

Research on the integrated model of practical teaching "apprenticeship, internship and research" for language education majors in the context of teacher education accreditation

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Abstract: Educational practice holds a core position in the training of teacher educators, but there are various issues within educational practice, which are particularly noticeable in the context of teacher education accreditation. Through a three-pronged design, this paper aims to form an integrated model to solve the problems existing in the practice teaching of language education. It is advisable to start from the top-level design and reconstruct the professional curriculum system according to the requirements of professional accreditation and the integral practice teaching curriculum design of language education to ensure the joint exertion of various courses. First is to integrate the design of practical teaching content and form, and integrate the three courses into one according to the teacher education professional certification index point, and then combine the integrated content with the professional certification index to help students strengthen their study in apprenticeship and internship. The evaluation of integrated design practice teaching management requires a unified education practice leadership group, high-quality off campus training bases, and a dual mentor guarantee system to fully utilize online platforms to improve the unified practice growth portfolio.

Key words: language education majors; practical teaching; integration; professional accreditation

1 Introduction

In recent years, in order to strengthen the quality of teacher training and to meet the needs of the reform and development of basic education as well as the gradual increase in the teaching skills required by the society, the Ministry of Education has issued a series of important documents, such as the *Opinions of the Ministry of Education on Strengthening the Educational Practices of Teacher Training Students*, the *Opinions on Comprehensively Deepening the Reform of Teacher Construction in the New Era*, and the *Measures for Implementing the Accreditation of Teacher Training Programme in Ordinary Institutions of Higher Learning (Interim)*, the *Opinions of the Ministry of Education on Strengthening the Educational Practice of Teacher Trainees*, and combining the issues of educational practice raised in the *Opinions of the Ministry of Education on Strengthening Educational Practice of Teacher Trainees*, the graduation requirements of the *Implementation Measures for the Certification of Teacher Training Programme in General Institutions of Higher Education (Provisional)* [1] on educational practice, and the current situation of educational practice in the real-life surveys, it has been found that the issue of educational practice of teacher trainees is relatively prominent.

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2 Status of research and problems

The research on teacher training professional certification began in 2017. Prior to this, the Ministry of Education issued the *Implementation Measures for the Certification of Teacher Training Programme in Ordinary Institutions of Higher Education (Provisional)* in order to achieve the professionalization of the teaching force and to improve the quality of the teacher training programme. More and more universities and colleges have passed various audits of their teacher training programme and identified them as the second and the third level, which indicates that the certification of the teacher training programme has been put into the right track, and has been linked to the Teacher Qualification Certificate Examination. It has played a great role in promoting the skills of teacher trainees in the field. The research on teacher education accreditation has concluded that there are several modes of practical education in teacher education: centralized and fixed-point educational internship, "commissioned" educational internship, mixed-team centralized educational internship, top-ranking teaching internship, and selective educational internship, each of which has its own advantages and disadvantages.

Among the existing studies, the research direction of teacher education accreditation mainly focuses on the policy research of professional accreditation and the comprehensive training of teacher education students, which demonstrates the scholars' attention to the practice of educational internship and the richness of related research. However, there is a lack of in-depth research on the integration of practice and teaching, and there is insufficient research on how to implement the practice system of pre-service teacher education, from the importance to the feasibility and practicability. This paper explores the design and practice of the practical teaching model of "integration of education apprenticeship, study and internship" in the language education major, guided by the indicators of professional certification of teacher educators [2].

3 Practical teaching model "integration of educational apprenticeship, internship and research"

3.1 Comprehensive design and rearrangement of the practical teaching curriculum system

According to the requirements of professional accreditation, the practical teaching curriculum system of the language education profession is designed in an integrated way. In order to improve the level of practical teaching in the language education profession, it is not enough to reform only one course from practice teaching. In order to form an educational synergy, the integrated design of the practical teaching system of educational apprenticeship, study and internship should start from the top level. When formulating the concept of professional talent training programme, we follow the concept of "student-centred, output-oriented, and continuous improvement" certification, allocate educational resources with students as the core, organize courses, and implement teaching. With the learning effect of teacher training students as the guide, the quality of talent training is evaluated according to the core competence requirements of teacher training graduates, and the quality of talent training is constantly improved.

According to the requirements of professional accreditation standards for practice teaching, the team has rearranged the curriculum system according to the requirements of accreditation for students, determined the learning tasks with the requirements of professional positions in language education, and constructed a practice teaching system in the training programme that is designed around the teaching of primary school language and skills training, ensuring uninterrupted internships and designing practices in a comprehensive manner.

3.2 Integration of content form design of practice teaching in language education

In accordance with the requirements for curriculum implementation in the indicators for professional certification of teacher training programme, the three studies and the practical courses have been integrated into one. At different stages, the integrated content is combined with the indicators of professional certification, each with its own focus, following the

concept of "student-centred, output-oriented, and continuous improvement", and providing a rich variety of forms such as classroom observation, homework correction, analysis of learning conditions, on-site lectures, production of courseware and lesson plans, organization of class meetings, and commentaries on examples by experts, etc., so as to help students strengthen their studies during their apprenticeships and internships. Conversely, internship and practice help students to strengthen their studies.

In order to ensure that all contents of practical teaching can be put into practice, the team has designed the *Education Apprenticeship Manual* and *Teaching Skills Training Guidebook* in accordance with the requirements of professional accreditation as the carriers, and endeavored to improve the quality of internship. The *Educational Apprenticeship Manual* consists of five parts: the daily educational apprenticeship record sheet, the daily apprenticeship listening and evaluating record sheet, the weekly educational study record sheet, the trainee's open class lesson plan record, and the educational apprenticeship summary sheet. In the educational apprenticeship course, the supervising teacher determines the study theme based on the contents of educational apprenticeship manual and carries out various aspects of education in a timely manner. Through these day-to-day activities, it is ensured that students are able to continue to learn, reflect and grow [3].

3.3 Integrated design of practice teaching management and evaluation for language education majors

In order to ensure the quality of practice teaching management, the *College of Teacher Education* has set up a unified leading group for educational practice, coordinated the establishment of a regular exchange system for collaborative training among the Education Bureau, primary schools and colleges, a dual-mentor guidance system, and constructed relatively stable educational practice bases to safeguard the standardization of all aspects.

It is necessary to make full use of online platforms to improve the unified practical growth portfolio, and make full use of the school internship management network platform - Internship Cloud, to include the diary entries, weekly summaries, and weekly researches of teacher trainees during their internships, as well as the contents covered by graduation requirements such as teacher ethics standards, educational ethics standards, subject literacy, teaching abilities, classroom guidance, comprehensive cultivation, learning to reflect, and communication and cooperation, to form an electronic internship growth portfolio and make it one of the graduation requirements.

The practice teaching mode of "integration of apprenticeship, internship and research" will be improved continuously, giving full play to the important role of practice teaching in the process of cultivating teacher training personnel, and continuously cultivating qualified teachers for the new era.

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Conflicts of interest

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

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