

# IMPLEMENTING TRINITY MODEL OF TEACHER EDUCATION PRACTICE FOR LOCAL TEACHER TRAINING COLLEGES

Zhe Li<sup>1</sup>, Sureemas Sukkasi<sup>2</sup>

<sup>1,2</sup>*Graduate School, Southeast Asia University, Bangkok, Thailand*

*E-mail: S6446B10021@live.sau.ac.th*

## Abstract

The goal of the study is the "trinity" teacher education practice mode is helpful to cultivate students' professional education emotion, improve students' teaching ability, and close the connection between high teacher education and basic education. Despite the achievements, in order to institutionalize and standardize the "trinity" teacher education practice mode, the research adopts questionnaire method, interview method, to conduct statistical analysis to raise awareness and strengthen the organization and ethics education, stimulate the autonomy and enthusiasm of normal student practice, strengthen the teacher training and process management, improve the collaborative education mechanism, and implement the evaluation diversification countermeasures.

**Keywords:** "Trinity", capstone teaching, teacher education, full teaching practice.

## Statement of the problems

In view of the common problems of teacher education practice in teacher training colleges and universities, in order to improve the effectiveness of practical teaching, enhance the practical knowledge of teacher training students, and accelerate the pace of students' pre-service teacher training and professional growth, the study takes Xinzhou Normal College in China as the research object, starts from the current situation of teacher education practice in the college, summarizes the achievements, sorts out the problems, and explores the timeliness of the "Trinity" teacher education practice collaborative education.

## Research objectives

1. To obtain real data on the teaching practice of teacher education in Xinzhou Teacher College and accumulate first-hand information for the study.
2. To use the empirical research method to investigate and prove the operation status and effect of the "Trinity" linkage mechanism among universities and colleges, recipient schools and local governments with detailed information.
3. To gain a comprehensive understanding of the general situation, process and characteristics of the "Trinity" teacher education practice teaching, and to reveal the development pattern of the talent training mode of local teacher training institutions.

4. To understand the development of local basic education, to formulate targeted and purposeful practice programs and teaching contents, and to build a teacher education practice system with top teaching as the core of practice.

5. Strengthen the cultivation of students' innovation ability, close the connection between higher education institutions and basic education, improve the cultivation effect of pre-service teacher education, and promote students' professional development.

### **Research Hypothesis**

There are problems in the organization of activities, selection of contents, teacher ethics training, selection and supervision of instructors, and evaluation of internship performance in the "Trinity" teacher education practice.

There are problems in the organization and content of teacher education practices.

Teacher education practice has little content of teacher ethics training and few specialized activities.

The evaluation standards are more comprehensive, and the subjectivity of evaluation behaviors is large.

There is not enough synergy among universities and colleges, local governments, and recipient primary and secondary schools in guiding students.

### **Significance of the study**

It helps to establish the correct concept of teaching practice in teacher education and conducive to improving the theory of whole practice teaching.

Beneficial to enrich the theory of pre-service teacher training.

It helps to improve students' practical ability of education and teaching, helping to cultivate teacher-training students' professionalism and generosity to the cause of education.

Integration of pre-service and post-service teacher education training and effectively promoting the balanced development of urban and rural education.

### **Theory and literature review**

The main concepts involved in the study of "Trinity" teacher education practice teaching mode in local teacher training colleges are: "Trinity", top teaching, teacher education, and whole teaching practice. In order to analyze and deepen the research, these basic concepts must be interpreted.

### **Trinity**

The "trinity" is a platform for teacher education practice and a management system that is constructed in the practice of teaching in teacher training colleges. The "trinity" refers to "higher education institutions - local government - internship schools". The following

conditions must be met for the implementation of the teaching internship: firstly, college students in teacher training colleges must have solid basic knowledge of their major, have certain teaching ability and skills through educational internship and research, and receive systematic training and ideological education mobilization before the teaching internship, and be junior students. Second, as the recipients of internship teaching, rural primary and secondary schools are willing to provide teacher-training students with internship teaching positions, take the initiative to send subject teachers for practical guidance, and receive tangible, stable and reliable support for teacher education from them. Third, the local government, as the responsible party for basic education, is willing to actively cooperate with the management organization of the internship teaching support and provide the necessary financial support and assume the responsibility of assisting in management.

### **Top-up teaching**

Teaching on top is a way of education internship for teacher-training students. It is a policy implemented to alleviate the serious shortage of teachers in rural basic education and to improve the quality of teachers. Every year, according to the actual needs of the contracted primary and secondary schools, Xinzhou Normal College regularly sends junior teacher-training students to the contracted province for a semester (half a year) of "full-time" teacher training in kindergartens, elementary school and junior high schools in rural areas with difficult conditions. The program will send two batches each academic year. Two batches are sent each academic year. The purpose of the program is to solve the problem of teacher shortage in remote areas, close the ties between higher education teachers and basic education, improve and train students' teaching ability, cultivate students' love for education, and cultivate their educational sentiment.

### **Teacher Education**

Teacher education is the collective term for teacher training and preparation, which is a continuous, developable and integrated educational process of pre-service training, in-service training and in-service training for teachers under the guidance of lifelong education ideology and in accordance with different stages of teachers' professional development. In terms of the meaning of the concept, "teacher education" can be interpreted in two ways: one is "education for teachers" and the other is "education about teachers". The former refers to post-service training or continuing education of teachers, while the latter includes post-service training and pre-service training of teachers.

## **Conceptual Framework**

The study was conducted along the lines of theoretical discussion, analysis of the current situation, and exploration of the model, taking the "three-in-one" teacher education practice teaching model in Xinzhou teacher training colleges as the research object. Firstly, we use the literature method to review a large amount of literature, grasp the current situation of research on teacher education practice at home and abroad, and form a macroscopic view; secondly, from both theoretical and empirical aspects, we accurately define the core concepts of teacher education, whole education practice, top teaching, and trinity, and grasp the dialectical relationship among them; we elaborate the practical significance of constructing the "trinity" practice teaching model. "The theoretical foundation is laid for the next in-depth study. Finally, with the help of interviews and questionnaires, we obtain information on the current situation of "Trinity" teachers' education and practice teaching, find out the problems through sorting and analysis, investigate the causes of the problems, and finally propose the effective implementation of the "Trinity" education and practice teaching mode. The research team will propose solutions for the effective implementation of the "Trinity" education and practice teaching model, and refine the specific work and requirements for each stage and step.

## **Research Methodology**

The research methods of this topic are mainly questionnaire survey method, interview survey method and qualitative research method.

### **Sample, Questionnaire survey method**

The study was conducted using a self-administered Teaching Throughout Practice Questionnaire (teacher and student questionnaires). The development of the questionnaire was based on the practical needs of teachers' educational exploration and theoretical construction of this project. The "Whole Practice Teaching Questionnaire" (teachers' and students' questionnaires) was administered to 367 students and 14 teachers from freshmen to seniors. The questionnaires were administered to 367 students and 14 teachers from freshmen to seniors in the departments of education, political science, chemistry and computer science. The survey was conducted in six dimensions. There were 367 student questionnaires and 325 valid questionnaires, with an efficiency of 88.56%; 14 teacher questionnaires were distributed, with an efficiency of 100.00%.

### **Interview method**

The study used the self-compiled "Full Practice Teaching Interview Outline" (teacher volume) and "Full Practice Teaching Interview Outline" (student volume) to conduct interviews with 10 teachers and 30 students, respectively. The interviews with teachers covered the history, system, implementation, and problems of whole-practice teaching. The interviews

with students were mainly related to the effectiveness and problems of whole-practice teaching. The collected information provides detailed information for this study.

### **Findings of the study**

#### **Teachers' educational practice plans and organizational forms**

The organizational form of teaching is the way teachers organize their activities according to students' characteristics, teaching contents and the subjective and objective conditions of the school in order to accomplish the teaching tasks and achieve the teaching objectives. The planning and organization of teaching directly affect the amount of knowledge students receive and the effectiveness of teaching. The analysis of the survey around the teachers' teaching practice plan and organization form shows that 60.92% of students think that their class should organize education and teaching practice every semester, and about 39.08% of students think that the class does not organize the whole education and teaching practice. More than 7/10 teachers think that the number of organized practice activities is more than 5 times per semester, and the number of students reaches 49.2%, but 50.08% of students say that the number of practices is less than 5 times; each time the time activity time is at least 50 minutes, and about half of teachers and students think that each activity time is more than one hour (inclusive). This indicates that there are differences in the organization and number of teaching practice activities organized by the departments of Xinzhou Teachers College. The percentage of teachers who thought that there was a plan for teachers' educational practice activities was 92.86% and 59.38% of students; the percentage of teachers who thought that there was no activity plan or was unclear was 7.14% and 40.62% of students. As for the record of activities, all teachers thought there was a record, and students accounted for 94.15%, but the percentages of teachers and students who thought the record was not detailed were 28.57% and 39.38% respectively. In terms of the organization of practical activities before the capstone teaching, 42.86% of teachers and 39.69% of students think that the combination of grouping and overall tutoring is used. This indicates that the departments pay great attention to the individual differences of students and group cooperation when organizing educational teaching practice.

#### **Professional ethics education in teacher education practice**

Professional ethics of teachers are the ethical norms and codes of conduct that teachers must abide by in their educational activities, as well as the moral concepts, sentiments and qualities that are compatible with them. Teacher ethics is the core and soul of teacher quality and is the source of motivation for teachers' work. After a survey on the cultivation of professional ethics in teacher education practice at Xinzhou Teachers College, teachers (92.86%) and students (90.15%) believe that teacher ethics is the core component of teacher quality and is significant to the growth of student teachers; however, less than 10% of teachers and students disagree and feel that mastering knowledge and forming skills is the first priority.

In terms of ways to cultivate teacher ethics, 78.57% of teachers and 51.08% of students think that they can cultivate students' motivation and professionalism in teaching through apprenticeship and observation of teaching, but 48.92% of students and 21.43% of teachers think that their departments have not organized apprenticeship or observation. The percentages of teachers and students who thought that lectures on teacher ethics were conducted to specifically educate students were 64.29% and 50.36%, respectively, but nearly half of the students thought that no special lectures on teacher ethics were held in their departments, which should attract the attention of education administrators. In the recipient primary and secondary schools, the ratio of teachers to 57.14% and students to 37.54 who were directly educated on ethics by instructors in the recipient schools; the ratio of teachers to 89.29 and students to 83.85% who were inculcated by the profession by using lectures and directly feeling the joy of devotion; however, one-fifth of students still felt that they were not educated on professional ethics, and 7.14% of teachers thought that no specialized professional ethics education and guidance. This indicates that the planning, institutionalization and standardization of teacher ethics training and education in each department (college) needs to be improved.

### **Content of teachers' practical skills training in education**

Teaching ability is a necessary quality for teachers, a prerequisite and basic condition for teaching, and a major component of the content of teacher education. By participating in a series of education and teaching practice activities, students can develop their teaching ability, improve their language expression ability, writing standardization ability, board design ability and class management ability, etc. Skill training is divided into basic skill training and professional skill training. From the statistical analysis of the survey on students' skills training, 96% of students have conducted Mandarin skills training, 35.38% of students have participated in three-stroke writing training, and only 46.03% of students have participated in both trainings. Through interviewing teachers, we learned that students may have more brush and chalk writing training. In terms of the number of times of basic skills training, 45.54% of students have participated 1-5 times, and 26.46% of students have participated more than 8 times. The content of professional skills training is close to basic education and meets the actual needs of basic education. The most organized is classroom mock trial lecture (46.46%), followed by educational apprenticeship (41.85%) and selected reading of educational masterpieces (34.77%), and thesis guidance only accounts for 24.31%. Since the task of the capstone support is to teach classes, the percentage of lesson standard study and textbook analysis is around one-fifth. Professional skills training is abundant and distributed in eight semesters from freshman to senior year depending on the demand, which provides students with more practical opportunities to turn knowledge into ability and creates conditions for the improvement of students' practical ability and the cultivation of innovation ability.

## **Discussion and Conclusion**

The whole college, the whole staff and the whole course are always mobilized to actively organize and participate in practical activities, but very individual teachers and students despise the whole course teachers' practical teaching with low enthusiasm and poor enthusiasm.

The teaching of teacher education practice attaches great importance to ethics education, but there are few special lectures and education, and there is a lack of hard and fast rules for the content of professional ethics education.

The students' participation in the whole practical teaching is less active and less active. Countermeasures to improve the "Trinity" model of teacher education and practice Regular study, familiarization of teachers and students with the whole practice teaching plan, and emphasis on the organization of practice activities

Subject infiltration, special lectures, multiform education and teaching practice, actively carry out teacher ethics education and enrich the content of teacher ethics

Through curriculum thinking and government, moral education is infiltrated with the transmission of knowledge. By means of special lectures, systematically explain the meaning and significance of teacher morality; multiform teaching practice to strengthen moral education for students. Organize students to watch videos or movies of outstanding teachers and models of teacher ethics, or invite outstanding primary and secondary school teachers or outstanding graduates of the college in this field to give lectures to students at appropriate times, organize subject apprenticeship and observation, educate students to take outstanding teachers as role models and cultivate their professional emotions towards teachers; introduce the greatness of the teaching profession and the indispensability of the teaching profession in human development, and integrate students naturally into the professional life of teachers. Learning about the dedication and selflessness of primary and secondary school teachers, their care and respect for students, and their dedication, conscientiousness, persistence, and tenacity in teaching will improve students' confidence in teaching and help them establish the correct professional thinking and motivation for learning.

### **Improve students' autonomy and participation in education and teaching practice**

As future teachers, students should have a strong sense of subjectivity in the whole process of education and teaching practice. Pay attention to the cultivation of morality and cherish every opportunity to participate in the whole process of practical teaching. At the beginning of the whole process of practical teaching, we should set clear goals for ourselves, work steadily and strictly during the process of practical teaching, think positively when encountering problems, discuss and communicate with classmates, analyze the causes of problems, and complete each activity task of the whole process of practical teaching with a learning attitude. After the completion of the activity, actively reflect and summarize, refine and improve, try to apply the theoretical knowledge learned to the actual teaching work, improve their practical ability, and cultivate their innovation spirit.

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