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Research Limitations and Future Directions on the Effect of Educational Practice on the Cultivation of Teachers' Professional Competency of Education Major Students: A Case of M University in China

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Abstract

A very important practical teaching activity for Chinese education major students during their four years of undergraduate study is educational practice. The process of education practice for education major students is a learning activity that will provide hands-on experience of the whole process of education and teaching practice, including participating in practical teaching of courses, classroom management, active learning and communication, relevant competitions, training and activities, etc. In this paper, a semi-structured interview questionnaire was used to interview relevant personnel at M University in China. The interviewees included eight instructors who were involved in the training of education majors and eight education graduates (currently primary and secondary school teachers) who had graduated for two to five years. The analysis of the interview results showed that: education practice of education major students can enhance education major students' professional competence of teachers; education majors students' education practice, training competitions and other activities in their four years of undergraduate study are beneficial to their career development. Therefore, strengthening education practice and training competitions for education major students has a positive impact on the cultivation of education major students, and universities where education major students are studying should broaden effective ways to strengthen links and cooperation with local governments and primary and secondary schools, education major students use their initiative, innovative educational practice training using smart education resources and more, so as to play an active role in cultivating more outstanding education major graduates.

Keywords: Education practice, Education major students, Teacher professional competence, Questionnaire

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Introduction

The educational practice of education major students positively influences the teacher professional competence of education major students (Wu, 2022, p. 169). Educational practice is an important part of the professional learning of education major students in colleges and universities, and it has a special role in the cultivation of education major students' educational and teaching practice skills. Educational teaching practice is a collective name for all forms of teaching in which universities systematically organize education major students to receive real practical knowledge in the field, train their basic skills, improve their practical ability, cultivate their innovative spirit and enhance their ability to work independently and research. Educational practice is an important part of cultivating the practical ability of education major students, and is an important way to cultivate applied talents who can adapt to the needs of social and economic development. Educational practice is an important bridge to improve education major students' connection between theory and practice, an important platform to cultivate the practical ability of education major students, and an important way to promote the overall development of education major students. Therefore, universities should pay attention to the setting of practical courses in the curriculum design of education major students and build a scientific and reasonable education teaching curriculum system. Pay attention to the role of education practice and give full play to the role of education practice in improving the professional ability of education major students. However, in the process of training education major students in colleges and universities, theory is often emphasized over practice, the proportion of education practice courses is low, and education majors have few opportunities to demonstrate their real education teaching ability. Therefore, it is important to study the role of educational practice in the process of training education major students.

There is a consensus that educational practice plays an active role in the training of education major students in the normal universities. Educational practice is an important part of the implementation of theory and practice and the realisation of training objectives in normal universities, and is an important part of the teaching programme of normal universities. Educational practice directly affects the quality of talent training in universities and the practical ability of education major students to adapt to their positions. Educational practice is the most important part of the teaching work in normal universities, and it is the most important and effective process to further train the teaching ability and practical ability of education major students, and to move from education major students to teaching positions. Educational practice is a powerful corroboration and effective supplement to theoretical teaching, which can fully mobilize education major students' enthusiasm, initiative and creativity, and give full play to the main role of education major students. Therefore, education major students move from theoretical learning in their field of specialisation to practical exercise in practice schools, and through the validation of theoretical knowledge in teaching practice, a shift in the structure of effective teaching knowledge is formed, which leads to practical knowledge, i.e. subject teaching knowledge. In higher education studies, educational practice competence refers to the ability of education students to apply the knowledge and skills they have acquired to solve practical problems. Educational practice is the main way to consolidate and deepen the understanding of theoretical knowledge, to link theory with practice, to improve the hands-on ability of education major students and to cultivate their comprehensive literacy through guiding education major students to carry out practical learning, training, internship and competition in a planned manner.

Educational practice for education major students is an important way to enhance the professional competence of education major students in the teaching profession. The educational practice of education major students occupies an important place in the teaching activities of universities, and it plays an important role in enhancing the professional competence of education majors in teaching. The professional competencies of education major students include ability to practice teacher ethics, teaching practice ability, comprehensive education skills and independent development skills. The professional competence of education major students can be trained and improved through educational practices during university, mainly through internships, micro-grid

classrooms, simulated classroom training and teacher training skills competitions. However, the most important aspect of teacher education is how to develop education practice in a scientific and effective way to improve the professional competence of education major students. Educational practice is a mode of education in which the educator is the leader and the educated is the main subject, stimulating the initiative and participation of the educated and thus improving the effectiveness of educational practice. It allows education students to practise what they have learnt, to discover the laws of the world, to identify problems, to analyse them and to solve them. It can fully mobilise students' enthusiasm, initiative and creativity, give full play to students' main role, and train education students to form good professional skills for teaching.

Literature Review

Definition of relevant concepts

Educational practice

In this paper, "educational practice" refers to a series of educational practice activities, including internships, practical training and competitions, carried out for education major students trained in a four-year normal university or a comprehensive university.

Education major students

In this paper, the term "education major students" refers to students who are enrolled in a four-year course of study at a normal university or a comprehensive university that focuses on the study and practice of teacher education, and who have a desire to become teachers in the future.

Literature Research

In a search of the CNKI for "education practice of education major students" and "teachers' professional competence", there were 73 academic journals, 4 dissertations and 3 conference papers, so it can be seen that scholars have paid attention to the relationship between education practice of education major students and teachers' professional competence, but there are not many research results.

The literature review has revealed that the educational practice can have a significant influence on a education major student's development as a teacher. According to Gong and Liu (2021), it is very important that education major students are equipped with the necessary skills to become effective teachers. Despite the professional training that teachers have received, many students still have difficulty with the teaching and management of educational practice. Many students who major in education fail to master the various teaching techniques and skills that they have acquired through their professional training. Even though they have invested a lot in the practice, they still find it hard to manage their classes. To effectively address the issue of professional training in education, it is important that various aspects of the education major's training are analyzed. This will help the colleges and universities promote the development of teachers' professional competency (p. 51-54).

According to Dong (2021), the goal of his study is to provide education major students with an opportunity to improve their teaching practice through various learning models. These include an internship, a study, or a practice. Practical education is a vital component of education for students. It can help them realize the value of their studies and careers. The increasing number of students pursuing education major programs has prompted the need for more comprehensive practical exploration. This is why education major students should conduct multiple studies and projects to improve their teaching skills. This component is also in line with the country's efforts to produce high-quality teachers. It can help students improve their scientific and teaching capabilities (p. 10-13).

According to Lei and Zhang (2020), educational practice has a significant effect on the development of education major students' attitudes toward teaching and professional identity.

Therefore, educational institutions should pay special attention to the importance of incorporating these into their curricula (p. 91-98).

Wang and Liu (2016) noted that many universities are exploring new initiatives to improve the professional skills and competitiveness of education major students. These include establishing educational practice and internship programs. They also noted that these programs can help students develop their practical and academic skills. The establishment of these initiatives has greatly improved the professional competence of education major students. It has also provided a practical guide for training institutions that are looking to improve the teaching skills of education major students (p. 109- 111).

Xiao, Zhang, and Chen (2014) proposed that education internships are an important part of the training process for education major students. They also noted that it is an essential procedure for education major students to improve their professional competence. Through internship teaching support, education major students can improve their practical teaching abilities and promote the development of education in China. It also helps strengthen the teaching quality of education major students. The ability to teach is a basic skill that education major students should develop in order to enter the teaching profession in the future. It is a source of motivation for them to pursue the education teaching goals and improve the quality of basic education. The goal of the education internship program is to provide education major students with the necessary theoretical knowledge and practical experience to improve their professional competence. This project is carried out through the combination of theoretical and practical exercises (p. 7-11).

Zhang (2016) proposed that education major students should be trained in all aspects of their professional skills. This would help improve the quality of education major students and encourage them to motivate themselves. Normal universities should also improve the assessment of their professional skills in various areas, such as pen writing, brush writing, and video production. As education major students become more involved in their studies, they should also become more aware of the importance of education practice. This can be done through the multiple activities that they can take part in outside of school. Besides completing the school's curriculum, education major students should additionally use their time to improve their skills in teaching (p. 253-255).

In summary, Chinese scholars have developed a certain understanding of the research on educational practice and education major students' professional competence in teaching, with views focusing on the belief that educational practice contributes to a certain extent to the enhancement of education major students' professional competence in teaching.

Research Methodology

Research population

The method used in this paper is a semi-structured interview questionnaire survey, and the sample is mainly eight instructors who have participated in the training on teacher professional competence for education major students and eight primary and secondary school teachers who are current teachers. The survey was conducted to analyse the problems, influencing factors and their causes, and to propose solutions to improve the educational practice and teachers' professional competence for education major students at M University in China.

The qualitative research of this study adopts the method of semi-structured interview. The first kind of interview survey object is the instructor or decision-maker who participates in the training of education major students' teaching competence. The purpose of interviewing this kind of objects is to understand the process of training education major students' teaching competence in teachers' professional competency and the impact of their guidance or decision-making on education major students' teaching competence in teachers' professional competency. The information of the target population willing to participate in the interview includes gender, age, length of service and professional title. See the Table 1 for details in the next page.

Table 1 Demographic information form willing to participate in the interview

Demographic information	Participate in training or decision-making of teachers	Current primary and secondary school teachers
gender	8 (4 Male & 4 Female)	8 (4 Male & 4 Female)
age	8 (5 < 40 years old & 5 ≥ 40 years old)	8 (4 < 30 years old & 4 ≥ 30 years old)
length of service	8 (4 < 10 years & 4 ≥ 10 years)	8 (4 < 5 years & 4 ≥ 5 years)
Intermediate title	8 (4 ≤ Intermediate title & 4 > Intermediate title)	8 (8 ≤ Intermediate title)

The second kind of interview survey object is the primary and secondary school teachers who are now working as teachers for 2-5 years. They have been working as teachers and know very well what professional competency teachers need to master in order to be competent for teachers' work. Interviews with such objects are mainly to understand the role of education major students' learning in school in participating in practical work, as well as their suggestions on education major students' teacher career and ability training.

Design of interview questionnaire

The interview outline can be divided into two parts. In the first part, the interviewees are teachers who participate in the training of teachers' professional competency of education major students; In the second part, the interviewees are primary and secondary school teachers who work as current teachers.

The interview questionnaire is designed according to the interview questionnaire on professional skill training of education major students (Tian, 2016), the evaluation form of students' comprehensive practice ability of M Universtiy (2021) used by the university where the author currently works and the graduate tracking and return visit system (2018) of the author's working university. The interview time of each interviewee is 1 hour, face-to-face or telephone conversation is adopted, and documentation is made. The interview outline of teachers or decision makers participating in the training of teachers' professional ability of education major students includes four closed and open questions; The interview outline of current primary and secondary school teachers includes three closed and open questions.

The Interviewees are teachers participating in the professional ability training of education major students. The interview questionnaire is designed according to the interview questionnaire on professional skill training of education major students (Tian, 2016) and the evaluation form of students' comprehensive practice ability of M Universtiy (2021) used by the university where the author currently works. The questionnaire consists of four questions:

Q1: Please give an evaluation of the overall performance of the education major students in your school.

Q2: What do you think are the shortcomings of education major students' teaching competence (teachers' oral expression ability, depth and breadth of professional knowledge, blackboard writing design ability, the ability to analyze teaching materials, educational technology application ability, classroom teaching ability, ability to organize and guide extracurricular activities and scientific research ability)?

Q3: What changes do you think education major students have before and after their internship?

Q4: Please put forward suggestions on how to improve education major students' teachers' professional competence from the perspectives of universities or education major students themselves.

The interviewees are normal graduates as teachers in primary and secondary schools. The interview questionnaire is designed according to the graduate tracking and return visit system (2018) of the author's working university. The questionnaire consists of three questions:

Q1: Do you think the teacher education practice in the university are helpful to your current job?

Q2: Do you have any experience in training, practice and competition activities related to the professional ability of education major students in your university, which can guide you in your actual work?

Q3: What achievements have you made since your work?

Results and Analysis

Interviews with teachers who participated in the professional competency training for education major students

The eight teachers who participated in the professional competency training for education major students worked in a range of institutions, including vocational and technical school teachers, primary school teachers and kindergarten teachers. The interviews with the teachers who participated in the teacher professional competency training on the overall evaluation of the education major students are summarised in Table 2.

Table 2 Overall ratings of instructors involved in teacher professional competency training for education major students

Teacher number	Questionnaire content	Overall evaluation
P1		Work conscientiously, study hard, work hard, obey the assignment, respect the instructor, can humbly seek advice from the experienced teacher, love the job, care for the students
P2		Actively follows the instructor's preparation and lessons, and is able to handle disputes between students in the class on her own, with a serious attitude to work
P3		Active and proactive in helping the class teacher and subject teachers, meticulous in her work ethic and respectful of her teachers
P4	Please give an evaluation of the overall performance of the education major students in your school.	Good attitude to teaching and learning, able to take into account the needs of students of different levels. Homework is carefully corrected and comments are rich and sincere. Excellent and steady. Able to initiate discussion when problems are identified and to communicate with students
P5		Get along with colleagues and land, showing strong dedication, deep professional thinking and good teacher ethics
P6		Able to apply the knowledge and skills learnt flexibly to practical work A keen learner who is open to guidance and is able to seek advice from experienced teachers when he or she does not understand something
P7		Caring and loving students, well liked by them
P8		Able to take into account the needs of children of different levels and to adapt teaching methods according to children's reactions and teachers' guidance, and to get along with colleagues

The words that we analysed with high frequency from the above evaluations were: seriousness in work, good work attitude, knowing how to communicate and caring for students. The above results also show that education major students who have participated in education practice have improved their work attitude, work responsibility, communication and coordination skills and educational sentiment. The overall evaluation of education students given by teachers who have participated in teacher professional competency training is good. At the same time, the hands-on skills, comprehensive analysis, ability to complete work independently of education major students have been well developed and exercised. The feedback from education students shows that participation in education practice has a positive effect on the professional competence of education major students in the teaching profession to a certain extent.

See Table 3 for a survey of what education major students need to strengthen and improve in terms of professional competencies for teachers in educational practice

Table 3 Survey of education major students on what needs to be strengthened and improved in terms of professional competencies for teachers in educational practice

Teacher number	Questionnaire content	What to strengthen and improve
P1		Blackboard design, scientific research skills
P2		Insufficient grasp of the important and difficult points of the teaching materials and failure to break through the difficult points. Classroom teaching skills need to be improved
P3	What do you think are the shortcomings of education major students' teaching competence (teachers' oral expression ability, depth and breadth of professional knowledge,	The ability to control the classroom needs to be improved, the language of teaching is not rigorous enough, and the standardization and rationality of the design of the blackboard needs to be strengthened
P4	blackboard writing design ability, the ability to analyze teaching materials, educational technology	The ability to work as a class teacher has some shortcomings due to lack of experience, and needs more practice and reflection in future work
P5	application ability, classroom teaching ability, ability to organize and	The design of the blackboard does not reflect the key points, and the management and control of the classroom needs to be strengthened
P6	guide extracurricular activities and scientific research ability)?	The ability to teach in the classroom needs more practice, more summary and reflection
P7		Language is not concise enough in terms of oral expression. In classroom teaching, not sufficiently resolved in the face of teaching emergencies
P8		Needs to improve communication with students, oral expressions and teaching content

From the above survey, it is found that education major students reflect a lack of practical ability in classroom teaching in the process of actual education practice, such as the need to improve the design of the blackboard, the inability to grasp the important points and difficult points of teaching content, the lack of experience in classroom management ability and classroom management ability,

and the lack of reflection and summary in actual work. In response to the above problems and according to the situation of education major students, universities should optimise the teaching content for education major students, which will greatly help to improve the teaching quality of education major students. Educational practice also forces education major students to reflect on the learning process in a comprehensive manner.

The contents of the survey on the changes of education major students before and after the education internship are shown in Table 4

Table 4 Content of the survey on the changes of education major students before and after the education internship

Teacher number	Questionnaire content	Changes both before and after the internship
P1	What changes do you think education major students have before and after their internship?	Improvement in the ability to write lesson plans, prepare classroom materials, and organize teaching language
P2		Improved teaching skills and classroom management skills
P3		Have more confidence in teaching
P4		A deeper understanding of the real classroom and how it works, and the ability to react quickly when dealing with unexpected situations in the classroom
P5		Adapt to the change in status and be aware of the responsibilities of being a teacher
P6		Improved communication and co-ordination skills
P7		Improved control of the classroom atmosphere; more rigorous classroom language
P8		Classroom organization skills have improved

From the above survey, it is found that education major students have undergone significant changes before and after their educational practice, mainly in terms of improved teaching practice, improved classroom management skills, enhanced communication and coordination skills, and a sense of teacher responsibility. This is due to the education majors students thorough preparation for the learning tasks of educational practice, resulting in good results. The results of the survey objectively evaluate the actual situation of this pedagogical reform of educational practice, which is generally satisfactory and generally recognized by education major students as a practical mode of teaching.

The survey on suggestions for improving the teachers' professional competence of education major students is shown in Table 5.

Table 5 Survey of education major students' suggestions for improving their teachers' professional competence

Teacher number	Questionnaire content	Suggestions
P1		Organize more mock teaching to give education major students experience of the lectern
P2		Arranging apprenticeships once a week prior to the internship
P3		It is recommended that universities develop more professional skills for education major students, such as chalk writing and recitation
P4	Please put forward suggestions on how to improve education major students' teachers' professional competence from the perspectives of universities or education major students themselves.	It is recommended that universities hold more teacher training competitions to encourage education major students to participate in them and to involve them in actual classroom teaching
P5		Universities should give education major students more opportunities to practise
P6		Provide a platform for education major students to practice and sharpen their skills, so that education major students can refine their skills in practice
P7		To actively participate in lectures and training, listen to more examples of good lessons, learn to manage and control their emotions and develop a wide range of interests
P8		To allow education major students to see, learn and practise more

From the above survey on suggestions for improving teachers' professional competence of education major students, the main suggestions focus on strengthening the educational practice of education major students as the main way to enhance teachers' professional competence of education major students, mainly through simulation teaching, professional skills competition for teachers, training, etc. Educational practice is an important part of the teaching and learning process for education major students, and is an important part of the education major student training programme. Educational practice can take the form of collective guidance and individual guidance, combined with local government and school resources, and collaborative education, which can play a more positive role in improving teachers' professional competence of education major students.

The second part of the questionnaire was surveyed to eight education major graduates who had been working in primary and secondary schools for two to five years, and the results of their feedback survey were used to study the effect of educational practice on the teachers' professional competence of education major students.

Survey on the effect of educational practice at university on current work

Table 6 Statistics of the survey on the impact of educational practice on current work

Questionnaire content	Effect situation
Do you think the teacher education practice in the university are helpful to your current job?	T1, T2, T3, T4, T5, T6, T7 and T8 all answered that the educational practice had a positive effect on their current work

According to the findings in Table 6, it can be seen that education practice in university has a positive effect on education major students in their actual workplace, including a positive impact on their identification and work commitment in the actual workplace. This is closely related to the education major students own professional learning practice experiences. All 8 education major graduates indicated that the education practice activities in university had enabled them to improve their teachers' professional abilities and adapt to teaching in primary and secondary schools more quickly.

A survey of the effect of education major students' experiences of relevant teacher professional competency training, practice and competition activities in university on their actual work.

Table 7 Statistical survey of the effect of education major students' experiences of relevant teachers' professional competencies on their practical work

Teacher number	Questionnaire content	Effect situation
T1	Do you have any experience in training, practice and competition activities related to the professional ability of education major students in your university, which can guide you in your actual work?	The teacher training skills calligraphy competition I took part in at university gave me more confidence in the practical aspects of blackboard writing design
T2		A lecture-telling competition at university gave me some experience in teaching in practice
T3		A PowerPoint production training competition at university, which made me more proficient in creating courseware in practice
T4		The oral expression course I attended at university improved my ability to express myself in a way that would engage my students in class
T5		The education internship at university gave me an early understanding of classroom management, so I have some ideas and methods to do a good job as a classroom teacher when I work in practice
T6		The group study of at university has enabled me to master some methods of reflecting on teaching, and I often reflect on teaching in practice
T7		The handicraft competition for education major students at university has made me interested in handicrafts, and I often make my own teaching aids to enhance the teaching effect in practice
T8		The practice of mock lectures at university has given me an understanding of teaching design and practice in the real world of teaching

From our analysis in Table 7, we can see that the training, practice and competition activities related to teachers' professional competence that education major students participated in while at university had a positive effect on the professional competence of graduates in primary and secondary school teaching positions, mainly in terms of being more proficient in the use of new media equipment in teaching practice, more confident in their teaching gestures and innovative in their teaching methods. Education major students who have participated in practice, training and competitions during their university years have had adapted quickly and integrate into their role as teachers when they first start teaching. Thus, through observation, training and competitions, education major students' professional competence can be continuously improved, and the ability of education major students to learn independently has a profound effect on their growth and development.

The achievements of education major graduates 2-5 years after graduation are understood from surveying their major awards.

Table 8 Major awards for education major graduates 2-5 years after graduation

Teacher number	Major awards
T1	<p>Since then, he has worked as a mathematics teacher and classroom teacher. He was selected by the local education bureau to teach as an assistant headmaster. Currently, he is the counselor of the school's Young Pioneers. The main awards are as follows.</p> <p>District-level Outstanding Teacher</p> <p>Second Prize in the District-level Primary Mathematics In-depth Teaching Research Paper Competition</p> <p>First prize in the district-level primary school mathematics teachers' proposition assessment activities</p> <p>Second Prize in the District-level Primary School Teaching Case Competition</p> <p>Third prize in the district-level video lesson competition for young teachers' classroom teaching</p> <p>First prize in the school classroom teacher growth story sharing competition</p> <p>First prize in the school mathematics teachers' lesson telling competition</p>
T2	<p>Since then, worked as a class teacher and maths teacher. Major awards are as follows.</p> <p>County-level new teaching talent.</p> <p>Third prize in the collection of excellent teaching cases at the municipal level</p> <p>Excellent class teacher at the county level</p> <p>First prize in the county-level mathematics project for primary school students</p> <p>First prize in the municipal-level teacher ethics micro-video competition</p> <p>Third prize in the municipal-level academic paper competition for primary school mathematics teachers</p> <p>Third prize in the municipal-level interactive classroom teaching and evaluation activity</p> <p>First prize in the Municipal Moral Education Theme Classroom Video Class Exhibition and Evaluation</p>

- Honorary title of outstanding teacher at county level
 Since then, worked as a class teacher and Chinese teacher . Major awards are as follows.
 Second prize for essay guidance in the National Youth Theme Education Reading
 First prize in the municipal micro-lesson competition
 The "Excellent Instructor Award" in the National Recitation Conference
- T3 First prize for the class meeting lecture of the provincial class teacher workshop for primary and secondary schools
 Second prize for excellent moral education research achievements in the provincial moral education research association for primary and secondary schools
 First prize in four comprehensive competitions (teaching design, micro-lesson design and production, hard-pencil calligraphy and on-site defense) in the first teaching skills competition for young teachers in schools
 The title of intelligent class teacher of the school
 Since then, worked as a class teacher and maths teacher. Major awards are as follows.
 Second prize in the category of science and technology teaching programme for teachers in the district-level youth science and technology innovation competition
- T4 Second prize in the category of science and technology teaching programme for science and technology tutors' innovative achievements in the municipal youth science and technology innovation competition
 District-level "Outstanding Teacher"
 First prize in the Primary School Mathematics Young Teachers' Lecture Competition at the district level
 Since then, worked as a class teacher and Chinese teacher, major awards are as follows.
 Second prize in the district-level primary school teaching essay competition
 Second prize in the district-level primary school language teaching essay competition
- T5 First Prize in the District-level Primary School Language Teaching Design Competition
 First Prize in the District Level Primary School Language Teachers' Teaching Design Competition
 Outstanding Teacher at District Level
 First Prize in the District Level Teachers' Teaching Design Competition
 Since then working as a class teacher and Chinese teacher, the main awards are as follows.
 Third prize in the district-level teachers' penmanship competition
 Grand Prize in the National Children's Education Drama Guidance Award
- T6 Reading Pioneer Award in the municipal reading series for primary and secondary school students
 Second prize in the district-level teaching staff speech and recitation competition
 District-level education teaching new talent

	<p>Since then, working as a class teacher and Chinese teacher, the main awards are as follows.</p> <p>Second prize in the hard writing category for teachers in the county-level standard Chinese character writing competition for primary and secondary school students</p> <p>Third Prize in the Municipal Reading Literacy Public Service Comic Creation Exhibition</p> <p>Outstanding Award in the County-level Theme Squadron Activity Classroom Competition</p> <p>First Prize in the Teacher's Group (Soft Pen) of the County-level Standard Chinese Character Writing Competition for Primary and Secondary School Teachers and Students</p> <p>Since then, working as a class teacher and Chinese teacher, the main awards are as follows.</p> <p>Second prize in the county-level lesson presentation competition</p> <p>First prize in the county-level classroom teacher professional competence competition</p> <p>Second prize in the county-level speech contest</p> <p>Outstanding correspondent of the education system at the county level</p> <p>Outstanding teacher at the county level</p>
T7	
T8	

From Table 8, we can see that education major graduates who have participated in certain practices, training, competitions and activities of teachers' professional competence during their university years are better able to change their roles and integrate into teaching positions more quickly 2-5 years after graduation, and achieve certain achievements in their practical work, mainly in terms of having achievements in their personal competence, such as in lesson telling competitions, professional competence competitions for classroom teachers, guiding students to participate in competitions. They have achieved certain achievements in their own special projects and research projects. At the same time, the overall quality of their personal abilities is also relatively high, for example, they have performed well in the selection of outstanding teachers, new teaching talents and intelligent classroom teachers. Therefore, we can find in practice that universities must actively broaden the teaching professional competence practices, training, competitions and activities for education major students, as these programme will greatly contribute to their personal development.

To sum up, from the interviews we can find that educational practice activities have a positive effect on education major students' professional competence of teachers, which is in line with the way most Chinese scholars propose to strengthen education major students training in educational practice activities. In actual educational practice activities, education major students are predominantly trained in traditional ways such as specific university-arranged internships, training and competition programmes, which are closely linked to the enhancement of education majors students' professional competence of teachers. However, the lack of individual learning pathways for education major students to explore on their own, and the low use of internet resources and other resources, present the problem that most education majors students' independent learning ability needs to be improved, and this is an area that deserves to be explored when enhancing education majors students professional competence of teachers. Education major students can truly bring their subjective abilities into play in their education practice activities, such as improving self-learning, self-reflection and self-improvement and other independent learning channels, extensively enriching their learning materials with resources such as wisdom education, strengthening simulated education practice activities through the wisdom education platform, learning more cutting-edge education concepts, and will gain more advanced education practice training methods to enhance education practice. This is where the significance of this research lies.

Research Limitation and Future Directions

The research sample in this paper is limited to education major students and instructors at M University in China, and the interview sample size is small, so the findings may not be applicable to all education students in China. In the future, efforts will be made to expand the sample size to other similar universities for this study to achieve good validity.

Conclusions

This paper interviews instructors involved in the training of education major students and education major graduates who are currently teaching in primary and secondary schools, in order to dig deeper and discover the positive role that educational practice plays in enhancing the teachers' professional competence of education major students. Through the study, the author proposes relevant initiatives for universities to strengthen education practice for education major students in the process of education major students training in the following three aspects: Firstly, universities should make full use of local resources, rely on local governments, and carry out practical activities for education major students in the light of the actual situation of education major students, so as to enhance teachers' professional competence of education major students. Secondly, universities should organize a variety of activities or competitions for education major students to strengthen their practical training and practical skills, such as skills competitions, mock lectures, internships and practical training for education major students. Third, they should actively innovate forms of practice for education major students and develop quality education practice resources in response to social needs, such as making more use of online resources such as smart education to innovate educational practices for education major students.

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