

The transformed value of teacher education policy on the characteristics and examinations in China

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Abstract: This paper mainly reviews the history of value change Of teacher training policy In China, specifically, and summarizes the basic characteristics of value change Of teacher training policy in China, namely, national-oriented value orientation, service social-oriented value orientation, tool rational value orientation and humanistic value orientation. On this basis, the value orientation of teacher's educational policy must be based on people, consistent with the principle of maximizing the benefit of the policy.

1. Introduction

Policy value refers to the value that is realized through the values of the subject of policy activities under the certain historical conditions, and is relatively stable and is widely accepted and recognized by people. The value of teacher education policy is an idea or goal that should be followed. In development and implementation teacher education policy, and is a series of ideas, thoughts and concepts about "teachers" reflected in teacher education policy. The value of teacher education policy is the value of teacher education policy endowed by the society in a specific historical period, which includes various values such as national standard, service and social standard, instrumental rationality, humanism and so on. Due to the different characteristics of social politics, economy and culture in different historical periods, the value of teacher education policies is also different. Through considering development process of teacher education, it's easy to find that in the formulation of this policy, teachers have been in accordance with the requirements of the country to formulate.

2. National-oriented value orientation: the source power of the development of Chinese teacher education

For the value orientation of teacher education, ancient China and modern China have had different understandings and thoughts, and thinkers and politicians in different periods have put forward their own propositions. In ancient China, Confucius, Mencius, Mozi, Xunzi and so on have put forward the idea of "learning is an official" and "learning is a teaching". However, in modern times, whether during the bourgeois revolution or the democratic revolution, whether leading the Chinese people in the democratic revolution against the feudal autocratic rule, or leading the Chinese people in the socialist revolution and construction period, they never left the national rule

and development. As an extremely important factor in the value orientation of Chinese teacher education policy, it always runs through the historical process of the development of teacher education in China. In the process of leading the socialist construction cause in China, the value orientation has long been a state criterion for teaching staff.

2.1 It is an inevitable choice for the development of The Times

In 1950's, Chinese educational undertaking is in the transition period from the former to the establishment of the new one. And researchers states "all things are meant to train the successors of socialist construction" as the highest goal. In this period, "starting from the national interests and emphasizing the training of qualified talents for the socialist cause" has become the value orientation of the education policy. In this context, the value orientation of educational policy lies in the cultivation of qualified personnel for socialism. In the late 1950s and early 1960s, with The Chinese government has improved its politics, the educational cause has started to revive and grow, and the education cause has been restored and developed to a certain extent. At the same time, during the "Cultural Revolution", China's teacher education was also seriously damaged, and the goal and mode of teacher education have changed greatly. After the reform and opening up, earth-shaking changes have taken place in our society. From the end of the "Cultural Revolution" to the early 1980s, the social, political and economic situation tended to improve, and the cause of socialist construction continued to develop and grow. At the same time, the value orientation of teacher's educational policy has been transformed to three aspects: from "training qualified personnel for building socialism" to "training new people for building socialism"; from "training new people for building socialism" to "comprehensive development", and from "serving economic construction" to "people-oriented". It's said that the social standard value orientation can be replaced by the national standard value orientation because of the changes of generation and environment. During this process, the educational policy of teachers has continuously adjusted and transformed into a statement as a normal value guidance.

2.2 It is the inevitable trend of the reform and development of teacher education in China

Therefore, the value orientation of the educational policy of the society is a kind of value selection for the development of teachers' education. At that time, people's understanding level and ideas were still relatively backward, and they could not really understand the rich connotation contained in The Value Direction of Educational Policy for Teachers. Although many policy documents on teacher education were formulated during this period, they did not achieve the expected results in the implementation process. In this case, people realize that the value orientation of teacher education policy in this period has not fully reflected the value orientation of the state, so it is difficult to give full play to its due function. The value orientation of social teacher education policy was reasonable at that time, but it also had its limitations. Therefore, how to change the value orientation of social norms of teacher education policy to adapt to the needs of national social development has become an inevitable trend in China. China is a unified multi-ethnic country with different historical and cultural traditions. The development of teacher education in China is different from that in western countries and other developing countries. In order to achieve the goal of China's economic development, improve the overall national strength, maintain social stability and achieve all-round human development, researchers have determined the strategy of "rejuvenating the country through science and education". In the process of implementing the strategy of invigorating the country through science and education, strengthening education, especially teacher education, is an important way to realize the strategy. Therefore, under this historical background, the value orientation of Chinese teacher education policy has changed from

social standard to national standard.

2.3 It is the inevitable result of the implementation of the strategy of rejuvenating the country through science and education

Invigorating the country through science and education is an important opportunity for the development of China's normal colleges and universities as well as our normal colleges and universities. In the process of "rejuvenating the country through science and education", our country has increased the investment in education, the investment in teachers, and the training of teachers, which provides important conditions for the transformation of the value orientation of China's teacher education policy from "social standard" to "national standard". Especially since the late 1980s, under the background of economic globalization, the competition among countries in the world has become increasingly fierce. In order to improve their international competitiveness, countries have taken various measures to improve their status in international competition. Our government also realizes that the key to the competition between countries lies in the strength of its scientific and technological strength. Since the 1990s, the reason for the change of the value orientation of China's teacher education policy from "social standard" to "national standard" also lies in that: with the establishment of the socialist market economic system, various interest relations are gradually coordinated, and various interest subjects have produced new values under the control of economic interests.

3. Second, instrumental rational value orientation: the balance between efficiency and fairness

The combination of "facing the country", "serving" and "putting people first" is the inevitable choice of our country's teacher education policy. Teacher education policy is a kind of social policy aimed at promoting social development, which can neither satisfy individual needs nor solve individual problems. In China, how to give consideration to both "efficiency" and "fairness" in the process of teacher training has been a problem worthy of attention. Efficiency and fairness are not contradictory, they are unified, but in specific content ^[1]. However, the current education management system, distribution system, wage system cannot match the needs of market economy and modernization, so it cannot achieve the true unity of efficiency and justice. This requires the government to improve the performance of government at the same time, improve government performance, improve government performance^[2].

3.1 Establish the value concept of putting fairness first

First, under the premise of fairness, we can formulate normal education policy in line with our national conditions. In formulating our country's teacher education policy, we should adhere to the values of "taking justice as the primary consideration" and the basic principles of seeking truth from facts, seeking truth from facts and integrating theory with practice. Secondly, we should develop a scientific and effective assessment indicators. As a key link in the educational decision-making of teachers, the goal of educational evaluation is to judge the educational decision-making of teachers and make corresponding amendments. Teacher education quality evaluation index, Teacher education resources allocation index, Teacher education quality evaluation index and so on. In the formulation of performance appraisal indicators, we should pay attention to the unity of results and process. Fourth, we must develop a reasonable and effective teaching plan. In the process of implementation, we should plan it from policy objectives, policy means, policy objectives, policy implementation subjects, policy implementation institutions and so on^[3].

3.2 Strengthen the efficiency-oriented policy design

The certification system of teachers' professional qualification, the system of teachers' salary and the system of teachers' professional development are the urgent problems to be solved. The implementation of the above guidelines has played a positive role in promoting China's education development. As for the construction of teachers, since 2003, China has implemented the national construction of teachers, and put forward clear requirements for the construction of teachers. After examination, he has obtained a teacher's qualification recognized by the State and has worked for a specified post for a continuous period of time. However, in the process of implementation, the following problems have arisen because of "high standards and strict requirements": first, attaching importance to students' theoretical study and neglecting their practical application; second, neglecting the examination of basic theory and the examination of integrating theory with practice in teaching. Therefore, it is very necessary to strengthen the evaluation of the effectiveness of China's primary and secondary school teachers. But in our country, how to improve the teacher's salary level has become a key problem which restricts its development. To do a good job in all aspects of work, and effectively solve the problem of teacher treatment. China has introduced a set of supporting measures to address this issue. We should further improve and perfect the salary interaction between urban and rural schools and urban and rural schools, improve the salary relationship between urban and rural schools and urban and rural schools. However, China as a whole has not established a sound and effective wage distribution system, and still faces many problems such as unfair wage distribution, unreasonable performance evaluation, difficult job promotion and unbalanced allocation of resources. Therefore, China should strengthen the reform of teacher training in normal colleges and universities so as to make it from "equality" to "efficiency" and from "equality" to "efficiency".

3.3 Promoting the quality of teachers' education

The construction of teachers' team is an important subject that the international society cares about, and also an important subject that the construction of teachers' team in China faces. The Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Normal Education and the Opinions of the Ministry of Education on Strengthening and Improving Free Education for Normal School Students are important documents issued to solve some problems in the construction of teaching staff in China. Among them, there are some specific requirements for the construction of teaching staff, such as: training qualified normal students, requiring them to practice in teaching practice base; colleges and universities should provide students with independent research and practice; colleges and universities should have special teachers and students to provide tutoring. On this basis, the paper puts forward the development of higher normal education, higher normal education and higher normal education. In the construction of teachers, we should build high-quality teachers, build high-quality, high-level teachers. Macroscopically, it has played a positive role in promoting the construction of China's teaching staff, improving the level of China's teaching staff, improving the level of China's teaching staff. However, in practice, it is very difficult to really implement, which has a great hindrance to the achievement of the goals and objectives of teacher training, and needs to be improved.

4. Humanist value orientation: the "people-oriented" teacher education policy

From "national standard" to "social standard", from "instrumental rational value standard" to "humanistic value standard". This process of change reflects China's teacher education policy in different historical stages, and its values are constantly changing with the changing times. The

evolution of the values of China's normal education policy reflects the fact that China's normal education policy has changed from centering on the needs of the state and society to individual and students, and shows the characteristics of humanistic care.

4.1 The value orientation of teacher education policy should follow the law of educational development

The formulation and implementation of education policy should follow the law of educational development, give full play to the value orientation role of teacher education policy, and guide and promote the benign development of teacher education. The value orientation of teacher education policy in China has gone through three stages: "instrumental rationality", "value rationality" and "humanism" value orientation. These three stages reflect the transformation of the value orientation of Chinese teacher education policy from national and social orientation to centered on students' personal development needs. This change process of the value orientation of China's teacher education policy not only reflects the higher requirements that China's social economy and science and technology development have put forward for talent training, but also reflects that the teacher education policy pays more attention to the main position of people in education and pays more attention to the overall development of people. This change fully reflects China's normal education policy from "instrumental rationality" to "humanism", and then to "people-oriented" value orientation. China's normal education policy, on the whole, shows the need to transform from "nation", "society" to "student" individual development. According to the national social standard, our country's teacher education policy has changed the value orientation which needs to pay attention to students' individual development needs.

4.2 The value orientation of teacher education policy should fully mobilize the enthusiasm and initiative of teachers

As a series of policies formulated to promote the construction of teachers, to improve their comprehensive quality, professional level and ability, and to improve the quality of education, government is the affirmation of the role of teachers in social development and the importance of the role of teachers in schools, showing respective attitude towards teachers. At the same time, the change of the value orientation of teacher education policy from "instrumental rational value orientation" to "humanistic value orientation" is also the country's affirmation and attention to the role of teachers, and the respect and expectation for the teacher group. For example, the State has promulgated the Code of Professional Ethics for Primary and Secondary School Teachers and other laws and regulations and documents to improve the ideological and political quality and professional ethics of primary and secondary school teachers; implement the qualification system for primary and secondary school teachers; and encourage outstanding young teachers to teach in rural schools and weak schools. The spirit of these laws and regulations and documents reflects the country's respect and expectation for teachers^[4]. Although under the "tool rational value orientation" China's teacher education policy value orientation has been emphasized to improve the treatment and status of primary and secondary school teachers, but because our country did not really form a set of effective about improving the primary and secondary school teachers treatment and status policy system, lead to the treatment of primary school teachers and middle school teachers is low. Therefore, under the current social background, the state should formulate a policy system on improving the treatment and status of primary and secondary school teachers, so that primary and middle school teachers "do not suffer", "ambitious", fully mobilize the enthusiasm of the majority of primary and middle school teachers in teaching and work^[5].

5. Conclusion

From the characteristics of the value change, the value orientation of the teacher education policy should be the maximization of the benefits of the teacher education policy, the problems, how to solve it and how the improvements should be made. There are many problems in the development of teacher education in China, the first is the educational concept lags behind the social development; the low quality of teachers, especially in the rural and remote and poor areas; the unreasonable setting of normal colleges and normal majors; the teacher education and social needs, the teacher training lags behind the social needs. Therefore, the construction of teacher education system is particularly important.

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