

# *Post-Pandemic Period: Contemplations on How Can Students of Teacher Education-Related Majors Properly Conduct in the landscape of Double-Reduction*

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**Abstract:** The essay mainly focuses on the improvement of students' of Teachers' education-related majors from the perspective of Wallace's reflective model. Future teachers are to accumulate knowledge knowledgably and to polish their teaching techniques at the same time, which is urgent in the ever-changing era, especially in the landscape of Double-Reduction Move during the post-pandemic era.

## **1. Introduction**

With the implement of the Third-Child policy, the educational environment would inevitably be in desperate thirst of professional educational faculties in that more and more kids who are newly-born would be in the wildest call of receiving proper education even more seriously than ever. Be what educational stage the kid is immersed in, his parent would like him to entertain a bright future than ever. Confronted with the landscape of an ever-changing society, parents have every reason to be worried about their offspring's future than previous times. Consequently, it seems apparently reasonable for the phenomenon of school-booming. In other words, the more amount of the newly-born babies, the more urgent the demand on teaching faculties would be. Thus, facing with such scenario, how can students of teacher education-related majors conduct in a more appropriate way? This is the pivotal point we've got to confront ourselves with. Namely, we cannot discuss the prospect of students of teacher education-related majors without discussing such a significant matter.

## **2. The review of the landscape**

### **2.1 In terms of the pandemic of COVID-19**

The outbreak of COVID-19 influence nearly every single part of people's life. Admittedly, education, being a bilateral and highly-interactive activity which aimed at cultivating students, is bearing the impact in an even more blunt way. Specifically speaking, we can notice such a significant trend, which is the transmission between the online and offline education. Retroactively, when the pandemic is in its prime back in the year of 2020, nearly all the teachers, be he a tutorial teacher off campus or an official teacher in school, have got to switch their teaching online. All of such tragedies

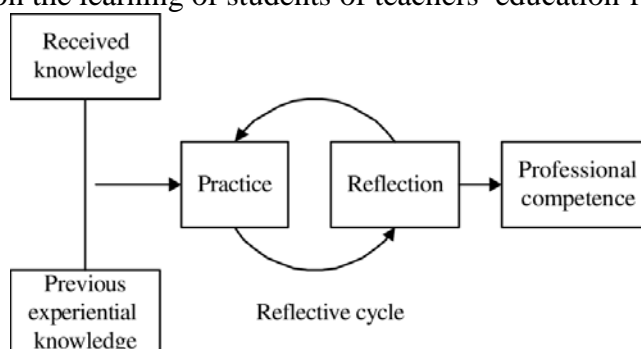
just happen so brusquely that it barely spares time for the country to respond. That might be the reason why teachers created much more bittersweet experiences when they first started to teach online. On the one hand, they may be influenced by the exterior surroundings including the equipment or the interruption of families. On the other hand, both the teachers and students have to adapt to this novel mode of taking courses. Be it the sudden breakdown of the network or the naughty pretended time-lag trick, we are all expected to be adaptive towards it, especially in the period of post pandemic era. Online teaching is obviously an irresistible trend. It is a trend rather than an option.

## 2.2 In terms of the Double-Reduction Move

Aiming at offsetting the pressure brought about by the examination-oriented education, our country innovatively resorted to the Double-Reduction Move. With its original intention of morality-emphasized education, this policy is in line with children’s natural order of development. However, when such move was complemented, there still exist worries from certain aspects of the country.<sup>[1]</sup> First and foremost, the realm of compulsory education has been bearing the most impact. Thus undoubtedly, the related aspects have also been largely affected. Take the need of teachers for compulsory learning stage as a vivid example, since the once-flourished extracurricular class industry has been plummeted, a large number of novice teachers who should have worked as extracurricular class tutor are turning to the mere way of being a teacher. Obviously, this way is actually to be an officially institutionalized teacher in high school. Confronting themselves with such a Catch-22 situation, how should students of teacher education-related majors conduct in a more proper way? This remains unsettled for the time being, hampering the so-called “could’ve-been- bright” future of the students mentioned above, which is also why we are taking this issue seriously.

## 3. How are students of teacher education-related majors supposed to do specifically

According to the reflective model put forward by the theorist Wallace<sup>[2]</sup>, it is of great significance for a student who is on the way of being a qualified teacher to go through three indispensable stages. These are the stage of knowledge accumulation, the interrelated stage of practicing and reflecting, and finally the stage of professional competence attainment which is also the overall goal of the holistic model. As is demonstrated in the figure below, the first and foremost stage is the accumulation of knowledge, be it the experiential knowledge or the experimental knowledge, the students of teachers’ education-related majors are expected to pay special attention to them. To be classified more clearly, the experiential knowledge includes the received knowledge which is excerpted from books, as well as the knowledge which is attained from observing others. While the other kind of knowledge falls onto the category of experimental knowledge. Namely, the knowledge attained from their own experiments in person. More importantly, to clarify here, on account of the ever-changing era and the situation of students, the knowledge attainment is an endless process. Thus, from contemplating this stage, it may shed light on the learning of students of teachers’ education-related majors.



Additionally, as is strongly put forward by our president Xi, a genuinely qualified teacher should be entertaining the following for qualities, which are to be professional in subject knowledge, to be faithful in the leadership of CPC, to be greatly moral towards students, as well as to be caring towards students. Thus, from the first level, we may draw the conclusion that the professional knowledge is the cornerstone of being a teacher. Consequently, students of teachers' education-related majors are always supposed to conduct in the knowledge attainment in the following ways.

To put it more bluntly, students of teachers' education-related majors may spare every effort in their knowledge attainment in the following ways.

### **3.1 To embrace the finest part of others' knowledge and flexibly utilize them**

#### ***3.1.1 To tell between the different knowledge discriminately in the first place***

Firstly, students of teachers' education-related majors are supposed to tell the difference between the fine knowledge and the slime-based knowledge discriminately. In others words, to ponder over which kind of knowledge would live up to what one urgently needs, one may thus take in the nutritional part. Then, one is expected to pay special attention on what is calling wistfully by the society, namely, to keep pace with the times.

As far as I am concerned, the best approach to keep in pace of the time is to get access to the up-to-date news. To immerse in the sea of latest news would offer one the sharp eyes and critical mind to ponder over things, thus utilizing it more frequently. The famous theorist back in the Song dynasty, Zhu Xi once mentioned in one of his poems that someone wondered why the ditch looks crystal clean. People stare further and closer, only to find that the source of the water is refreshed over and over again.

The truth is that most teachers' education related majors get access to knowing news only by their teachers' demands. In other words, it seemed slightly possible for them to approach the news consciously, which is, in my opinion, a tragic for these students. Thus, they are expected not to wait up and wander around. To consciously approach and then effectively deliver them might be the finest ways out.

#### ***3.1.2 To accumulate knowledge within different categories***

However, specifically speaking, how can they carry out the delivering work in a more feasible way? Initially, they can contemplate such issue in a totally new perspective. Getting out of the out-dated frame of thinking pattern, they can turn to creative ways of expression. For example, after thorough revision of others' knowledge, they can absorb them and then deliver them in the way of acting, interviewing and even resorting to the high-tech devices for help. Imagine they are presenting others' experiential knowledge in classes, they are to innovate them as creative as they can. At that time, their presentation is genuinely reader-friendly in that they facilitate the reader with the comprehension of certain knowledge in their own creative ways. Additionally, in the course of achieving that goal, students of teachers' education-related majors also got an opportunity to enhance what they have already assimilated, which is a positive cycle of presenters' delivering and audiences' assimilation.

### **3.2 To seize every opportunity to practice be it the graduate stage or the postgraduate stage**

#### ***3.2.1 To arouse the awareness of practicing first and foremost***

The second stage of Wallace's model can be deemed as the most significant part. As the traditional idiom in China going like this, one can never be regarded as an excellent general unless he can put what he has learnt theoretically into practice. Thus, Experts in teachers' education-related field are

reaching a significant consensus which is to have students practice. Without a real- situation simulation and numerous times of practicing, one can never convert himself to be a genuinely qualified teacher.

Before we ask students to take action, we have to figure out what the classifications are in this term. Generally, there are two main assortments which are pre-service practice and in-service practice. Literally, these two different kinds of practice mark the different stage of students' conducting them. Namely, the former is to be conducted before one truly becomes a teacher, whereas the latter is realized when one truly becomes a teacher. Under the concept of pre-service practice, we got another two more specific classifications which are pseudo practice and novice teacher practice. In such category, the former one is conducted in school the student pursues his degree in, whereas the latter one is conducted in the school where he interns in.

### ***3.2.2 To reasonably conduct in this stage***

Then how can they seize every opportunity to practice our teaching, especially in such a special era? First and foremost, I contend that it is quite important to sow the seeds of fearlessness. In other words, the reason why students miss the due possibilities of presenting themselves might be that they are afraid of making mistakes which will demoralize them. To impart the awareness of fearlessness is to facilitate their future careers, because when they are in real working position, they are to face themselves with the wistful staring from even dozens of students. Gradually, they wouldn't be afraid to make mistakes in front of their classmates of graduate stage. Ultimately, they would be excelling under their genuine working conditions, which is the ideal situation.

### **3.3 To effectively reflect on based on what you have attained knowledgably and experimented behaviorally**

As what is mentioned before, students of teachers' education-related majors are expected to put what they have learnt into practice. To attain something theoretically is aimed at exerting them into practice ultimately. But before that, they have to shed light on an indispensable stage which is to reflect. Namely, only after appropriate reflections can efficient adjustments be conducted to carry out the whole teaching process. In the growth of a nation, they may find that only after the interchangeable stages of theory-learning and frequent reflections can we perfect the whole process of conducting something.

Then, how can they reflect, to be more specific?

#### ***3.3.1 Contemplate on what the teacher proposed***

To begin with, it is highly necessary for them to check what their teachers commented. This actually occupies a large proportion of students' self-evaluation. <sup>[3]</sup> Based on what is suggested by the experienced teachers is one of the finest ways to get the knack in the field you immerse in.

#### ***3.3.2 Ponder over what the peers presented***

Secondly, the remarks from their peers equally matter. Peer access their partners in an utterly new prospective which is distinct from what is proposed by their teachers. Thus, to base self-evaluation partially on their peers' remarks facilitate them with their discovery of a new landscape.

#### ***3.3.3 Contemplate on your own part intrinsically and critically***

Additionally, apart from others' comments, it is always equally important to assimilate the extrinsic comments in your own way. In other words, it is not advisable to take in all that is proposed by others. Otherwise, they would be baffled and the function of reflection would be debilitated.

### ***3.3.4 The methods to be resorted to when concerning reflection***

More importantly, when it comes to the methods used to assess, they might as well look into this issue specifically. They are always expected to evaluate themselves in a multidimensional way. That is to say, look into the whole process critically. In other words, contemplating the weaknesses and strengths at the same time is always suggested.<sup>[4]</sup>

### ***3.3.5 The contents to be involved***

Then, here comes to the most important issue, what should we involve when conducting the teaching reflective?

Traditionally, we contend that students of teachers' education-related majors are supposed to contemplate the following aspects: the teaching methods, the teaching feelings and the innovative methods which would be involved in the next class. The first two terms are quite familiar to even the laymen. Then what about the third term, as for this one, it is to have students of teachers' education-related majors imagine a scenario. Imagine if they were to teach such class again, what kind of methods would be involved? Thus, ponder over these areas when you are to reflect on your teaching process. It is advisable for them to bear such principles in mind and try to put it into use.

## **3.4 To exert all your passion towards the career you've been striving at with full consideration of the landscape of the era**

### ***3.4.1 Adjust accordingly to the Double-Reduction policy***

The "double reduction" policy and ideological and political education are highly compatible.<sup>[5]</sup> Consequently, as future teachers, the model of students, what they should conduct properly in the first place is the orientation of their accumulation and improvement within the range of professional competence. Specifically, as times changing, the policies altering, they are to make some changes accordingly. Only by conducting this can they excel in the future career. Being aware of the national policies and conduct adjustments accordingly might be the most economical way to assure your future.

### ***3.4.2 Adjust properly in the post-pandemic era***

Another significant factor to be taken into account must be the post-pandemic era. As the combat with the cunny virus has been more and more regulated, the educators are making adjustments accordingly — they have switch their "battlefield" online. However, it does not necessarily mean that such a simple solution is foolproof. As future teachers, they have still got oodles of interruptions to consider. Be it the interruptions in your part or the shutdown in your students' part, as a future teacher, they are to figure out more innovative ways of tackling with such issue. Thus, they are on their path to be a qualified teacher. Ultimately, they are on the way to be an excellent teacher.

When it comes to the topic of online and offline education in the post-pandemic era, it seems more than pertinent to touch such issue.

Since the third information industry revolution, information technology, with its own technical advantages, can provide assistance for many social division of labor and promote the deepening of social informatization. In this context, education, as a national long-term plan, should also conform to the trend of the times, comprehensively promote information reform, make full use of the advantages of information tools, and bring students better learning experience. Especially after the construction of online and offline blended learning mode, it will provide greater help for students' growth.<sup>[6]</sup>

Now we human beings are confronting ourselves with the urgent issue of challenges presented by the pandemic of COVID-19. Henceforth, we can never melancholy contemplate the mode of teaching in a detached attitude. The trend of hybrid teaching move is on the way to go. Namely, neither can

we stick to the traditional offline teaching, which, in the contemporary times, is largely inflexible, nor can we rely solely on the burgeoning online teaching. We are to deal with this issue more critically than ever before, resorting to the reasonable amount of hybrid of these two assortments.

The multimodal teaching can shed some light on conducting an effective hybrid. To be more specific, on account of the numerous distractions online, as future teachers, to keep the efficacy and validity of teaching, they can innovatively take the advantage of multimodal teaching, which, arouse the multi senses in students' part, keeping them focused for a fair amount of time. Additionally, as far as students are concerned, within the Move of Double-Reduction, resorting to the multi-model instructions can genuinely facilitate them with more absorption of knowledge, taking the place of effect traditionally brought about by dull drills.

At the same time, in the course of conducting such methods, future teachers' professional competence has been significantly enhanced in that they have got the knack of such advanced instruction methods. Ultimately, if possible, they get access to further build up their advantages over others, creating a bright prospect for their future.

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