

Research on the Value Education in the Internship Programs of Teacher Education Students in China Over the Past Decade: Current Status, Challenges, and Development Directions

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Abstract: This study reviews the current situation and development of the ideology and politics of the top-ranking teaching internship course for teacher trainees in China in the past ten years, emphasises its importance in the context of education in the new era, and points out the positive impact on the ideological and political literacy of teacher trainees and their sense of social responsibility. The problems of the current study mainly include the systematic inadequacy of the curriculum system and the lack of practice opportunities. Meanwhile, the support of relevant policies and implementation strategies are discussed, and it is suggested that curriculum ideology and politics can be effectively integrated through reflective mechanisms and case teaching. Specific cases demonstrate the effect of the application of curriculum Civics in actual teaching and the reflective process of teachers, highlighting the feedback effect of practice on theory. Combined with the practical exploration in ethnic areas and higher vocational colleges, it is pointed out that future research should focus on the combination of theory and practice, the improvement of the evaluation system, and the impact of regional differences, so as to promote the overall development of teacher trainees and enhance the quality of education.

Keywords: Top-up teaching placement; Curriculum ideology; Teacher trainees; Development strategies

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1. Introduction

In the era of globalisation and rapid development of information technology, education is not only the transmission of knowledge, but also the shaping of values, worldview and outlook on life. In China, the training of teacher training students should not only focus on their professional ability, but also pay attention to the integration of ideological and political education. As an important part of teacher education, the top-ranking teaching internship provides an opportunity to combine practical teaching with ideological and political education, so that teacher trainees can exercise their educational ability and ideological quality in a real educational environment. In recent years, Education continually emphasizes the fundamental task of cultivating well-rounded individuals, and the study of curriculum ideological and political education, as an important means to achieve this goal, has received more and more attention. During the period of teaching, teacher training students not only need to use professional knowledge, but also need to guide the students' ideological and moral education. Therefore, how to effectively integrate ideological and political education into the top-ranking teaching internship and improve the comprehensive quality of teacher trainees has become

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an important topic of educational research. A series of policies of the Ministry of Education have provided a clear direction for the top-ranking teaching internship for teacher trainees, and colleges and universities are also actively exploring implementation strategies that meet their own characteristics. Future research should continue to focus on diversified teaching methods and assessment mechanisms, deepen the practice of curriculum ideology, and promote the overall development of teacher trainees. The purpose of this study is to analyse the current situation, challenges and future development direction of curriculum civics in China's teacher trainees' top-ranking teaching internships, so as to provide reference for further research.

2. The Need for Curriculum Civics and the Application and Practice of the Theoretical Framework in Education

(1) Exploration of theoretical foundation and system construction

In the context of the new era, there is an urgent need to systematise the curriculum system of idealism education for teacher trainees in order to enhance their ideological and political literacy. "Curriculum value education should aim to cultivate the core values of teacher education students by integrating knowledge from different disciplines to form an organic educational system. It should be combined with the professional development of teacher education students to promote their overall growth^[1]." In order to achieve this goal, the ideological and political education of the curriculum should be based on a clear theoretical foundation, and it needs to follow the fundamental task of establishing morality and educating people, and strengthen the sense of social responsibility and mission of teacher trainees. At the same time, socialist core values should be integrated into the course content in accordance with the new requirements of contemporary social development. The innovation of teaching methods is also crucial to the construction of course ideology. Modern educational technology should be utilised, and a combination of online and offline teaching modes should be adopted to enhance the attractiveness and effectiveness of the course. In practice, a systematic course structure is designed to ensure that teacher trainees can consciously practice ideological and political education while receiving professional knowledge. For example, educational theories can be combined with actual cases to encourage students to engage in diverse learning and thinking in order to deepen their understanding of the nature of education. This systematic construction not only enhances the teaching ability of teacher trainees, but also helps them to better implement the goals of ideological and political education in the actual educational process.

(2) Analysis of the significance of combining theory and practice

The combination of theoretical knowledge and practical experience is extremely important in the process of teacher education. "The top teaching internship is not only an important way for teacher trainees to acquire practical knowledge, but also a key link in understanding and implementing ideological and political education^[2]." In actual teaching, teacher trainees are faced with real educational environments and diverse student needs, which provide rich opportunities for them to transform theoretical knowledge into practical abilities. Practical activities can effectively help teacher trainees master educational concepts and teaching skills. In the process of top-ranking teaching, teacher trainees need to adjust their teaching methods according to the actual situation in the classroom, which not only exercises their adaptability, but also enables them to flexibly apply the concepts of ideological and political education. Specific teaching practice helps teacher trainees deeply understand how to integrate ideological and political education into the classroom, thus influencing students' values and behaviours in a subtle way.

The combination of theory and practice can also enhance the sense of social responsibility and mission of teacher trainees. In top-ranking teaching, teacher trainees are not only disseminators of knowledge, but also

important participants in the ideological and moral education of students. Through direct interaction with students, they are able to deeply appreciate the true meaning of education, thus enhancing their own sense of responsibility. This experience makes it more likely that they will practice the goal of cultivating morality in their educational positions in the future. In addition, the combination of theory and practice provides teacher trainees with opportunities for reflection and self-improvement. In the process of teaching, teacher trainees often face a variety of challenges, prompting them to constantly reflect on their teaching strategies and the effectiveness of the implementation of ideological and political education. Through exchanges with instructors and peers, teacher trainees are able to obtain valuable feedback for continuous improvement in future educational practice.

3. Current Situation and Main Challenges of Ideological Education in Teacher Trainees' Top-ranking Teaching Internships

(1) Comprehensive and in-depth analysis of the root causes of the problem and the factors influencing it

Currently, the implementation of ideological and political education for teacher trainees in the top teaching internship faces multiple challenges. "The lack of a systematic ideological and political education programme is one of the most important factors affecting the growth of teachers and students^[3]." In many colleges and universities, ideological and political education tends to be fragmented and lacks systematisation and coherence. This situation makes it difficult for teacher trainees to effectively apply the theoretical knowledge they have learnt in practice during their internship, which reduces their ability of ideological and political education in teaching. In addition, the lack of practice opportunities also significantly restricts the improvement of teacher trainees' ideological and political quality. Although many colleges and universities have top-ranking teaching internship programmes, the actual arrangement is often a mere formality, which makes it difficult for teacher trainees to gain real teaching experience, which not only weakens their practical ability, but also affects their understanding of the importance of ideological and political education.

The environmental and personal factors faced by teacher trainees during their internships should not be overlooked. In some remote or ethnic areas, where educational resources are scarce, teacher trainees may find it difficult to obtain adequate support and guidance, thus affecting the quality of their teaching and their exploration and innovation in ideological and political education. At the same time, many teacher trainees enter the internship stage with a relatively weak theoretical foundation in ideological and political education and a lack of in-depth understanding, leading to a lack of relevance and effectiveness in the teaching process. Therefore, the lack of systematic ideological and political education programmes, insufficient opportunities for practice, environmental constraints and shortage of personal competence constitute the main problems faced by teacher trainees in their top-ranking teaching internships.

(2) Exploring the interrelationship between teacher ethics and ideological and political education

There is a close interaction between the cultivation of teacher ethics and ideological and political education. "In the context of moral education, the cultivation of teacher ethics of teacher trainees is closely related to the ideological and political education of the curriculum^[4]." Teacher ethics is not only the core content of teacher education for teacher trainees, but also an important carrier in the implementation of curriculum Civics. Teacher ethics, as an important part of teacher trainees' professionalism, is the foundation for them to become qualified teachers. Under the guidance of the educational policy of establishing morality, teacher morality not only affects the personal cultivation and professional behaviour of teacher trainees, but also directly relates to the effect of the implementation of their ideological and political education in the educational process. Good teacher ethics can set an example for students and make them receive positive ideological inculcation in a

subtle way.

Ideological and political education provides the theoretical basis and value guidance for the cultivation of teacher ethics. Through systematic ideological and political education, teacher trainees are able to deeply understand the social responsibility of education, thus enhancing their sense of identity and mission for the education profession. This sense of identity prompts them to consciously practice teacher ethics in teaching and create a positive educational atmosphere. Therefore, a perfect teacher ethics education system and the effective implementation of ideological and political education complement each other and jointly promote the overall development of teacher trainees. Educational institutions should pay attention to the combination of the two, and effectively integrate teacher ethics and ideological and political education through curriculum design, practical activities and other means, in order to cultivate educators with both professional competence and high teacher ethics.

(3) Study of the specificities of ideological and political education at the internship stage

In the educational practice of teacher trainees, the stage of top-grade internship is a crucial period of growth, and its ideological and political education has unique particularities. "The value education during the internship period in vocational colleges has its uniqueness, and special attention should be paid to the moral and ethical education of teacher education students to help them better adapt to the actual teaching environment"^[5]. "Education and guidance for vocational students during their internship period should be strengthened, and targeted measures should be taken to enhance their cultural literacy"^[6].

During the internship stage, teacher trainees are faced with real teaching environments and need to cope with the diversified needs of students and complex educational situations, which not only requires them to apply their professional knowledge, but also to have the ability to flexibly cope with various problems. In this process, ideological and political education should not only impart relevant knowledge, but also help teacher trainees to form a way of thinking and values adapted to the real educational environment. As the internship is often carried out in different regions and cultures, teacher trainees need to understand and implement the objectives of ideological and political education in concrete educational practices. Therefore, special attention should be paid to the ideological and political education of teacher trainees, and through thematic training and case analyses, they should be guided to implement educational concepts in actual teaching and to develop a sense of social responsibility and a sense of mission, so as to better adapt to future educational work.

4. Effective Paths to Implement Value Education in the Internship Programs of Teacher Education Students

(1) Discussion on guiding principles and directions

Various forces play a crucial role in promoting the implementation of value education in the curriculum. "The relevant curriculum construction guidelines clearly require the integration of value education into various courses, providing support for the internship programs of teacher education students"^[7]. The emphasis on holistic and continuous education indicates the direction for these students' internships and encourages universities to focus on the systematic and targeted nature of value education. At the same time, guidance from various levels provides a framework for universities to explore the implementation paths of value education in the curriculum. "With the in-depth promotion of value education concepts, more and more research is beginning to focus on how to effectively integrate this into internship programs to achieve the goals of holistic and continuous education"^{[8][9]}.

Universities across different regions develop corresponding implementation details based on local characteristics and practical needs to ensure effective guidance is realized. This guidance not only provides

theoretical support for the value education of teacher education students but also serves as a basis for practical exploration."The evaluation of the effectiveness of curriculum value education is extremely important^[10]."By establishing a sound evaluation and feedback mechanism, it is possible to timely monitor and adjust the implementation effects, thereby better promoting the overall development of teacher education students in actual teaching contexts.

(2) Innovative methods and curriculum integration

In practice, many universities have begun to explore diverse implementation strategies to effectively integrate value education. "The reflection mechanism during internships primarily helps teacher education students identify the value elements in education through reflecting on the teaching process, promoting their self-improvement in future educational contexts^[10]." "Case-based teaching methods can enable teacher education students to deeply understand the connotation and practical significance of curriculum values through real cases^[11]." Additionally, some researchers suggest using case-based teaching methods to enhance teacher education students' understanding of the practical application of the social value of the curriculum^[12]. This approach can stimulate the initiative and creativity of teacher education students, allowing them to better comprehend the significance of value education while participating actively. Moreover, integrating modern information technology, such as online discussion platforms and multimedia teaching tools, can enhance the interactivity and engagement of the teaching process, thereby improving the learning experience and outcomes for teacher education students. By implementing these innovative methods, not only can the practical abilities of teacher education students be enhanced, but the core content of humanistic literacy can also be deeply embedded in their educational philosophy.

5. Current Situation and Development of the Construction of the Ideology and Politics of Teacher Training Internships in the Context of Diversification

(1) Special practices in education in ethnic areas

In ethnic areas, the specificity of education requires colleges and universities to integrate local culture and ethnic characteristics in the construction of curriculum ideology and politics."When implementing value education, ethnic minority schools must fully consider the cultural background, psychological needs, and values of local students to enhance the relevance and effectiveness of the education^[13]."By integrating local history, tradition and modern educational concepts, students can be helped to better understand the importance of national identity and national unity. In addition, educators should actively guide teacher trainees to participate in local community activities and carry out thematic education and cultural exchanges in order to enhance their sense of identity and pride in national culture. In classroom teaching, local case studies can be used to promote interaction between teacher trainees and students, making the course Civics more humanistic and practical. This combination not only enhances the effectiveness of education, but also promotes national unity and social harmony, provides a good platform for cultivating teacher trainees with a sense of social responsibility, and thus promotes the fair and sustainable development of national education.

(2) Promoting sharing and innovation in civic education

Promoting the sharing and innovation of ideological and political education helps to enhance the ideological and political literacy of teacher trainees and promotes the rational allocation and utilisation of educational resources."By strengthening the combination of industry and education, using social resources in combination with on-campus education, and constructing a diversified teaching mode, teacher students can deepen their understanding of ideological and political education in practice^[14]." For example, practical projects can be carried out in cooperation with local enterprises and social organisations, so that teacher trainees can

participate in social services and voluntary activities. In this process, teacher trainees can be exposed to a wider range of social phenomena and enhance their understanding of social responsibility. At the same time, teacher trainees are encouraged to use online platforms to share their experiences during their internships, forming an online and offline communication mechanism to promote the accumulation and dissemination of experience in civic education. In addition, colleges and universities should promote the sharing of teaching resources and successful cases among different institutions through seminars and exchanges in order to achieve the innovation and development of curriculum Civics. This mode of sharing and innovation not only improves the quality of education, but also lays the foundation for achieving educational equity. "Strengthening the integration of community awareness with educational programs in schools provides new perspectives and ideas for value education in the curriculum"^[15]. This suggests that different types of institutions can enrich the implementation path of Curriculum Civics through experience exchange and cooperation.

6. Conclusion

To sum up, the research on curriculum ideology and politics in the top-ranking teaching internship for teacher trainees in China has been gradually deepened, covering various aspects such as theoretical foundation, practice combination and policy orientation, and a more systematic research framework has been formed. However, there are still many problems and challenges to be solved, such as the insufficient systematicity of the curriculum system and the lack of practice opportunities, which not only affect the career development of teacher trainees, but also may affect the quality of education in the future.

Future research should focus on the in-depth integration of theory and practice and explore effective assessment mechanisms to accommodate diverse educational contexts. At the same time, regional differences and ethnic cultures should be taken into account to develop targeted strategies for Civic and Political education in order to enhance the overall quality of teacher trainees. With the development of technology, the application of online platforms and big data will also provide new support for the implementation of curriculum-based Civic and Political Education, so as to better promote the overall development of teacher trainees. Therefore, colleges and universities should actively establish a diversified cooperation mechanism, integrating school-enterprise cooperation, local government support and social forces to jointly promote the innovative practice of curriculum ideology and politics. In addition, strengthening the assessment and feedback of teacher trainees' ideological and political literacy and adjusting educational strategies in a timely manner will become an important direction for future research.

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