

The historical changes and contemporary transformation of the value orientation of teacher education practice curriculum

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Over the past seven decades since the founding of the People's Republic of China, teacher education practice curriculum have shifted through three orientations: experience, technology, and practice. Each has its own strengths and limitations. As educational reform advances, a transformation towards an educator's spirit is urgently needed. This new orientation combines elements from the previous three and carries unique significance. Ensuring its realization is crucial.

Keywords: *teacher education, Educational practice curriculum, Value orientation, Educator spirit, educator's spirit orientation.*

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The teacher education practice curriculum trains excellent teachers through real experiences, enhancing their skills and qualities [17, p.71]. It is key in the curriculum system for normal university students. Each curriculum is shaped by specific value orientations, shaping implementers' understanding of its nature and role, and guiding goals, content choice, and organization [3, p. 88]. Since the founding of the People's Republic of China, the value orientation of teacher education practice has evolved with each era, reflecting each era's traits. Thus, curriculum reform must study these changes, tackle current issues, and analyze future trends alongside existing practices.

1. Experience-Oriented Teacher Education Practice Curriculum: Development History and Limitations

From the founding of the People's Republic of China until the reforms of the 1980s, practical curricula linking theory and application were supported by the government. Practical knowledge was seen as an extension of theory. During this time, teacher education emphasized experiential learning.

1.1. Development of experience-oriented teacher education practice curriculum

In the early years of the People's Republic of China, teacher training followed the Soviet «theory-practice» model. The 1950 «Interim Regulations of Beijing Normal University» included classroom observations and internships in undergraduate programs to create a practical curriculum. By their second year, students observed classes and completed six-week internships during their third and fourth years [6, p. 30]. The 1952 «Draft Regulations on Higher Normal Schools» specified «observation and internships» as regular and concentrated activities, detailing their forms [1, p. 86]. That year, East China Normal University emphasized practice, establishing a committee and guidelines for internships,

outlining objectives, tasks, content, evaluation, and organization. In 1956, it introduced «exploratory internships» to enhance teaching experience.

After the socialist transformation in 1956, China began creating its own practical curriculum while keeping some Soviet elements. By 1961, restoring normal teaching practices was crucial [9, p. 31]. A national conference on teacher education reinstated undergraduate internships lasting 6–8 weeks and revitalized practical training efforts. However, these initiatives faced challenges due to disruptions in educational practice courses.

1.2. Considerations on experience-oriented teacher education practice curriculum

During this phase, practice curriculum adopted an experience-oriented model allowing pre-service teachers to acquire essential skills through internships, emphasizing «learning by doing».

This model bridged theory and practice, but addressing the early People's Republic's need for basic education instructors amid staff shortages. By combining theoretical instruction with condensed practicum, it quickly strengthened the teaching workforce and improved educational infrastructure. Its flexibility supported grassroots education during systemic instabilities. Prioritizing efficiency and functionality, it laid the groundwork for a socialist educational system and future reforms in teacher professionalization.

2. Technology-oriented teacher education Practice Curriculum: Development and thinking

After the Third Plenary Session of the Eleventh Central Committee, practical education courses were prioritized. In the early 1980s, these courses largely followed a curriculum model from the 1960s. New reform measures began to emerge later on.

2.1. Development of technology-oriented teacher education practice courses

In 1980, the «Notice on the Trial Implementation of the Teaching Plan for Five Science Specialties in Higher Normal Schools» and its 1981 liberal arts counterpart emphasized educational observation in students' second and third semesters, along with a six-week teaching internship to enhance skills. The 1985 «Decision on the Reform of the Education System» reinstated practical courses, established fixed internship bases, extended their durations, and introduced skill-based training. By 1986, undergraduate internships were recommended to last 8–10 weeks while junior college internships remained at six weeks [13, p. 24], some programs offered semester-long internships.

New models included entrusted options and post-graduation settings. In 1988 and 1989, Yunnan Normal University and Xinyang Normal University launched on-the-job internships that allowed students to manage teaching independently over a semester [15, p. 20]. Courses like «Basic Skills for Teachers» emerged. By 1993, «Teacher Oral Language» became essential in normal education. The 1994 «Trial Outline for Teacher Vocational Skills

Training» specified key competencies such as Mandarin speaking, Chinese character writing, teaching methodologies, and class management with clear standards [5, p. 255–256]. By 1995, the «Trial Teaching Plan for Teacher Education Specialties» prioritized practical courses to better connect theory with practice.

2.2. Thinking about the practical curriculum of teacher education with technology orientation

This reform marked a significant improvement over the experiential approach by focusing on teaching skill development, reflecting the technical orientation of practice courses. By emphasizing targeted designs and arrangements, it enhanced short-term teaching efficiency.

Although internship durations were brief, this technical approach moved beyond traditional experience accumulation by using systematic skill courses to strengthen foundational abilities. This shift greatly improved graduates' readiness for basic education roles, allowing them to adapt quickly. It aligned with the demand for high-quality basic education, meeting expansion requirements while establishing a professional framework for modern teacher education.

3. Practice-oriented practical curriculum of teacher education: Development process and reflection

Since the 21st century, practical courses in teacher education in our country have significantly stabilized and developed. With an increasing focus on practice, these courses now clearly reflect a practical orientation.

3.1. The development process of practice-oriented teacher education practice curriculum

Since the 21st century, normal universities have addressed short internship durations. The 2007 «Opinions on Promoting Internship and Teaching Support Work» mandated at least one semester of internships. In 2011, the «Teacher Education Curriculum Standards (Trial)» set a minimum of 18 weeks for skill-focused practical education. Policies from 2016 and 2018 clarified objectives and established a comprehensive framework. The 2022 «Strong Teacher Plan for Basic Education in the New Era» designated quality primary and secondary schools as practice bases, thereby enhancing practical education. As a result, normal universities have developed a robust teacher education practice curriculum system.

Beijing Normal University (BNU) and Nanjing Normal University (NNU) have developed practical teacher education systems. BNU's curriculum integrates observation, internships, skill development, experiments, research, and extracurricular activities [7, p. 59]. NNU's program features four levels: experience, experimental, practice, and research [18, p. 56]. This structure enhances student skills through visits, simulations, and two-month internships to effectively combine theory with practice.

Some universities effectively combine observation, internships, and research. Shanghai Normal University uses a three-stage model: observation in

years 2–3, an 8-week internship in year 4, and research [19, p. 59]. East China Normal University integrates these elements over four years. Hunan Normal University includes 4 weeks of microteaching and 8–10 weeks of internships in semester 7, followed by a summary conference [2, p. 44]. Guangxi Normal University mandates at least 16 weeks of internships in semesters 6–7, along with ongoing research and a post-internship reflection week [12, p. 79].

Some universities implement rural teaching internships, benefiting both students and underprivileged areas. Southwest University's «Little Pine Tree» program, initiated in 2002, formalized a six-month internship policy by 2007. Jiangxi Normal University launched its «Red Soil Volunteer Teaching Service» in 2002, combining volunteering with internships. Hebei Normal University started its «On-the-job Internship Project» in 2006, placing students in rural schools for 3-6 months. Qinghai Normal University aligned internships with rural education improvement since 2009 [16, p. 155].

Additionally, some universities innovate teaching models. Capital Normal University developed the «Teacher Development School Model» with local schools, establishing the «Fengtai District Teaching Service Center». [10, p. 182–208] Northeast Normal University introduced the «UGS Talent Cultivation Model» in 2007, involving universities, governments, and schools. Endorsed by the Ministry of Education in 2014, this model was adopted and adapted by others, such as Chongqing Normal University, which added educational research institutions to form the UGIS model.

3.2. Reflection on practice-oriented teacher education practice curriculum

The practice-oriented perspective views teachers as «reflective practitioners», highlighting the importance of teaching experiences in developing competencies and practical wisdom for future educators.

With global educational reform and informatization, practice-focused practice courses are essential. By incorporating digital technologies into Education Informatization 2.0, these courses create smart learning environments that enhance digital teaching skills. Extended internships offer real-world experience and guided practice, allowing students to cultivate effective teaching concepts and skills for their careers. Additionally, these courses link pre-service and in-service education, ensuring smooth transitions during curriculum reforms.

4. Educator's spiritual orientation of teacher education practice curriculum: implication and realization

In practice, prioritizing 'human development' is essential for addressing students' professional growth needs. This approach reflects the educator's spirit and sets a value orientation for future educational practices

4.1. The unique implication of educator spirit orientation in teacher education practice course

In September 2023, highlighted the spirit of Chinese educators through six key elements: ideals, ethics, wisdom, dedication, compassion, and pursuit of truth [14]. The «Opinions on Promoting the Spirit of Educators and Strengthening

High-Quality Teacher Teams», released in 2024, called for integrating this spirit into teacher training [11]. To build an educational powerhouse, programs should focus on educator-centered training that combines historical strengths with distinctive features. Experiential teaching methods and skill-based courses enhance classroom practice while addressing students' emotional needs – creating a solid foundation for educator development.

The teacher education practice course aims to inspire student teachers to cultivate skilled professionals with strong educational values. Key focuses include connecting to «the great cause of the country», promoting lifelong learning through critical self-reflection as educators, and fostering a genuine love for education alongside care for students – guiding them to «establish oneself by learning and teaching with virtue» in real-world contexts.

4.2. The realization path of teacher education practice course based on educator's spiritual orientation

Transformed educational practice courses should emphasize independence and integrity, focusing on three key areas: nurturing individuals for contemporary educational needs through mission, foundation, and essence.

First, these courses must promote core socialist values via case analyses and role-playing. By integrating red culture with national education, they aim to foster emotional connections and political identity while enhancing competitiveness, preserving cultural heritage, promoting patriotism, developing social responsibility, and broadening local-global awareness.

Second, enhancing professional development is crucial. Courses can improve teaching skills [8, p. 49] through moral experiences, textbook discussions, field studies, and demonstrations. Embracing new technologies for digital platforms should keep students informed about research reforms during training.

Finally, instilling a passion for education is vital. The aim is to cultivate virtue and talent while stressing professional ethics in teaching. [4, p.45]. Training should inspire enthusiasm for the vocation, viewing it as a sacred mission through sharing sessions, case studies, simulations, observations, and reflections. Students must recognize their role in «nurturing people» and understand education's importance for personal growth and national development.

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Исторические изменения и современная трансформация ценностной ориентации практической учебной программы педагогического образования

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За последние семь десятилетий с момента основания Китайской Народной Республики учебная программа педагогического образования развивалась по трем направлениям: опыт, технология и практика. У каждого есть свои сильные стороны и ограничения. По мере продвижения образовательной реформы срочно требуется трансформация в сторону педагогического духа. Эта новая ориентация объединяет элементы предыдущих трех и имеет уникальное значение. Обеспечение ее реализации имеет решающее значение.

Ключевые слова: педагогическое образование, учебная программа образовательной практики, ценностная ориентация, педагогический дух, ориентация педагогического духа.

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