

Comparison and inspiration of the selection system for primary school pre service teachers in China, Japan, and South Korea

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Abstract: There are commonalities in the management mechanism of primary school pre service teacher selection among China, Japan, and South Korea, but the emphasis on selection standards, procedures, and methods is different. Based on comprehensive comparative analysis, China should improve the enrollment system for primary education majors and strengthen the overall quality and moral examination of teachers beyond the general cultural examination; reasonably arrange the educational internship time for primary school education majors, improve the content of educational internships, and incorporate the evaluation of educational internships into teacher appointment standards; improve the content and evaluation methods of China's primary school teacher qualification examination, and correctly play the guiding function of China's primary school teacher qualification examination. Based on the actual situation of teacher education in our country, we should continuously improve teacher appointment assessment and increase the autonomy of primary schools in teacher appointment.

Key words: primary school; pre service teacher selection; international comparison; teacher education

1 Introduction

In recent years, the demand for primary school teachers in China has continued to expand. Expanding the primary school teaching staff while ensuring the quality of the teaching staff requires strengthening the management of the pre service teacher selection process and improving the pre service teacher selection system. The selection system for primary school pre service teachers, as an indispensable component of personnel management for primary school teachers, plays a crucial role in strictly controlling the entrance of the teaching team, selecting suitable teaching talents, and improving the overall level of the teaching team. Therefore, China, Japan, and South Korea attach great importance to the construction and improvement of the selection system for primary school pre-school teachers. This article aims to compare and analyze the construction of the pre service teacher selection system for primary schools in the three countries starting from the selection of primary education majors and the appointment of primary school teachers, in order to provide inspiration for the improvement of China's pre service teacher selection system.

2 Overview of pre service selection system for primary school teachers in Japan and South Korea

Countries with high-quality basic education have always attached great importance to the selection, appointment, and

management of primary school teachers. This article mainly summarizes the current situation of pre service teacher selection systems in primary schools in Japan and South Korea from two aspects. One is the selection of enrollment for primary education majors. The second is the selection and appointment of primary school teachers.

2.1 Japan

The cultivation of primary school teachers in Japan is the responsibility of higher education institutions recognized by the Ministry of Education, Culture, Sports. It mainly cultivates primary school teachers at three levels: graduate, undergraduate, and vocational levels.

The training of primary school teachers is mainly at the undergraduate level, with a small number of vocational levels, and they are all trained by private universities, which has limited influence. Students who have basic qualifications and have completed teaching and professional subject credits can apply for teacher qualification certificates issued by the education committees of various prefectures and counties. Only by obtaining a teacher qualification certificate can one hold a teaching position. Japanese elementary school teachers are education civil servants, and their basic rights are protected by the *Education Civil Servant Special Act*. Due to the high status and remuneration of primary school teachers in Japan, the number of applicants has been increasing year by year, and the competition has become increasingly fierce [1].

2.2 South Korea

In South Korea, elementary school teachers are education civil servants, and the government attaches great importance to the training and selection of elementary school teachers. The educational institutions that train primary and secondary school teachers mainly include 10 four-year education universities such as Seoul University of Education and Busan University of Education, and 3 comprehensive universities with primary education majors. South Korea implements preferential policies for universities that cultivate primary school teachers in order to provide excellent teachers for primary education, such as exempting male students from military service and reducing tuition fees implemented by educational universities [2]. To become a primary school teacher in South Korea, one needs to obtain a teacher qualification certificate and pass the teacher selection exam.

In South Korea, the appointment exam for public primary school teachers is implemented and managed by 17 municipal and district education departments. The appointment examination consists of a preliminary examination and a second examination. The initial exam is a written test, which includes "teaching and professional discourse" (20 points) and "educational curriculum" (80 points). The interview mainly consists of in-depth interviews for teachers' professional adaptability (examining the necessary professional adaptability, professional views, personality, and literacy as teachers), lesson planning, and other stages. The "prospective teachers" who pass the two rounds of exams are allocated by the municipal and provincial education departments according to their respective regions [3]. Private schools, on the other hand, set their own standards and organize exams to independently select and appoint teachers.

3 A comparative analysis of the selection system for primary school pre service teachers in China, Japan, and South Korea

It is not difficult to see from the overview of the pre service teacher selection system for elementary school teachers in foreign countries that the three countries have both some similarities and obvious differences. Both Japan and South Korea are under the supervision of the Ministry of Education, with regions and schools jointly responsible for the management and supervision of enrollment. In China, the supervision and guidance of enrollment are jointly undertaken by the state and regions, and the autonomy of schools is relatively small. In terms of the content and standards for selecting primary school education majors, China, compared to Japan and South Korea, places less emphasis on the selection and training process of

primary school teachers, and places more emphasis on onboarding and appointment assessment. Therefore, it also leads to a tendency towards exam oriented education in content, methods, and curriculum for primary school teacher education institutions, which is not conducive to improving the quality of primary education and the quality of primary school teachers.

Secondly, in terms of the appointment and selection of primary school teachers, both Japan and South Korea delegate the power of selection and appointment to regions, which organize assessments and evaluations, and publish appointment results. China, similar to Japan and South Korea, is responsible for the management and supervision of selection at the national, regional, and school levels. However, Japan and South Korea give schools relatively greater autonomy. At the same time, China has also delegated the power of teacher selection and appointment to regions, which will organize assessments and evaluations. China and Japan attach great importance to the written and interview stages of the annual public recruitment of teachers organized by local authorities.

4 Summary and inspiration

Although there are some differences in the selection standards, procedures, and methods of primary school pre service teachers among Japan, South Korea and China due to different social systems and cultural traditions. An in-depth analysis of the three countries' primary school pre service teacher selection system can promote reflections on China's primary school pre service teacher selection system.

In the selection of primary education majors, it is necessary to strengthen the overall quality and moral character assessment of teachers beyond the general cultural examination, while reasonably arranging the educational internship time for primary education majors, improving the content of educational internships, and incorporating educational internship evaluation into teacher appointment standards. What China currently needs to do is to strictly establish the admission standards for primary education majors, especially establish a secondary selection system after enrollment, encouraging universities to set up interview and psychological testing links, break the original limitations of only focusing on student academic performance, and attach great importance to examining students' comprehensive quality and teaching potential, so as to ensure that the final admissions are students with solid subject knowledge, good psychological condition, and educational sentiment. Educational internships should be an important part of primary school teacher education. At present, educational internships for primary education majors in China include internships, and seminars. However, due to the fact that educational internships are not included in the teacher appointment assessment standards, universities and students do not attach enough importance to educational internships. Therefore, China should arrange internship time reasonably, arrange different internship contents at different periods, and take the evaluation of educational internships as one of the appointment assessment indicators when appointing teachers.

Secondly, in the selection and appointment of primary school teachers, we should improve the content and evaluation methods of China's primary school teacher qualification examination, correctly play the guiding function of China's primary school teacher qualification examination, continuously improve teacher appointment assessment based on the actual situation of teacher education in China, and increase the autonomy of primary schools in teacher appointment. The written test focuses on the examination of knowledge points and teaching design abilities, with single choice questions accounting for about one-third, which cannot comprehensively test the candidates' problem-solving ability and comprehensive knowledge application ability. The interview time is relatively short, and the structured interview mode can be learned through short-term training, making it difficult to accurately evaluate the teaching ability of candidates. Similar problems also exist in Japan and South Korea, leading to a tendency towards exam taking in the process of primary school teacher education, which is not conducive to the correct orientation of primary school teacher qualification exams. China

should improve the ability standards in teacher qualification recognition standards, such as participating in educational internships, solving real-life classroom problems, and completing corresponding on-site assessments to evaluate the professional abilities of applicants. The assessment methods for interviews should also be more diverse, and the educational and teaching abilities of applicants can be more effectively obtained through simulated classes and other forms. Thus, only when the teacher qualification examination system adheres to the correct orientation can it truly play the role of screening excellent teachers. The current teacher appointment assessment in our country is similar to the teacher qualification examination, consisting of written tests and interviews. Therefore, there is an excessive emphasis on the written test and interview results of candidates, and their academic and moral performance in universities, as well as their evaluation during educational internships, do not account for a large proportion in the recruitment assessment. This clearly means that "one exam determines a lifetime", and appointment assessment cannot fully reflect the comprehensive quality of candidates. Improving appointment assessment should start from the actual situation of our country, incorporating the performance of candidates in university and educational internships into the assessment, strengthening the assessment of teachers' practical teaching abilities, and making the interview process no longer formal and become more practical.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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