Region - Educational Research and Reviews, 2025, Volume7, Issue5
DOI: 10.32629/rerr.v7i5.4009
ISSN Online: 2661-4634
ISSN Print: 2661-4626

The improvement path of teachers' professional quality under the integration of social practice and educational practice of normal university students

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Abstract: Based on the connotation of teacher professionalism, this study proposes the path to improve teacher professionalism for normal university students under the background of integrating social practice and educational practice from the dimensions of optimizing the curriculum system, constructing the "three-dimensional matrix" practical teaching model, implementing the "dual-track parallel" tutor guidance system and implementing a "project-driven and result-oriented" approach, so as to promote the transformation of normal university students from "bystander" to "actor", and finally realize the comprehensive improvement of normal university students' professional quality.

Keywords: normal university students; social practice; educational practice; professional quality; path of ascension

1 Introduction

At present, normal education in colleges and universities is faced with the dilemma of "disconnection between learning and application". Although it has a solid theoretical foundation, it is difficult to transform knowledge into actual teaching ability. In this context, promoting the deep integration of social practice and educational practice has become the key to solve the dilemma.

2 The relationship between social practice and educational practice of normal university students

Social practice grounds educational training by exposing students to real-world issues—urban-rural education gaps, special needs, cultural preservation, and community governance. Conversely, educational practice refines this experience: students translate observations into teaching designs, adapt survey data into statistical lessons, and use classrooms to test social insights. This dynamic transforms abstract social understanding into practical educational outcomes, bridging theory and application while preparing teachers for diverse societal challenges.

3 Analysis of the current situation of social practice and educational practice of normal university students

3.1 Unclear target positioning

At present, there is a phenomenon of superficial practice cognition among normal university students. Some students simply equate educational practice with "completing credit tasks", and regard it as a necessary process before employment rather than an opportunity for professional growth. In the process of classroom observation, some students are only

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satisfied with recording the duration of teaching sessions, counting the number of teacher-student interactions and other superficial data, but rarely analyze the internal relationship between teaching strategies and student feedback.

3.2 Single practice content

Although the current training program has gradually increased the proportion of practical courses, it has not yet built a complete practical education system. This structural imbalance leads to the simplification of practice scenarios [1]. In addition, there is a temporal and spatial separation between the theoretical curriculum and the practice link.

3.3 Insufficient instructors

With the enrollment expansion of normal majors, practice tutors in some colleges and universities have a large number of students per person, forming a "herding" management situation, and the tutors themselves have heavy teaching tasks and can only provide fragmented guidance .

4 The path of improving teachers' professional quality under the integration of social practice and educational practice of normal university students

4.1 Optimizing the curriculum system to realize the organic integration of theoretical knowledge and social practice experience

4.1.1 Adjusting the curriculum setting and increasing the proportion of practical courses

Traditional normal education has the tendency of "emphasizing theory over practice", which leads to the insufficiency of students' teaching skills and social adaptability. Therefore, it is necessary to reconstruct the curriculum structure, increase the proportion of practical courses, and form a spiral training path of "laying the foundation of theory - deepening practice - reflection and improvement".

4.1.2 Strengthening the integration and update of course content

Curriculum construction needs to keep pace with the times and establish a dynamic adjustment mechanism. In terms of knowledge updating, subject experts, teaching and research staff and front-line teachers should be regularly organized to set up curriculum committees to timely transform the achievements of basic education curriculum reform and the new progress of subject teaching methods into curriculum content.

4.2 Construction of "three-dimensional matrix" practical teaching mode

4.2.1 Multi-dimensional school practice system

Based on the existing resources of normal colleges and universities, the step-wise leap from basic skills to higher-order abilities can be realized through systematic hierarchical design. At the level of "basic teaching skills exercise", it focuses on building a "digital skills research center" and integrating hardware facilities such as intelligent blackboard training system and AI voice evaluation platform.

4.2.2 In-depth off-campus practice development

The expansion of off-campus practice needs to break through the superficial limitations of traditional practice, and build a three-dimensional practice network of "county base radiation + school-based characteristic cultivation".

4.3 Implementing the "dual-track parallel" tutor guidance system

4.3.1 Guidance of academic tutors

As the theoretical support of the "dual-track parallel" system, academic tutors need to lead the professional ability of normal university students from knowledge accumulation to the formation of academic thinking through a structured training path. In the selection of tutors, we strictly follow the standards of "three types and four dimensions": "three types" refer to subject knowledge expert type (with over 10 years of subject teaching experience and involvement in the compilation of textbooks), basic education research type (presided over or participated in the municipal education planning

project), curriculum development experience type (with successful cases of school-based curriculum development) [2].

4.3.2 Guidance from practice mentors

As the ability transformation hub of the "dual-track parallel" system, practical mentors need to solve the problem of "disconnection between knowledge and practice" through scene-oriented training. "Four-dimensional clinical model" is implemented. In the dimension of "classroom diagnosis", the practical tutor led the students to carry out the "three-period observation method" -- referring to the teaching plan and marking three preset observation points (such as question design and student participation) before class.

4.4 Implementing the "project-driven and results-oriented" training strategy

4.4.1 Project-driven practices

Project-driven practice constructs a three-level project system of "basic-upgraded-comprehensive". The basic project focuses on the cultivation of the core ability of classroom teaching, sets the theme of "optimization of unit teaching design" and "improvement of class management strategy", and requires normal university students to find real problems and form operable improvement plans based on educational probation [3].

4.4.2 Results-oriented evaluation

In the formulation of evaluation criteria, the teaching design ability (weight 30%) examines the standardization and innovation of the scheme; Teaching implementation ability (weight 25%) focuses on classroom organization and response performance; education research ability (weight 20%) focuses on problem diagnosis and program design; professional development ability (weight 25%) evaluates the depth of reflection and improvement effectiveness.

5 Conclusion

The enhancement of normal university students' professional competence requires an integrated approach combining social and educational practice. Key strategies include optimizing the curriculum, implementing the "three-dimensional matrix" practical teaching model, adopting the "dual-track parallel" mentorship system, and applying a "project-driven, results-oriented" training approach. These measures foster integrated professional knowledge, teaching skills, ethical standards, and innovation—essential for cultivating outstanding educators and elevating national basic education quality. Future teacher education must refine this dual-practice integration to meet evolving societal and educational demands.

Conflicts of interest

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

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