

A Comparative Study on Pre-vocational Education for Primary School Teachers in China and Korea

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Abstract

It is an inevitable trend to train high-quality primary school teachers to adapt to social development and integrate with international teacher education. South Korea and China belong to the cultural circle of Confucianism in Northeast Asia. They are deeply influenced by Confucianism and have a tradition of respecting teachers. Pre-vocational training of teachers in primary schools in China and South Korea has its own characteristics such as training institutions, training goals, curriculum setting, and qualification systems. South Korea's measures to improve the social status and academic qualifications of primary school teachers, emphasize on the foundation, practice, and ability training are worth learning from domestic universities.

Keywords

Primary school teacher; Pre-vocational education; South Korea.

1. Introduction

Cultivating high quality primary school teachers is an inevitable trend to adapt to social development and integrate with international teacher education. South Korea and China belong to the cultural circle of Confucianism in Northeast Asia. They are deeply influenced by Confucianism and have a tradition of respecting teachers. At present, Korean primary school education has formed distinctive characteristics, training institutions are relatively complete, training goals are clear, curriculum setting is scientific and reasonable, and the teacher qualification system is relatively perfect. In addition, with the deepening of Chinese education reform, the education of primary school teachers is undergoing profound changes. Through the comparative study of pre-training institutions, training objectives, curriculum setting, and qualification system of primary school teachers in China and Korea, we try to find a way to draw lessons for the reform of primary school teachers in China.

2. Comparison of Pre-Service Training Institutions for Primary School Teachers

2.1. Pre-Service Training Institutions for Primary School Teachers in Korea

In South Korea, primary school teachers are education civil servants, and the state attaches great importance to the training of primary school teachers. Korean primary school teachers are mainly in four-year education universities(10) and comprehensive universities(3, IE, teachingThe staff University, Lihua Women's University, and Jeju University were trained. Among them, the education university mainly undertakes the training task of primary school teachers and recruits outstanding high school graduates for training. Articles 41 and 44 of the Korean Higher Education Law clearly stipulate that: The purpose of education universities is to cultivate primary school teachers, cultivate students 'clear values and healthy educational

ethics as educators, and enable students to understand educational concepts and specific practical methods. Establish the sense of responsibility and mission that should be possessed by educators.

2.2. China Primary School Teacher Pre-Service Training Institute

Chinese primary school teachers are prepared for careers and are mainly trained by higher normal colleges. Among them, the undergraduate level has a four-year system with a high school starting point, and the specialist level has a five-year system of junior high school starting point and a three-year system of high school starting point. At present, more than 200 colleges and universities have opened primary education majors. There are three types of primary school teachers' training modes. The first type is a comprehensive type, that is, regardless of disciplines, it is a comprehensive and complex primary school teacher training model, represented by Hangzhou Normal University and Northeast Normal University; The second type is a branch type, which is a model for cultivating primary school teachers for primary schools, with Capital Normal University and Tianjin.

Normal University is represented; The third type is intermediate. It is a compromise model between comprehensive and sub-types. It has a certain combination, and it is also a model for training primary school teachers. It adopts liberal arts and sciences branches and comprehensive training programs, with Hainan Normal University, Shanghai Normal University, and Shanghai Normal University. represented. [1]

2.3. Comparison and Analysis

Korean primary school teachers are education civil servants. Their social status is higher than that of China, and the types and school systems of primary school teacher training institutions in the two countries are different. South Korea's primary school teacher training is mainly based on four-year education universities at the undergraduate level, while China's primary school teacher training has both four-year undergraduate colleges and three-year and five-year colleges. It can be seen that although the types of primary school teacher training institutions in China are diversified, the starting point of academic qualifications is relatively low compared with South Korea.

3. Comparison of Pre-Service Training Objectives of Primary School Teachers in China and Korea

3.1. The Goal of Pre-Vocational Training for Primary School Teachers in Korea: Taking Seoul University of Education as An Example

The goal of primary education professional training at Seoul University of Education in South Korea is to: Take the overall goal of education in Korea as guidance, cultivate those who can devote themselves to the development of the country and society, have the professional knowledge and skills of various subjects in primary schools, and be able to perform various tasks in primary schools. Excellent primary school teacher with noble personality and quality cultivation. The specific training requirements are as follows: (1) To cultivate Koreans who love the motherland and contribute their full strength to national happiness and national prosperity. (2) To cultivate the capabilities and attitudes needed for Democratic social life. (3) To cultivate the sound personality of teachers, establish a professional attitude of love for education, and devote oneself to education. (4) Develop the ability to fully understand the development and behavior of children. (5) To cultivate the ability to better undertake the teaching tasks of primary schools, master teaching knowledge and skills. (6) Cultivate the attitude and spirit of scientific research in order to promote the professional development of teachers. (7) Through the deep understanding of the professional mission and dignity of teachers, firmly establish firm ideals and beliefs[2]

3.2. Pre-vocational Training Target for Primary School Teachers in China: A Case Study of Capital Normal University

The training goals of the Capital Normal University Primary Education College(Chinese direction) are: to cultivate the all-round development of morality, intelligence, body, beauty, and labor, to have expertise, to have professional knowledge of primary education, and to be competent in primary education and teaching. Primary school educators who have modern educational ideas and can engage in educational and scientific research. The specific training requirements are as follows:(1) Love the socialist motherland and support the leadership of the Communist Party of China; Love primary education major, with good ideological and moral character, social ethics and realistic innovation spirit. (2) He has solid and generous knowledge of cultural science, basic theory, basic knowledge and basic skills of a relatively solid and systematic discipline and profession, and relatively systematic theoretical knowledge of primary education. He can serve as a primary school language and mathematics course and undertake activity teaching. He also teaches an other course, specializes in elementary school language courses, is qualified for the class teacher's work, has basic educational teaching ability, educational management ability and educational and scientific research ability, and has self-improvement and self-development ability. (3) To master scientific knowledge of physical fitness and exercise Master more than two fitness methods and skills, be able to exercise scientifically and rationally, form a healthy life concept, and meet the requirements of the National Students 'Physical Health Standards. Have good psychological quality, hygiene habits and health care knowledge, love labor, health, have a certain artistic cultivation. [3]

3.3. Comparison and Analysis

Both Chinese and Korean primary education majors attach great importance to cultivating students 'comprehensive quality, requiring students to have professional knowledge and practical skills, and teachers' professional development capabilities to serve the country and social development. However, South Korea places more emphasis on cultivating students 'democratic ideas and democratic spirit, and requires students to establish a life attitude that is dedicated to building a better democratic society. At the same time, it requires the ability as a teacher to observe and analyze the behavior of children, the spirit of diligence, firm conviction, and perseverance; China pays more attention to training students to serve the political ideology and good physical and mental qualities of socialist education, and at the same time requires a spirit of realism and innovation.

4. Comparison of Teacher Qualification System in Primary Schools

4.1. Korean Primary School Teacher Qualifications System

In order to guarantee teachers 'professional qualifications and abilities, and at the same time cultivate teachers' dedication and professional consciousness, South Korea implements the teacher qualification system. According to Article 21 of the "Primary and Secondary Education Law", the qualifications of primary school teachers are divided into regular teachers, prospective teachers, professional consulting teachers, and library teachers., practical skills teachers, health teachers and nutrition teachers. At present, the main ways to obtain qualifications for primary school teachers in South Korea are:(1) Education University and Comprehensive University Primary School Education Graduation or Primary School Education Specialization Courses at Normal University; (2) To study and obtain a master's degree in primary education-related courses at a graduate school education discipline designated by the University of Education or the Minister of Education; (3) Holds a secondary school teacher qualification certificate and receives a certain amount of on-the-job training. [5]

South Korea's primary school teacher qualification test is divided into two types: test free test and test test. In general, a teacher qualification certificate can be obtained only after completing

the prescribed course in a teacher training institution and passing a qualification examination. However, those who have studied relevant courses and obtained a bachelor's degree in primary education at Korean University of Education and Teachers University, Jeju University, and Lihua Women's University, You can directly obtain the "City and Road Education Supervision" and "University President" primary school level 2 teacher qualification certificate.

4.2. China Primary School Teacher Qualifications System

Normal students enrolled in primary education before 2016 must pass the school's education and educational psychology course examination at the end of the semester, and they must achieve grade 2 or above in the Putonghua examination organized by the province. Upon graduation, they may obtain the qualification certificate for primary school teachers recognized by the administrative Department of education of the local people's government at or above the county level. Non-normal teachers and other social personnel need to participate in a series of tests such as certification examinations in the society before they can apply for primary school teacher qualifications. However, both normal and non-normal students enrolled after 2016 can apply for the National unified examination. The basic conditions for obtaining a qualification certificate for primary school teachers include:(1) Qualifying academic qualifications, and the state stipulates that qualifications for primary school teachers must be graduated from a secondary normal school or above; (2) The test level of Putonghua is qualified and reaches the level of Grade II B(including) or above; (3) The qualifications examination for primary school teachers(including written tests and interviews) or the policy of directly confirming the qualifications of teachers for full-time graduates of normal education(including full-time master's degrees), and written examination subjects have comprehensive quality, education and teaching knowledge and ability. Interviews include teaching design, teaching demonstrations, and answering questions; (4) The medical examination has passed; (5) Qualifying ideological and moral character.

4.3. Comparison and Analysis

Both China and South Korea promote the professional development of teachers by establishing and improving a scientific qualification system for primary school teachers. However, the two countries have their own characteristics:(1) Graduates of some officially recognized educational institutions in South Korea can directly obtain primary school grade 2 teacher qualifications through a test exemption test, and graduates in Chinese institutions of higher learning must participate in the National unified examination and pass. Only after obtaining a primary school teacher qualification certificate. (2) The qualifications of primary school teachers in the two countries are different. South Korea's teacher qualification certificate is entrusted by the Minister of Education to the "municipal and provincial education supervisors" and "university presidents", while the qualifications of primary school teachers in China are based on the "Teacher Law."Article 13 The administrative departments for education under the local people's governments at or above the county level shall confirm the findings. (3) There are differences in the validity period of the primary school teacher qualification certificate between the two countries. South Korea's primary school teacher qualification certificate is valid for life, while China must register once every five years. Persons who are not qualified or who are not registered after the time limit are regularly registered. They are not allowed to engage in education and teaching.

5. Conclusion

5.1. Clarifying the Civil Service Identity of Primary School Teachers in Korea, Primary School Teachers Are Generally Respected and Respected by the Whole Society

Take it seriously. Primary school teachers have an education civil service system, and once each teacher is qualified to serve, he or she begins to enjoy civil service treatment. In the construction of Chinese compulsory education teachers, many deep contradictions can not be fundamentally solved for a long time. The root cause is that the legal status and status of Chinese compulsory education teachers have long been unclear and lack of security. 6] And ... At present, China also has the corresponding economic, social and legal basis. Therefore, it is proposed to amend the teachers law as soon as possible with reference to Korean experience, make it clear that teachers in compulsory education public schools are national education civil servants and establish a compulsory education teacher civil service system. We need to promptly establish and improve policies and systems for the treatment of teachers, the preparation of standards and training funds, study and establish a mechanism for guaranteeing teachers 'treatment as soon as possible, and attract more outstanding students to join the ranks of primary school teachers.

5.2. Improve the Quality of Primary School Teacher Training

- (1)Improving the quality of primary school teacher training.
- (2)Raise the level of pre-vocational training for primary school teachers and staff and raise the level of academic qualifications.
- (3)Improving the Education Practice System and Cultivating Comprehensive Ability.
- (4)Encourage students to be active in social service and cultivate dedication.

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