teacher education system with Chinese characteristics, cultivate and train excellent teachers in the new era, which has great practical significance.

1. New problems faced by teacher training in the new era

1.1 New requirements for the construction of teachers in the new era

The "new era" is a great concept that is widely welcomed. In this new era, all fields are welcoming the new era, and those who are keen and active are also trying to expand and expand this new century. "New era" is the arrival of "Internet plus" after the 21st century, with the popularization of information technology. It is different from the previous industrial revolution, so it is called the "new era". Disruptive technologies such as the Internet, big data and artificial intelligence are emerging in endlessly, changing people's daily lives. The new century is also the reshaping of education, and education concepts, education methods, curriculum teaching, education system, etc. are facing huge impact. In today's world,

in the new century, how to cultivate excellent teachers to meet the needs of the world is a major trend in the world today.

In our country, the "new era" is characterized by a change in the basic contradictions of our society. This is the fundamental contradiction of our country, which is transformed into the contradiction between the growing demand for a better life and the uneven development of people. "People's growing need for a better life" is reflected in the issue of "higher quality and better teachers" and "more excellent talents", which corresponds to the current "imbalance and imbalance". From the perspective of national needs, China should rebuild the teaching staff, establish the goal and mission of the construction of the teaching staff in the new era, and take the cultivation of Chinese "dream team" dreamers, "four haves" moral cultivation, and the cultivation of strong people with wisdom and soul as the important mission of the construction of the teaching staff in the new era. In terms of social needs, the role and status of teachers have changed from professional knowledge class to public intelligence. They should be the implementers of education, the researchers of education reform and the development of society. From the perspective of teachers' needs, from pre-job to post-job, a specific and scientific evaluation index has been developed from the perspectives of teachers' ethics, professional quality and practical ability. For the vast majority of primary and middle school students, their needs have changed from teachers to teachers. They should be a helper for their dreams, a "guide" for their dreams, and a "big man" for their own character. The construction of socialism with Chinese characteristics has entered a new era. The core of the teaching staff is to cultivate excellent teachers with the characteristics of the information age, so as to meet the overall needs of the current international community and meet the unique gender needs of China. To achieve high-level teacher training, we must seize the strategic opportunity of development to meet the needs of high-quality teachers in China's basic education.

1.2 Problems faced by the traditional school-running system of normal universities in China

In the 1950s, the country has established a three-level education system of secondary normal school, normal school, normal school and normal school, providing services for the training of ordinary primary and secondary school teachers. China's traditional normal colleges and universities are relatively closed and

independent, focusing on academic qualifications and vocational training. In China, the development of teachers' career is facing serious practical problems. The teacher training integrated before and after the career has gradually formed a new teaching form, which puts forward new requirements for the traditional teaching in normal universities. First, teachers' education has been generally weakened. Among them, the weak subjectivity of teachers' colleges and the characteristics of "de-training" are the core issues in their overall teacher training system. For example, 71 universities, 46 normal universities, 70 normal colleges, 65 normal colleges and 386 other non-normal and higher vocational colleges carried out teacher training in 2015. A questionnaire survey was conducted on 43 normal universities. The results showed that only 26% of normal universities were identified as "normal universities", while other universities were classified as "comprehensive universities" and "normal universities". With the integrated development of key normal universities, local normal universities have gradually changed into local applied universities and gradually developed into local applied universities, accounting for more than 60% of the total. The combination of "integration" and "application" has seriously affected the teaching system of teachers. Second, the traditional teaching quality of teachers has not improved significantly. Due to the small scale of the school, the weak strength of teachers and the gradual shrinking of students, the traditional professional teaching of teachers can not form high-quality teachers in many aspects such as curriculum, teaching, practice, management and testing. In terms of the quality of teachers, the education of teachers' secondary schools and teachers' colleges can no longer meet the needs of talents under the traditional education system of teachers' colleges, and is in the process of transformation and institutional elimination. Take teacher education as an example, 45.5% of the graduates from OECD member secondary schools have master's degree, while only 3.10% and 9.82% of the graduates from secondary schools and secondary schools nationwide, far higher than other countries. The traditional normal colleges and universities are far behind the requirements of the new era in terms of scale and quality. Third, teachers are not attractive enough to attract more excellent students. For example, the students of eight normal universities in Hubei Province are all two, three and junior college grades. The grades of some normal universities are different from those of non-normal majors. In fact, such things have not happened, because the work of teachers is not too attractive for them. Fourth, the professional structure of teachers is unbalanced, and teacher training is divorced from basic requirements. In real life, the urban-rural structure of teachers and the distribution of subject structure are not balanced, and the professional structure and professional structure of teachers can not be adjusted in time, and still maintain the original teaching method. In terms of basic education, there is a large gap in the curriculum of moral education, life, science and comprehensive practice in primary and secondary schools, while there is a shortage of teachers in traditional disciplines such as Chinese, mathematics and foreign languages, and a shortage of teachers in rural areas such as information technology, music, art and sports. At present, the training mode of higher normal education in China has been finalized, and it is difficult to adapt to the requirements of basic education. Some colleges have strong teachers, while higher normal education lacks sufficient talents. Therefore, under the current new historical conditions, how to achieve high-level teacher training and build a new era of teachers has become a necessary choice.

1.3 Establish the system of teaching staff construction in the new era

In 2018, the Central Committee of the Communist Party of China and the State Council issued the Opinions, which clearly pointed out that we should build a teacher training system with Chinese characteristics, that is, we should take teachers as the main body, and high-level non-teacher colleges and universities should work together to promote the "trinity" model of local government, colleges and universities, and primary and secondary schools. The Action Plan for the Revitalization of Teacher Education (2018-2022) also proposed that "we should strengthen the support for teachers' colleges, optimize the professional settings of teachers, and gradually establish an open, collaborative and linked modern teacher education system with teacher education bases as the guide, teachers' colleges as the main body, high-level university participation, teacher development institutions as the link, high-quality primary and secondary schools as the link, high-quality primary and secondary schools as the link, and high-quality primary and secondary schools as the practice base".

In February 2019, the State promulgated China's Education Modernization 2035, highlighting the characteristics of China, and proposed "strengthening the organic combination of post-service teacher training and post-service teacher training". Strengthen the construction of teachers' team and promote teachers' lifelong learning and career development. The Ministry of Education also mentioned the need to improve the quality of the teaching staff to a new level in its work priorities in 2022. In April 2022, the Ministry of Education and other eight ministries and commissions issued the "Strengthening Teachers in Basic Education in the New Era", which is "an open, coordinated and linked modern teacher education system with the creation of a number of national teacher education bases as the core, the participation of high-level universities, the teacher development mechanism as the link, the high-quality primary and secondary schools as the link, and the high-quality primary and secondary schools as the practice base". The cultivation of high-quality teachers is a complex systematic project. It is necessary not only to improve the teaching staff, but also to fundamentally change teachers' teaching concepts and methods. This paper starts with the connotation of the construction of teachers' team in high-quality normal colleges in the new era, and deeply analyzes the historical logic, theoretical logic and practical logic of the construction of teachers' team in higher vocational colleges.

2. The internal logic of the development of high-quality normal colleges in the new era

2.1 The significance of development

Seeking "high-quality" teacher training is not only an important content of current teacher training, but also the theme of future teacher training. The construction of high-quality teachers and the high-quality development of the construction of teachers are important factors that affect the construction of teachers. The former is high-quality teachers, while the latter is high-quality teacher training and training. The effect of education is the quality of educational objectives. Improving the quality of teachers is

a necessary condition for improving the quality of teachers, but it can not meet the requirements of modern teacher training and training. The high quality of the construction of teachers in higher vocational colleges is an important part of the combination of the construction of teachers and the construction of teachers in higher vocational colleges. The high quality of teacher education depends on the comprehensive improvement and development of educational policies and administrative work such as teacher education professional evaluation, teacher training professional certification, and teacher qualification examination. We will carry out high-quality development in all aspects, such as curriculum, teaching materials, resources, teachers, teaching, practical training, testing and evaluation. The former provides guarantee for them, and the latter provides clear instructions for them; The high quality of teacher training is the high quality requirement of teacher training, the improvement of teachers' professional quality, the classification of training objects, school-based training, etc. From the perspective of high-quality development, the teaching staff in the new era should consolidate the ideological basis, development basis and guarantee basis. Strengthening the ideological and moral education of college teachers is an important way to consolidate the moral education in colleges and universities. Building a high-quality teacher training system with Chinese characteristics is an important way to consolidate the foundation of teacher team construction. Reforming the teachers' law, strengthening education, and establishing and improving the public-funded normal education system are important guarantees to ensure the strength of teachers. We should comprehensively improve the professional quality of teachers from external systems such as professional quality, professional autonomy, and professional status, enhance the attractiveness of teachers' careers from external systems such as professional quality, professional autonomy, and professional status, focus on promoting the innovative model of "Internet plus teacher education", and focus on building an open, diversified, and integrated teacher education system to meet the needs of teachers' internationalization, informatization, diversification, and autonomy. Lifelong professional development needs. Based on the current and future development requirements, teacher training in the new era should be based on the demand of quantity and pursue high-quality development. Adhere to the principle of "teacher's college", constantly improve the academic nature of "teacher's college", gradually separate "teacher's college" from "curriculum" and "teaching", and form "second-rate", thus laying a solid foundation for the cultivation of "high-quality teachers". From the current and future development needs, it is emphasized that under the conditions of information technology, teachers' training should be standardized and implemented; It is an important direction for the development of teacher education in the world to set up normal schools or normal colleges in colleges and universities. At present, the development of teachers in our country urgently needs to strengthen the training of teachers, pay attention to practical training and practice, pay attention to the reform of curriculum and teaching, establish a normal student system at public expense, and cultivate excellent teachers. Therefore, the connotation of high-quality teachers must be connected with the whole process and all aspects of development, and the characteristics of professionalism, normal education and publicity should be infiltrated into the whole process and all aspects of high-quality development, so as to promote the organic unity of high-quality development of the whole teacher education system and

high-quality development of teacher training.

2.2 The historical reasons for the construction of high-quality teachers

Logic is the norm to study the objective and inevitable relationship and internal characteristics of various factors within the object, which affects the basic attributes and development orientation of the object. The development from "quantity" to "quality" and from "fake" to "specialization" is the development from "quantity" to "quality". In China, from the Qing Dynasty to the Republic of China, teacher training was called "teacher education". This practice continues the practice of teacher teaching in Europe. When we accepted it in the Soviet Union in the 1950s, we strengthened the teacher's teaching system. This teaching method is based on the teacher's specialty, which is different from the teaching method of American normal universities. At present, the three-level teacher system of China's higher normal schools is relatively perfect, and the way of teacher independent training is relatively perfect, and China's professional system and characteristics of teachers have been initially established. The word "teacher education" first appeared in government documents in 2001 and was officially replaced by "teacher education". In a sense, the history of our teaching staff is a process of transformation from higher teachers to higher teachers.

Over the past hundred years, the development of normal universities has been tortuous and long. In the development model, after three stages of "quantity" growth, the quality of teachers has gradually been paid attention to. The first time was at the beginning of the founding of the People's Republic of China. In order to implement the policy of education for farmers and workers, a complete school system was completed in China. There was a serious shortage of teachers. One year of short-term training was an important means of teacher training. For example, in 1952, there were 262000 students in secondary schools, 10% in normal colleges, 25% in ordinary teachers and 65% in short-term training classes. The second period was in the early stage of reform and opening up. The recovery and reconstruction of various educational undertakings required a large number of teachers. The implementation of nine-year compulsory education for all in 1985 promoted the quality-based teacher training. In this environment, China's traditional three-level education system has played a significant role in promoting and promoting. The third stage is the overall stage of university enrollment. In 1999, due to the marketization and popularization of higher education in China, the scale and number of colleges and universities in China increased again after the enrollment expansion in 1999. For a long time, due to the development model dominated by quantity, the goal of pursuing lifelong and professional development has been ignored. In the 21st century, with the emergence of the concept of "teacher training", we began to attach importance to the development of teacher training from the perspective of specialization and lifelong. From the perspective of the current teacher training system, from "closed" to "mixed" development. The current education system of normal students in China has changed from "independence" to "closed", and colleges and universities should take the initiative to assume the "double qualification system" of "secondary professional" and "secondary professional schools", and further promote the "integration" of "openness" and "integration" on the

basis of "openness". Under the conditions of market economy, market-oriented teacher professional development has become the general trend. However, due to the "211, 985" and "double first-class" college reform, the state funding for teachers has gradually decreased, making teachers face difficulties. From the perspective of the education system of teachers' colleges, it has gradually broken through the original third-class teachers' colleges. The combination of training and training has been formed, and the combination of academic and non-academic qualifications. In 2001, the Decision of the State Council on the Reform and Development of Basic Education clearly pointed out that we should build an open teaching staff facing the whole country, and adhere to the concept of taking teachers' colleges as the main body, participating in colleges and universities, and combining training. The Ministry of Education immediately issued the 2004-2007 Action Plan for Revitalizing Education, "To gradually integrate teacher education into the higher education system, it is necessary to build a modern teacher education system with normal universities and other universities with teacher training characteristics as the leading role, with the coordinated development of college, undergraduate and graduate students at three levels, the connection between pre-service and post-service, the simultaneous development of academic education and non-academic education, and the promotion of teachers' professional development and lifelong learning". In general, from "quantity oriented" to "quality oriented", from higher normal education to teacher training. In this process, there has been an open development pattern dominated by marketization. The level of teacher education has begun to improve, teacher education and training institutions have become more open and diverse, education and non-academic education have begun to combine, pre-service and post-service integration development trend, and the lifelong education system with formal education and informal education has become a trend.

From the perspective of the development of teacher education in China, a perfect teacher education system and the construction of high-quality teachers are important guarantees to ensure the strength of teachers in China. The historical reason for the development of teachers' career in China is to continue to carry forward the excellent culture of teachers' ethics, and focus on solving the outstanding problems existing at present, and build a system of teacher training and training that combines before and after the career. With normal universities as the main body, the joint efforts of high-level universities and new normal colleges of relevant educational organizations are the upgrading of China's distinctive normal colleges, the new normal colleges in the new era and the new era, and the important guarantee of high-quality teacher training and training. From the lessons of the past, the quality of education teachers cannot be weakened, but the quality and accomplishment of teachers should be improved. Only in this way can the quality of teachers be improved.

2.3 Theoretical basis for the construction of high-quality teachers

Theoretically, it is the analysis of teachers' morality, teachers' colleges, teachers, Taoism and law in the "new era". Normal students are a kind of closed teaching specially designed for teachers. Although they have specialized teacher training in theory, the teacher theory they construct is difficult to support the modern

teacher theory. A new development concept of modern teacher education with teacher education as the core, open, collaborative and interactive teacher education system as the core, and high-quality and professional teacher lifelong development as the core. The theoretical basis of teacher training in high quality teachers' colleges in the new era is the transformation from traditional closed teacher training to modern open teacher training. This theory is based on the independence and development of teacher education, making it an independent discipline, and taking it as a specialized education. Its scope has gradually expanded from the initial higher normal education to the integration of post-vocational education, theory and practice, and training. It is based on the social environment of the new era, and is refined from the development process and reality.

In China, there are prejudices against normal students in their educational ideas and teaching practices. As Qian Zhongshu said in "Fortress Besieged", the education department is one of the most humble departments in all schools. "No one will despise our pedagogical people, but they will despise our teachers." The root of this is that although the cultivation of pedagogy is pedagogy, it lacks certain academic value, so it cannot be regarded as a profession. As a profession, it is more regarded as a profession. In combination with China's teaching management system, as long as students complete their studies on time under the normal university system, they can be assigned to primary and secondary schools as teachers. However, no attention has been paid to whether they have the professional qualities required to become a teacher. In the context of the combination of higher vocational education and marketization, normal colleges should keep pace with colleges and universities with strong academic standards in the aspects of school-running orientation, specialty construction, curriculum setting and quality evaluation, and should actively de-training, deviating from the task and original intention of normal education. Closed and professional teacher training can no longer meet the needs of social development. From the perspective of the regularity of the development of teachers' ethics, after meeting the needs of ordinary educators, the development of teachers must be transformed into "connotation", and it is necessary to establish an open and professional teacher training system.

From the perspective of teacher development, we can understand this necessity from the following aspects. First of all, teachers' professional quality is an essential element in teaching work. The so-called "specialization" is to acquire and maintain the necessary professional technology and technology through continuous and strict teaching and research. "Strict" refers to vocational education, while "continuous" refers to the open development from pre-service education, academic education, formal education to post-vocational education, non-academic education, non-formal education and other fields. Second, in educational practice, people increasingly need high-quality and diversified education. At present, the main problem faced by the construction of teachers in China's colleges and universities is the contradiction between the construction of teachers and the unbalanced development of teachers. High-quality and professional teacher training requires high-quality and diversified teacher training, that is, "open" teacher training. Third, many countries have formulated clear laws to ensure the professionalization of teachers. In 1993, the Teachers Law of the People's Republic of China clearly defined "the occupation of teachers for education and

educational work", but in reality, "semi-professionalization" still has obvious characteristics, which is mainly due to the defects in school organization, curriculum system, teacher education system and other aspects. From closed vocational colleges to open normal colleges, it is a feasible way.

In addition, from the perspective of the development trend of international teacher training, since the 1970s, some developed countries have begun to study the openness and professionalism of teacher training. On the one hand, the professional teaching staff cannot form a professional organization to carry out professional management, which will reduce the competitiveness of enterprises, and thus cause the overall quality of enterprises to decline. Open teacher training will create a competitive mechanism to a certain extent, so that more excellent teacher training organizations can enter the teaching staff, and thus achieve the best teacher training conditions and teaching quality. The professional education of vocational teachers should focus on the professionalization of teachers, from training to training, from curriculum, teaching activities, practice, testing, evaluation and other links, to the training of qualified teachers to ensure the quality and quality of teachers. From this point, we can see that the reform of teacher education in China is in line with the development trend of the world, moving towards a more open and professional teacher training and training direction.

2.4 The practical reasons for the construction of teachers' team in high quality teachers' colleges

In practice, we should correctly understand some prominent problems in the development of normal colleges and universities in China and grasp the main contradictions and cruxes of their development. The differences between the three major areas of teacher training, teacher training and teacher professional development and the needs of basic education are the main problems faced by the development of teacher education.

At present, the construction of college teachers in China is facing many problems that need to be solved urgently. These problems include: teacher quality, curriculum, teaching, teaching materials, testing, enrollment and employment, etc. At present, university educators in China generally lack practical work experience. Therefore, we should improve professional practice performance in primary and secondary schools through internship guidance, observation of front-line classrooms, participation in school-based teaching and research in primary and secondary schools, and project cooperation. It is difficult to cultivate specialized and creative teachers in the curriculum system of skilled talents with subject content as the core and pedagogy and psychology as the core. The teaching content system should be reconstructed into a practical training teaching system supported by case study, information technology and learning theory, and supported by learning theory. At the beginning of the new century, under the new situation of the new era and new period, the establishment of a new round of new curriculum system adapts to the new situation of the new era and new stage. In the face of the traditional classroom teaching mode and teaching methods can not meet the needs of students, we need to constantly research and innovate. Through case study, lesson study, mixed learning, field work and other forms, students can better use their subjective initiative and cultivate reflective practitioners and lifelong learners

in practice. In terms of teaching evaluation, it is difficult for conventional paper and pencil tests to evaluate the teachers' moral cultivation, educational ability and creativity of students in normal colleges. We should pay attention to the evaluation of results, explore the value of evaluation, and reform the evaluation methods of homework, tests and examinations. Therefore, to improve the quality of the teaching staff, we must take the improvement of the running level of higher vocational colleges as the basis, and the establishment of national first-class colleges and the development of professional evaluation of higher vocational colleges as the breakthrough to promote the overall quality of the teaching staff in higher vocational colleges.

High-quality and high-level teaching staff cannot be completed "at one time", and must be constantly injected with vitality and guarantee by high-quality teaching staff. At present, there are four levels of teacher training system at the national, provincial, municipal and school levels, but there are many problems to be further studied and improved in terms of training quality, teacher quality, training needs and training institutions at all levels. To solve this problem, we should first answer three questions: "Who will train?" "What training is there?" "How do you train?" "First of all, the legitimacy of teacher qualification depends on the professional quality of teachers. Teachers must have theoretical knowledge and practical operation ability, which requires university teachers to cross the border and enter universities and middle schools to improve their practical ability, while primary and secondary school teachers must cross the border and return to school to improve their theoretical ability. China's primary and secondary schools and relevant teacher training institutions need to build an "overpass" across the border at multiple levels such as system, policy, culture and information technology. Secondly, in terms of training content, we should take into account the actual needs of teachers in each development period and make reasonable planning for them. In the course of curriculum design, intelligent technology can be used to accurately grasp and grasp teachers' professional development needs, dynamic needs and personalized needs, so as to make the curriculum design more accurate and personalized. When formulating the syllabus, the participation of front-line teachers should be fully absorbed to promote the exchange of various knowledge. In terms of training mode, we should explore cross-country teaching mode according to the teaching characteristics of higher vocational colleges. In the teaching process, the teacher's teaching behavior shows the characteristics and laws of experience, problem solving, situational dependence, autonomy, and experience, while the "knowledge infusion" in the form of centralized training contradicts its own teaching laws. The setting of training methods should ensure multi-dimensional interaction between trainees and trainees, researchers and peers, and ensure that trainees conduct interdisciplinary, cooperative and critical exploration in the process of interaction with trainees. At the same time, the training of in-service teachers should also establish a sound training operation mechanism, a scientific management system and a good learning society.

The development of teachers is a self-directed, continuous and closely linked growth process with daily educational activities. If the professional development of teachers cannot be separated from the conventional classroom teaching and school-based reform, then the professional development of teachers can only be empty talk. Teachers' professional development is faced with many

problems that need to be solved urgently, which are embodied in: teachers' professional development, cooperation between universities and primary and secondary schools, famous teachers' studios, professional support for teaching reform, and the results of curriculum and teaching reform. School is the real soil for teachers' growth. With the "school-based education research" as the core, we should build a campus community in which parents, teachers and citizens participate in education, realize the "campus culture" as the main body, and promote teachers' self-development. At the same time, the cooperation between universities and colleges is also deepening. Through a series of education, teaching and research, projects and exchange activities, the professional development of teachers in both universities has been promoted. Governments at all levels should strengthen support for famous teacher studios, establish a number of high-quality famous teacher studios, strengthen guidance and support for teachers, and promote the professional development of teachers. The construction of teaching staff can not be separated from the support of specialization. New teachers need to invest more in teaching reform and promote their professional development through "experience+reflection". For the core teachers, they should provide support in the formulation and expression of the results of the curriculum teaching reform, and enable them to better express their professional ideas through the way of "professional concept+professional thinking". These three elements are the core content of the construction of high-quality teachers' team in normal colleges and universities in the new era. In short, only in the three levels of teacher training, teacher training and teacher professional development can we work together to create a high-quality teacher team with Chinese characteristics.

3. The implementation way to promote the training of teachers in the new era in high-quality normal colleges

In the new era, high-quality teachers should vigorously promote the construction of teachers' team on the basis of the national talent training base of teachers' colleges, promote the integrated teacher training and training model led by high-level universities, participated by high-level universities, supported by the teacher development mechanism and the practice base of primary and secondary schools, and gradually build a high-quality development mechanism of modern teacher education with Chinese characteristics.

3.1 Improve the quality of teacher education

In the new era, normal colleges and universities are an important part of the teacher training system with Chinese characteristics. The quality of teachers directly affects the quality of teachers. From the perspective of regional layout, school running level, number of teachers and other aspects, some normal universities and provincial normal universities are the main body of the teacher training system, but in recent years, many normal universities have ambiguous school running orientation and have a tendency to be comprehensive. In the new era, teachers' colleges should improve their ideological awareness, highlight the characteristics of teachers' colleges, and take the establishment of a national teacher training base as the goal of running schools. Some colleges and universities have a high level of running schools,

and many colleges and universities have reached the national and provincial first class. Therefore, we must further strengthen our own quality of teachers. When providing high-quality educational resources for basic education, we should increase the proportion of normal students, especially college students, and carry out high-level and high-level teacher team construction in China. In the construction of teaching staff, we should further promote the reform of teachers' teaching courses, strengthen the construction of teaching practice bases, innovate the mechanism of teaching and teaching cooperation, and promote the comprehensive development of teachers in China. In order to implement the "double first-class" project in China's colleges and universities, we must fully realize the importance of teacher training and further strengthen support for colleges and universities. In the fifth examination, the number of higher normal education departments increased from 2 to 6, which shows that our country attaches great importance to teacher training and supports the school policy. The provincial key normal university is an important training institution for high-level talents in colleges and universities across the province. It should optimize the professional structure, highlight the characteristics of teachers, strengthen the ethics of teachers, strengthen the construction of training bases for normal students, innovate the excellent teacher training system, and lead teacher education across the province. At present, all localities are vigorously supporting normal colleges and universities in terms of development planning and specialties, and local governments are also increasing investment in provincial normal colleges and universities, and giving preference to normal colleges and normal majors in the "double first-class" project to ensure that key normal colleges and universities can rank among the top local universities. Local applied colleges should not lose their pedagogical nature. They should not only focus on new applied disciplines, but also strengthen the teaching staff, so as to make contributions to the local economic and social development.

In the new era, the construction of high-quality teachers' team highlights the teachers' team led by teachers' colleges, that is, the focus of teachers' team construction and training still depends on schools. On the one hand, it confirms the role of teachers' colleges in the teaching staff, and on the other hand, it also corrects the two misunderstandings of the comprehensive and applied nature of teachers' colleges. The Ministry of Education has clearly proposed to vigorously implement the "plan for strengthening teachers in basic education in the new era", the "plan for coordinating and improving the quality of normal education", the targeted training plan for outstanding teachers in the underdeveloped areas in the central and western regions, optimize the public education policy for normal students in the subordinate normal universities, and increase the promotion of normal professional certification. By implementing the "three major projects", we can lay a solid foundation for the construction of teachers and consolidate the leading role of teachers' colleges in the teaching system of the new era.

3.2 Promote the construction of high-quality teachers colleges

In colleges and universities, teachers' colleges with teachers as the main body have been established. During the Anti-Japanese War, in order to cope with the shortage of teachers in primary and secondary schools during the Anti-Japanese War, six high-

level universities led by the Central University established normal schools in accordance with the national policy, and thus formed the teaching staff during the Anti-Japanese War. In recent years, graduates from colleges and universities in China have entered government offices, especially in the relevant educational circles. In 2021, nearly 26% of PKU students will be involved in education. It can be seen from this that the entry requirements of high-level colleges and universities for non-normal graduates are increasing day by day. Participating in teacher training in high-level colleges and universities can not only solve the job problems of college graduates, but also cultivate more excellent talents for colleges and universities. The training of teachers in colleges and universities can be carried out from the following aspects.

First of all, through the reform and improvement of the assessment system for teachers, teachers' training and teachers' qualification certificates should be organically linked, so as to guide the construction of teachers and teachers in colleges and universities. In teaching, teachers' ethics, teaching, education and development are gradually cultivated through teaching and experience. It is impossible to evaluate teachers only by one "performance class" and one test. We should strengthen the management of the construction of the teaching staff and the construction of the teaching staff, strengthen the construction of the teaching staff, strengthen the training of students' educational theoretical knowledge, educational clinical practice, and other aspects, and guide colleges and universities to provide good opportunities for teachers training and training and training practice for excellent young people who are interested in education. For those colleges and universities that have established corresponding audit and evaluation systems, they can also be awarded with qualification certificates, and organically link teacher training and teacher team construction, and promote teacher training in colleges and universities.

Secondly, on a certain basis, we should vigorously develop higher vocational colleges and gradually develop higher vocational colleges from the perspective of discipline construction. The training of teachers in colleges and universities should not be limited to post-vocational training, but should strengthen the training of teachers, especially the training of undergraduate talents. On the one hand, teachers' majors can be set up in basic discipline colleges with good foundation of basic disciplines and good conditions for running schools; On the basis of some achievements and successes in professional development, it has gradually developed through professional adjustment, merger and addition, and gradually formed a university education major with a certain scale, which can absorb a large number of high-quality professional talents.

Third, colleges and universities should establish a teacher education alliance, and become the pioneer in cultivating excellent teachers and teachers. With its strong discipline strength, rich disciplines and good conditions for running a school, institutions of higher learning have outstanding professional characteristics and profound information in training excellent middle school teachers. High-level colleges and universities have high academic level and strong academic atmosphere, and have the conditions for long-term cooperation and cooperation with schools. Therefore, they have strong competitiveness under the condition of cultivating teachers educators with solid professional theory and familiar with basic education practice. High-level colleges and universities should

establish teacher education alliances, carry out effective exchanges and exchanges at the school level and in professional fields, jointly explore professional construction, jointly develop courses, jointly implement talent training and other ways, and become the pioneer in the training of excellent teachers and teacher educators.

Fourth, the cooperative relationship between colleges and universities in teacher training. At present, there are many problems in normal colleges and universities, mainly due to the lack of discipline teaching and the shortage of teachers. Colleges and universities can adopt the mode of cooperation with colleges and universities to achieve the shortage of teachers, teachers, teaching and other aspects. That is, on the basis of the implementation of "3+1", "4+0" and "4+2" teaching methods, to achieve the comprehensive training of teachers. The "3+1" teaching method means that in the junior colleges and universities of colleges and universities, students first receive three years of general and junior college study, and then one year after graduation, they receive special education in the educational institutions of normal universities, which is the university degree. The "4+0" teaching method is the combination of general education and subject education with normal university education in colleges and universities, and to a certain extent, it is also undergraduate education. Therefore, in the teaching process, we must try to shorten the physical space between partners. The training mode of "4+2" is: in colleges and universities, during the undergraduate period, study in basic colleges and universities, and study in normal universities in the next two years, which is a master's degree.

3.3 Promote the high-quality development of the construction of teaching staff

The construction of high-quality teachers team needs not only high-quality teachers team construction, but also high-quality teachers team construction. To improve the quality of teacher training, we cannot do without high-quality teacher training mechanism. To establish a high-level teacher training mechanism, there are the following ways:

First, we should establish a college teacher training institution to improve the professional quality of teachers; As a qualified teacher, if you want to be truly competent in this job, you need to have cross-field capabilities. On the one hand, we should strengthen our professional knowledge and research in colleges and universities, on the other hand, we should actively participate in and experience the teaching practice in middle schools, and on this basis, we should realize our own dual quality system of professional theory and professional skills. As an important part of the teaching staff, colleges and universities, especially teachers' colleges, can set up teacher training institutions to serve the professional development of teachers' training personnel. On this basis, through the "teacher development" platform, the theory and practice of teacher trainers will be updated, and the scientific research work of teachers and the collaborative research in primary and secondary schools will be supported, so as to make the cross-border between colleges and universities, and the cross-border between theory and practice. Colleges and universities should also set up a full-time teacher training institution to train primary and secondary school teachers and make them play a role; Implement the "new round" of "famous teachers leading the way", "national new generation teacher training", "national teacher training", "online learning", etc.

The second is to strengthen local colleges and universities

and teacher training institutions to improve the professionalism of teachers. In the early 1980s, normal colleges and universities were restored throughout the country, and comprehensive reforms were carried out under the leadership of the Ministry of Education. Educational institutions and teachers' continuing education used to be an important part of teachers' vocational education. They have made important contributions to teacher education compensation education and improving the quality of primary and secondary school teachers. In the new era, colleges and universities should strengthen the training of courses, teaching, homework, evaluation and other aspects in the teaching process to improve the teaching level of the teaching staff. On this basis, we should strengthen the guidance and training of education and scientific research work, and organize teachers to carry out thematic discussions to improve teachers' scientific research level and scientific research level. At the same time, we should combine different needs of teachers' professional development, explore various forms of training methods, and carry out teaching reform through information means, so as to maximize the development of teachers' professional development. At present, the Ministry of Education of the People's Republic of China is formulating policy recommendations on further improving the county-level and county-level teacher training institutions, and striving to build a supporting service system for the development of primary and secondary school teachers in the province.

The third is to establish the teacher training mechanism of schools and schools to promote the development of schools. For teachers, whether to improve teaching quality or improve their career development, the most important thing is to be based on their own classroom practice and learning, as well as their own scientific research and learning. Therefore, the majority of technical secondary schools are good soil for their career development, and school-based learning in schools has become an effective way. Schools should establish school-centered teacher development organizations and support them from the system and system. For primary and secondary schools, only by cultivating and developing teachers in a school-based way can we ensure the professional development of each teacher in the teaching process. Only in this way can our development move forward steadily and persistently.

3.4 Taking high-quality schools as practice bases to ensure the high-quality development of teachers

Teacher training includes both professional basic courses in colleges and universities and internship teaching in primary and secondary schools. Practical teaching plays an important role in the teaching staff, and the establishment of its infrastructure will directly affect the comprehensive quality of the teaching staff. From the perspective of the development process of teachers, their professional development must go through a lot of interaction and cycle of theory and practice. Building a high-quality teacher training base is not only the needs of the school itself, but also the needs of the majority of primary and secondary school teachers for sustainable development. Strengthening the establishment of teaching bases and promoting the joint efforts of schools and schools are the necessary conditions to ensure the healthy development of teachers.

Normal colleges and universities should build teacher training bases according to their own development needs. For colleges and universities, the teacher education training base is not only

an important place for teaching practice and practice, but also an incubation base for teaching and research fields and teaching and research achievements. In view of the current problem of college students' lack of practical ability, we should work together with the base schools to formulate practical education training programs, jointly design the curriculum system, jointly organize the practical education training process, jointly evaluate the quality of practical education training, and jointly establish a practical teaching case library. At the same time, carrying out practical education, discussion, research and other work with primary and secondary school teachers in our school can improve their professional theory and practical ability. At the same time, excellent primary and secondary schools should actively shoulder the corresponding work. In the new era, if we want to achieve the satisfaction of the masses in the construction of high-quality basic education, we must be guided by the results of educational research. Excellent middle schools can carry out work in school-based training, school-based teaching and research, teaching reform, subject research, etc. with universities, which can not only promote the comprehensive ability of teachers, but also promote the overall level and social impact of school-based teaching. In this regard, the school attached to the Normal University is in the leading position. The school attached to the normal university has a natural close relationship with higher normal education, and has profound practical experience in teacher training, teaching guidance, educational research and other fields. Experience of working together. With the support of higher normal schools, the affiliated schools of higher normal schools have high teaching quality and can directly participate in teaching practice. At the same time, each practice base can also form a "teacher practice base". Hold a symposium on teacher training and development to share teaching practice and practice. Through network technology, education and education sharing between schools have been realized. We can also attract more excellent schools and schools in an open and open way to improve the comprehensive strength of the school.

The teacher education practice base is not only an important carrier of "teaching and scientific research", but also an important carrier of "teacher training, teaching and scientific research". In the process of integrated development of teacher training, the role of teacher practice base has become increasingly prominent. We should make full use of the guiding function of the government, stimulate the enthusiasm of schools and colleges for teacher training by formulating corresponding policies, build assessment indicators, create a national teacher training practice base, and ensure the integration of post-vocational training in higher vocational colleges. At the same time, each practice base should actively innovate the form of cooperation, actively explore flexible and diverse operation modes of the practice base, so that the practice base can provide effective guarantee for the training and training of teachers, teaching and scientific research and the community. Therefore, building a teacher training system with Chinese characteristics in the new era is a major issue facing China at present. Promoting the high-quality development of teacher training with Chinese characteristics and building a new teacher training system with high-level comprehensive universities as the main body are the fundamental guarantee for building a high-quality teacher team. At present, China's teacher training has entered a new era. A high-quality and diversified teacher training system will promote the coordinated development of the "trinity" of local governments, universities

and primary and secondary schools, help build a new teacher training system with Chinese characteristics, promote the comprehensive development of teacher resources, and promote the comprehensive development of basic education.

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