



## ANALYSIS OF TEACHER APTITUDE IMPACT TO PRE-SERVICE TEACHERS TRAINING

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### Abstract:

Teacher aptitude as self-preparation for people engaging in teaching services, can promote higher professional quality, boost professional achievements and lead them to aim higher. This analytical study aims at analyzing the professional characteristics of teacher aptitude, vice its operation in Chinese trainee teachers' preparation then suggest strategies to improve it. The authors divide teacher aptitude into four aspects: having professional teaching values, interest, ability, personality. Furthermore, the study suggests that both evaluation and cultivation of teacher aptitude should be considered. Therefore, pre-service teacher preparation should base on the aptitude as personal willingness by also adding aptitude assessment during the enrollment, provide enough educational theory& practice training programs, and construct adequate pre-service teacher training mechanisms for non-education majors' students.

**Keywords:** teacher aptitude; teaching career; pre-service teacher education; teacher training

### 1. Introduction

Recently, teaching career has become one of the hottest professions in China. On one hand, it is cultural that teachers are respected in Chinese norms and teaching career is regarded as a glorious profession. On the other hand, with the gradual increase of public figure and salary of Chinese teachers, motive people to like and prefer the teaching career. Then, due to unique characteristics that make teaching career different with other professions, that the conditions to become a teacher are determined by personal "interest" or willingness with professional qualification. In fact, career aptitude can refer to the suitability or the matching of personal characters with a particular career activity. The

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research on career aptitude emphasizes that the matching of individual career aptitude extent, will determine his satisfaction and success in a particular domain. Moreover, it will enhance his career stability, initiative of job accomplishment and the motivation of career sustainability, accountability and development. K. Muthesius shows how having the teaching career aptitude is the basic condition for the suitability to it. While Max Van Meenan considers it as "*the perceptual power of education.*" However, by comparison of teaching as a profession or vocation, education researchers try to analyze the personal willingness in engaging in teaching career. Basing on tremendous teachers' responsibility, it not as easy as can be expected since considering much time teachers and young students interact with their troublesome behaviors that need to be well directed; there must be a quality of patience and understanding level that teachers should possess to teach, support and advise students. Their duty is beyond only covering curriculum` and make students pass exams, it rather combines helping them to develop both academically and socially (Jones., 2013; Buijs, 2005; Natale, C., Gaddis, L., Bassett, K., 2013). Actually, vocation can refer as a strong feeling of suitability for a particular career or occupation, while profession is paid occupation especially one that requires a formal training or qualification. It is important to note that considering teaching only as vocation is not enough to achieve educational goals since the values and qualities of vocation are simply personal or natural willingness or interest to engage in teaching while profession requires to have received a package of standard theoretical and practical courses of how to manage teaching-learning. Historically, from ancient to modern teaching career has passed through different stages and developments, that contemporary teaching career combines values and qualities of both vocation and profession. So, the above two terminologies are dependent in meaning but for achieving educational purpose, teachers need to possess, expand the two qualities. Current education area needs educators who are able to manage their duties vocationally and professionally. In other words, teachers are both instructors and educators since apart from teaching various disciplines they still contribute in human's shape. Teachers should hold a unique teachers' identity, individual morality and character in order to successfully contribute to society humanity. Moreover, their identity cannot be separated from their daily education and teaching routine (Jicun, 2020). Zataari explains the important role of teachers in promoting the "*student-teacher relationship*". It is through this relationship that teachers use their professionalism to provide in raising young students' sense of school belonging, behavioral, psychological, and academic development. It is the role of teachers to make students like academic subjects, academic life which also contribute to their psychomotor development (Zataari, 2019). At present, the pre-service training system for teachers in China still needs to design and improve a better systematic education strategy that concerns and bases on the teacher aptitude. Therefore, by using analytical method, this study aims at discussing how can China's teacher education providers (normal universities and colleges or other education related institutions) should design a stronger system that provides more effective pre-service training and preparation of preservice teachers who have that will or interest in teaching career, by regarding both education major students and non-education major students.

## 2. Literature review

### 2.1. The introduction to teacher aptitude & teaching career related concepts

The term aptitude is not young as its use is well mentioned by Quintilian in ancient Rome. In his style of teaching he was used to adopt different abilities as aptitude, as well as other personal qualities and hobbies of students. After the word aptitude was introduced into English from French, it was associated with intelligence. By 1789, it was interpreted as "*a natural ability to do something, particularly something that requires knowledge and skills*". American psychologists Lee Cronbach and Snow point out that aptitude includes all factors that promote the survival and development of an individual in a specific educational environment and is a personal characteristic that can predict the possibility of a person's success under specific educational measures.

Contemporarily, Education work is a little complex as it requires both social creative and communicative activities. At the same time, educating people requires teachers to exert a high degree of keen insight and shaping their ability. In this sense, the teaching career requires teachers to have complex and systematic personal characteristics, skills and principles of teaching. Basing on this point, Wu Qiufang believes that the teacher aptitude towards teaching career is the personal characteristics that make him to be suitable to educational duties and the basic ability to successfully engage in educational works, including the quality of feeling it interesting, loving it, accompanied by the willingness, ability to fully communicate and perform educational duties. Moreover, it is referred as the professional qualities including basic abilities such as language expression ability, communication ability, logical thinking ability (Xu Jieying, 1998).

Liu Xiongying, from the perspective of teaching career also describes it as the sum of professional quality, and the emotional guarantee for teachers to do a good job in education. The quality of love is indispensable for teachers, and an openminded mentality is one of the importance of teaching career quality. A firm professional belief is the value of teachers' emotional support (Xiongying, 1998). Having teaching career aptitude is an important guide for pre-service teachers' education and an important foundation for in-service teachers' development of their career. Within the further understanding and thinking of educational activities, academic discussions on teaching career aptitude should continue to be deepened. This paper will define "*teacher aptitude towards teaching career*" as teachers mind of self-preparation state and tendency to engage in educational activities not only professionally but also psychologically with the interpersonal ability in teaching domain.

J. Metz and Janice E. Jones show the close relationship among ability, aptitude and skill that though they are separate but highly related constructs. By definition they say that "*Ability is the physical or mental capacity (learned or innate) to complete a specific act or task, while Skills are represented as proficiency, competence, or dexterity that has been acquired through practice and repeated use in general or specific domains, but aptitude as the an individual will or engagement in learning to learn, learning to reason, learning to find and solve problems, learning to be interested and industrious, to persevere, to achieve in the face of novelty, complexity,*

*adversity, and change" simply saying preparedness".* They continue to show that for expanding an individual career options, people can be advised on how to take advantage of their aptitude to deeply get aware of how professionally a certain occupation is handled. Then with the time, trials, assessment and advisory they get able and skilled to make it effectively and competitively. In other words, the desire to win is useless if it is without the desire to prepare how to win (Jones, 2013).

## **2.2 The characteristics of teacher aptitude vise teaching career**

First of all, teaching career aptitude is generative. In the initial definition, aptitude doesn't only imply the activities of organisms in a specific environment, but also includes the connection between organisms and the environment (Qiufen, 2008). The teacher aptitude includes the personal characteristics of teaching in multiple dimensions. These personal characteristics can make his "daily success" during the development process by continuous interaction between human and the external environment. Second, the teacher aptitude still represents educational characteristics. Early, in the ancient Roman period, Quintilian believed that the boring or uncomfortable tendency of the lesson can be eliminated by teaching students in accordance with their aptitude and focus on their weak points. On one hand, the inherent ability of teachers to engage in education is taught or trained; but on the other hand, the tendency to engage in education also includes teachers' own personal qualities of interests and hobbies that help him to promote student development by motivation. Basing on personal good mentality and self-cultivation or preparation towards a particular career, under specific educational measures can promote his career development. Finally, the teacher aptitude also has various complex characteristics. Not only are intelligence variables, ability variables, or personality variables, teaching activity itself is a complex process of educating people. In the process of educational practice, students themselves are indeterminate variable, that a single method cannot be enough to promote their development expectations. Teachers must not only have systematic and scientific educational methods, but also need to integrate educational environment variables, students' physiological development variables, teaching psychology and student psychological development factors, and keenly implement the steering from the established method design to maximize and promote the students' progress. Under the requirements of this reality, teachers' disposition to engage in education has become more systematic and complex. Taking reference on "teacher-student relation" as one crucial educational strategy which helps teachers to achieve teaching-learning objectives; Zhao Zhenjie, says that the teacher-student relation should be a "scholar-scholar relation" rather than being "boss-employee relation". He emphasizes that this relation should be so correspondent, mutual and friendly. This is not reducing the value or the level of teachers in front of their students; it is well recognised that their role is also parental and that students should respect them, but various researches prove educational benefits that come when teachers establish a harmonious relation with their students. It enables them to open dialogue about their daily learning difficulties, make an effective active method that students are free to question and answer their teacher, understand very well students' weak side and strong

side so that they can find adequate solutions together. Liu Yanxia describes it as a “*followed swimming relationship*”; the role of the teacher is like falling in the ocean of knowledge, then allow students follow him to swim together. It is important to note that, teachers are professional knowledge directors, teaching-learning facilitators, frontline educators who play a great role to raise and educate our current and future society. In fact, the preservice teachers training program as well as in-service teachers’ professional development should take into account their efficacious work (Zhenjie, 2015, Yanxia, 2014).

### **2.3 The dimension of teacher aptitude**

Teacher aptitude is the basic requirement to be able to engage in the teaching. It mainly requires the ambition, mental self-preparation and tendency that teachers should have when they are engaging in the teaching profession and continuously obtain professional development. Understanding the implication of teaching career, having basic characteristics of educational activities, and the teacher aptitude can be mainly divided into four dimensions: professionalism in educational values, being interested in education service, suitable personality to education and professional educational ability. Actually, professionalism in education requires to have educational values, content and teaching skills to direct students. Moreover, basic concept of educational values requires teachers to understand the value of education for people, especially for students who are to be developed, understand the aim and direction of education on what kind of people that it intends to make, then understand the basic relationship between education and social development. Secondly, teachers need to establish professional concepts in line with professional attributes, understand the value output requirements of practitioners in their work, and clarify the important role and position of teachers in education. Moreover, professional interest in educational refers to the individual tendency to understand the essence of education and engage in educational activities. It means that teachers or those intending to become teachers are willing to contribute to the growth of students, the development of education, and the personal professional improvement in education. Psychological preparation for hard work also obtains personal happiness in educational practice activities.

In addition, “personality” is derived from the ancient Greek word “*persona*”, which originally refers to putting a mask on the head of a drama actor to represent the identity and personal characteristics of the characters in the drama. Allport believes that personality is composed of characteristic elements of behavioral consistency and tendency performance under different occasions and situations. It is the dynamic combination of the individual's internal, physical and mental system and determines the individual's unique adjustment method to the environment. From the perspective of teaching career, educational personality refers to the individual personality conditions of teachers that can allow them to engage in education and give full performance in the situation of educational activities, including the physiological, psychological, social, moral and aesthetical preparation elements (Wei, 1991). Finally, professional ability refers to the basic ability that teachers should have in the implementation of educational

practice, including ability of language expression, interpersonal communication ability, technical ability of teaching, and the ability of organization, planning, and management of educational activities (Allport, 1937).

### **3. Chinese current situation on pre-service teachers' education from the perspective of teacher aptitude**

China's teacher education has made great achievements and has a huge number of student-teachers in the current higher education system. However, due to the shortcomings of the university entrance or enrollment examination system, pre-service teacher education still has various bottlenecks to handle. From the perspective of teacher aptitude, pre-service teachers' education in China has exposed the following problems.

#### **3.1 Pay more attention to professional qualification certificates than professional values**

Teacher professional qualification certificate is a legal requirement for teachers to engage in the teaching career. At present, China implements a unified teaching qualification examination system. Preservice teachers, whether they are from normal universities or not, can be awarded teaching qualification certificates as long as they take part in the national unified examination including written examination and interview then obtain qualified results. Although this system strengthens the basic quality requirements of teaching, it ignores the professional conditions of teachers. Firstly, professional values play a crucial role; secondly, it is a standard, which is not only the standard of self-evaluation and career selection, but also the standard of career development; finally, it is a belief that runs through the whole process of career selection and development, determines career expectations, affects the work attitude and labor performance level after employment (Dan, 2011; Jidao, 2011).

It only emphasizes the qualifications of teaching but ignores the teaching profession values, which simplifies the professional standards of teachers' employment, and lacks the evaluation or assessment of teachers' professional values, that means it avoids the following potential and important issues: whether the candidates have a systematic and comprehensive understanding of the teaching profession, whether the candidates understand the value of the teaching profession to students, education and society, whether they have enough faith to face future career dilemma, and how to realize their professional development. Basing on this, it can be seen that China's current pre-service teacher education still has the problem of insufficient training of teachers' professional values. First, the teaching qualification certificate method is used to clarify the conditions for teachers to engage in the teaching profession, and it is impossible to judge whether or not those who are preparing to become teachers have a comprehensive understanding of the teaching profession. This may greatly lead to a psychological gap after employment and loss of motivation for work. The second is that, regardless of whether or not the person participating in the teacher qualification examination has experienced the systematic education process of teacher education, the value

understanding of education is the main point and orientation of the education process, and it is also whether they can successfully deal with professional dilemmas and professional development issues after their employment. The key point, the lack of effective judgment in this area is a major drawback of pre-service teacher education.

### **3.2 Pay more attention to professional theory than career interest**

Actually, the foremost point of pre-service teachers engaging in education is having the personal feeling and willingness of teaching while the realization of teaching, professionalization comes next. The first problem to be solved in teacher education development is to encourage teachers to love teaching career. Then, the second stage will be eventual focus on the professional teaching strategies. However, the current China's pre-service teacher education, especially the training of student-teachers in normal universities, counts much importance in the cultivation and design of the theoretical knowledge of education, but lacks the cultivation of teachers' professional interest. The first is to actively adopt a unified enrollment mechanism. The scheme adopted in enrollment of normal colleges and other types of colleges is the same career. Their reinforcement pays much attention on the theoretical knowledge and learning level of candidates, and sets strict requirements for admission scores, but it lacks appropriateness. The assessment still lacks the potential of evaluating the candidates' extent of suitability, interest and enthusiasm to teaching career. As a result, in normal colleges, a large number of students may have good professional knowledge with academic performance, but without much interest and motivation which may lead to poor career planning and development for future. Second, in order to meet the needs of teachers with systematic professional knowledge and educational theory, normal colleges and universities should revise the curriculum design that strengthen knowledge of specific subjects and teaching professional theory in the training plan, without forgetting the encouragement of teaching career passion. Since the emotional feeling and enthusiasm of student-teachers interested in teaching career is closely related to the cause of shortage in educational training requirements. As a result, students pay more attention to their own theoretical level in the academic process, do not think deeply about whether they love education, nor do they plan for career development later along their career service period, for that even some tend to give up teaching career after graduation, the preservice teachers deviation extent to other careers is remarkable. The third, is that there is a lack of educational evaluation system to check whether students have reached the teaching profession passion or not. From a theoretical point of view, the pre-service teacher education goal orientation in normal universities doesn't only require students to master the theory of education, but also includes the teaching profession interest and passion in the field of teaching. However, as a standard from the perspective of personal emotion, there is a lack of measurement and evaluation tools from a professional point of view, the conditions for students to engage in the teaching profession are not only to have the theoretical conditions, but also need to have a positive emotion for this responsibility. Only paying attention to whether the students' professional knowledge and professional theory meet the standards of engaging in the teaching profession, and

not paying attention to whether the students really love teaching profession is not conducive to the further professional development in the process of engaging in education. This is exactly the prevailing issue among China's normal universities and colleges on the pre-service education cultivation.

### **3.3 Pay more attention to professional skills than professional personality**

Travers talking about teacher personality says, *"since teaching is a kind of performing art, it requires teacher training institutions to focus on training the personality of future teachers (this doesn't mean that is other aspects of learning are to be excluded)."* *"During the time of enrollment in case there are some student, with a fixed or inflexible personality type that cannot adapt or be adjusted for teaching-learning environment, for such students, they should be advised to find another career that does not regard much adaptation to people and society as the key to success"* (Travis, 1991). Currently, China's normal universities student-teachers after graduation, surveys show that there are various problems such as changing their jobs just after a short time of engagement in teaching career, generating job burnout in a short period of time, and negative attitudes about the value of education. This great inducement is due to the lack of personal characteristics of engaging in the teaching career, despite of much emphasis provided during their process of pre-service education and training of teaching professional skills and theories. As mentioned above, the key to the success of the teaching profession lies in the promotion of people's and social adaptation. From the physical and mental development of characteristics of young people, first of all, teachers need to have extremely high interpersonal personality to engage in education. For developing students, the relationship between teachers and students is not only a relationship between people, but also a special kind of interpersonal relationship that pays attention to the immature characteristics of students. Therefore, pre-service teacher education in normal colleges is not only to encourage students to acquire skills and methods in interpersonal relationships, but more importantly, to have the personal characteristics and psychological inclination of interpersonal communication, so as to obtain the opportunity of interaction in teaching activities. In this aspect of education design, there is still inadequacy in the pre-service education of teachers in China's Normal Universities.

Secondly, in educational activities, teachers are the initiators, designers and instructors of activities. Students as the main participants in teaching-learning activities are always around teachers. Teachers' individual behavior or professional ethics is the main factor to guide students to change and is the role model in teaching. Locke once talked about his views: *"If the teacher is self-willed, then it is useless to teach children to restrain their feelings; if students' behavior is evil and rude, and they cannot be corrected"* (John Locke, 1985). In other words, the teacher's own appearance is a key element that affects students' direct experience. Teachers who lack this quality will find it extremely difficult to obtain significant educational results in the education process. Moreover, a good teacher doesn't only teach what he has, but also what he is. Thirdly, M. Goldschmidt also explained the importance of teacher's personality: *"The idea that being proficient in certain knowledge is enough to impart it to others is outdated; that is not a comprehensive education of the individual"*

*but a theory, the pedagogical content for the purpose of simply imparting knowledge has been left behind...*" (S. Lassek, 1996). The educational process is a process of arousing students' mind and promoting students' cognition of the external environment, having a mechanical teaching method cannot only effectively promote students' positive reactions. Teaching is a process that needs to be artistic and abstract.

Finally, no matter what kind of superb teaching skills teachers have, their goals are extremely complex and diverse. In the teaching process, teachers need to be able to feel the experience from the perspective of students in order to obtain the basic feedback of education and then reflect on the implementation direction and improvement measures of skills. Suhomlinsky's view on educational empathy, refers it as "*general foundation of harmonious development*" and requires teachers to not forget that they were also children. Basing on these evidences, it can be seen that the personal characteristics of teachers are one of the most important factors that affect the effect of education and teacher education experience. At present, the pre-service education of teachers in normal universities in China should attach great importance to the training of teaching skills by also regarding the cultivation teacher's personality as a paramount professional educators' etiquette. Otherwise, it is difficult for teachers to obtain higher professional achievements after they are employed, which may lead to the problems of job's change, job burnout, and negative attitudes as mentioned above.

### **3.4 Professional qualification check-up exam**

Holding teaching qualifications like degree and transcripts provided by a college or university that trained you, is the basic requirement for all graduates, which is also necessary for teaching job recruitment. However, the China's government under ministry of education elaborated an examination that aims to check and provide a qualification certificate for teaching qualifiers. The People's Republic of China and Education Law clearly stipulate that all teachers engaged in education and teaching services in educational institutions must have a corresponding teaching qualification provided by the state. Before 2012, the exam target was only concerning to candidates who are not qualified in teaching that need to be admitted for preschool, elementary and middle school teaching. It is important to note that the reform in 2015 allows all professional and non-professional graduates to get ready for that national teaching qualification examination, but when there is any job appointment, the institutions will also prepare a recruitment exam basing on their requirements. University students in the third grade or above can also participate in the exam to keep the certificate in advance. This strategy is also advantageous since it creates a competitive teaching and learning among universities as they take into account to be examined nationally, it is also the proof for the government to understand training and teaching level of local higher learning institutions.

## **4. Strategies to improve pre-service teachers' education regarding teacher aptitude**

The main aim of this study was to explain the role of education to human life development as well as the nation. Then, clarify the overall significance and

characteristics of teacher aptitude as the key which will not only help teachers to achieve their daily academic activities but also the development of the nation. For improving Chinese teacher education system, basing on potential and characteristics of teaching aptitude, this paper suggests various strategies to handle this issue. For that, in teacher education preparation, Chinese normal universities and colleges should elaborate the strategies that will contribute and facilitate teachers to perform effectively for the educational objective's success, expand their career professionalism and develop students' abilities.

#### **4.1 Improving the students' enrollment mode of normal universities**

There is a Chinese saying that "*Men are afraid of getting into an unsuitable job affiliation, while women are afraid of getting married to unsuitable husband*", which deeply reflects to the importance of career suitability for professional achievement. At present, China's education has entered a stage of rapid reform and development and the teachers' social status and wages have been gradually improved, and teaching has become one of the hottest occupations on the job market. Under the pressure of the college entrance examination and employment examination, when choosing college entrance examination, most students take into account of the economic benefits of the profession and the market demand for a particular major as the reference standard to choose. Without awareness of the professional characteristics of teaching and their own suitability, they blindly apply teachers' colleges. The admission of normal colleges and universities bases on the selection and admission from high to low in the college entrance examination. As a result, a large number of normal students are unable to obtain excellent results after being enrolled in the normal universities, and they find it difficult to get employment after graduation or get difficult to adapt to the requirements of teaching career if employed.

In fact, it is clear that the normal universities or colleges need to improve their existing enrollment system. In addition to the college entrance examination scores as a reference standard, teaching career aptitude tests can increase the evaluation equity of candidates. Many countries have already begun to attach importance to suitability to teaching career and regard it as one of the conditions for selecting student-teachers to join normal universities. "*For example, the introduction of the diagnostic personality test in teachers' colleges in England, and the implementation of personality test for student-teachers in Germany's normal universities*" (Xiaoming, 2011). Teacher education universities or colleges are the preparatory education or providers of teachers. That's why the evaluation of students' teaching career willingness during enrollment, is very crucial as it facilitates the fundamental selection which can encourage students to analyze their own career or professional suitability. On one hand, it promotes normal universities and colleges to choose students who are more suitable to the teaching career. On the other hand, it guides students who do not meet the professional attributes of teaching to join other colleges for a more suitable orientation to avoid students entering the wrong major.

At the same time, the normal university's students enrolled from senior high school graduates, and their personal development and variability may cause the career

aptitude test but not to completely replace the evaluation of their professional suitability. Therefore, among normal students who meet the conditions for admission in the initial test, a withdrawal or transition mechanism should also be set up. After a certain period of study, they can also be allowed to change their professional direction. Under this mechanism, and basing on the actual job needs of education, normal universities should classify the administrative positions, management positions, and other non-teaching education jobs that are compatible with the provision of educational services in education area. On the one hand, in the current practice of teachers, the division of management positions, logistics positions, teaching positions and other different positions is a fact, which is the actual demand for talents in education. Such a setting is conducive to the market supply of various positions in the education industry and promotes higher professional standards for members of each position; on the other hand, such a setting is also convenient for providing more diversified model students in the process of teacher training. The choice of career direction, even if a student obtains the professional standard in the initial teaching career aptitude test, but fails to show qualified results in later learning, the school can also transfer those students to education-related attributes according to the actual characteristics of the students to learn those other majors, and then to ensure the adaptability of the teaching profession.

#### **4.2 Construct a training system for teaching career aptitude**

As early done in ancient Rome, Quintilian pointed out that aptitude can be developed according to the situation. Although it talks about "*natural endowment*", it hardly involves "*fixed ability*" (Xiaoming, 2011). Basing on the basic attributes of education and teaching profession, the purposeful development of teaching profession standards is an important means to train qualified teachers. In pre-service teacher education, especially in the process of teacher education cultivation, the school's teaching and training system is an important prerequisite.

In the process of formulating training plans and programs, full consideration of the cultivation of teaching profession values is conducive to promoting pre-service teachers to form scientific education values, promoting teachers' reflection on education and their own values, and promoting teachers' self-development adjustment; taking into account the personality shaping of teachers is conducive to the formation of pre-service teachers in accordance with the personal characteristics of teachers, is conducive to enhancing teachers' unique insights into educational work, and is conducive to enhancing post-employment professional identity and professional happiness. First of all, in the process of training, teacher trainers should strengthen the awareness of their own education career value, starting from the service objects of education, promote teachers to arouse the spiritual world of students, shape students' personality charm, and stimulate the value of interaction between students and the external environment, cultivate teachers' deep understanding of educational values, and shape teachers' lofty educational ideals. At the same time, it is necessary to strengthen teachers' understanding of the social value of education, starting from the social attributes of students individually, to promote teachers' understanding of education's promotion of national

quality, the function of social economy, the mission and responsibility of teachers themselves (Butler J. S., 1954).

Therefore, in the process of training practice, the interrelation between normal university students, society and children should not be isolated; rather actively organize teaching practices in basic education schools for preservice teachers so as to encourage them to gain direct knowledge of education and teaching through practical experience, observation and reflection. And actively through the investigation and practice of social education, educational action research, speeches, conferences, demonstrations, etc., to promote teachers' social awareness of education environment. Secondly, it is necessary to strengthen the cultivation of the educational personality of student-teachers. Since the teaching profession is an important profession to promote human development. What they face is the shaping of the human spiritual world, personality development, and human experience. Having only the knowledge and skills of teaching cannot meet the requirements of teacher's full play of their role in education career. In fact, the teacher's personality charm, emotional characteristics, psychological characteristics and other factors are also important factors that affect their educational objects. Therefore, in the training of preservice teachers, normal universities should formulate training programs that are conducive to shaping the professional personality of teaching career.

From the aspect of curriculum design, the establishment of courses for teachers that enhance their self-cultivation, to obtain a higher spiritual realm; attach importance to curriculum design that is conducive to teaching professional leisure and self-recreation, cultivate teachers' elegant leisure life hobbies; attach importance to teachers' frustration in education and how to make and use self-adjustment ability when facing various challenges different from expected goals when they are already in-service. At the same time, we should pay attention to teachers' professional life guidance, help teachers to deal with the contradictions and conflicts between professional life and personal life, reasonably in their in-service life, which is conducive to the continuous formation of teachers' personalities in their career.

In terms of teaching methods, it is necessary to take into account of creating professional situation, role-playing, teamwork or cooperation, case study analysis, etc., so as to encourage student-teachers to gain intuitive experience and reflection on professional life, which is conducive to shaping the professional personality of teaching and enabling student-teachers to have positive attitude towards job before getting employed, and how to develop their future career.

Finally, in terms of the educational assessment checking someone's teaching-learning ability and teaching career aptitude accuracy, is not easy since it is difficult to design the general written evaluation that can check both teaching-learning ability and "the implicitness of teaching career aptitude", due to its own uniqueness. So, the performance evaluation is a more appropriate way to evaluate the teacher aptitude among in-service teachers. At the same time, we should also pay attention to use cumulative evaluations, as the evaluation method involving multiple evaluations to check student-teachers teaching career aptitude and awareness progression, by also

allowing them to use self-evaluation, and mutual evaluation among themselves as the measurement basis for education and teaching.

### **4.3 Combining academic theory and practice courses to strengthen preservice teacher's capacity building**

Practical courses are effective means to make a relation and promote theory and practice accuracy among student- teachers of normal universities. It also promotes the direct teaching experience for preservice teachers, and to reflect on their own educational teaching skills and own behavior, so as to promote the maturity of their own professional personality and form scientific professional values. William James said: *"We must have extra talent, a pleasant wit and talent, to tell us what to say and do in front of children"*. The kind of talent to face students and chase students, the kind of wit that appears for specific situations is not psychologically helpful at all, although they are the most basic knowledge of teacher art. John Loughran and Tom Russell talking on *"teaching about teaching"* they explain the role of teacher education institutions to preservice teachers' development as education is the profession that requires to have a purpose, passion and pedagogy. There is a transition of preservice teachers from being students to becoming teachers, the period in which they need to be equipped both in theory and practice, the stage in which they learn how to learn and learn how to teach. Educators who train preservice teachers need to elaborate a package of education principles that attract preservice teachers to love their career and be able to perform successfully (Russell, 2003).

The actual teaching-learning situation is more scientific and complex like any other various scientific situations. No matter how the preservice teachers obtain good results through self-study during their studies in the normal universities and colleges, they will also encounter unexpected educational events in their teaching practice. Teachers who are not sufficiently prepared to respond, will not be able to deal with sudden education and teaching difficulties which may lead them loss of professional motivation, poor performance at work, or even in job burnout. For that, it is very necessary to empower the curriculum learning that reinforce teaching practices which will help preservice teachers exercise their teaching-learning skills in a physical teaching situation, refine self-teaching wit, reflect and summarize existing theoretical knowledge to obtain a good professional foundation of education.

In the current education system design of china's normal universities, the period of four years for undergraduate student-teacher's studies, with a single semester for teaching practice period before graduation. However, comparing with the complexity of educational practice, this is far from the development of Teaching career aptitude achievement. The professional master's degree education in the same normal education system, if combined it with the four-years undergraduate training goals, can truly meet the basic requirements of the education for preservice teachers. The training of teachers majoring in Northeast Normal University also raised this teacher education plan proposal. The university adopts the training model of "the combination of undergraduate and master studies", that is divided as follow "3+0.5+0.5+2" the training model to promote the "Educator Training Project" its implementation is as follow, "3" refers to

students regular attendance at the campus to acquire the theoretical basic studies in their first three years of undergraduate studies; including general educational knowledge, professional education and teaching professional education courses. While the first "0.5" refers to the first half of academic year; the first semester of their fourth year taken at a certain basic education school for internship (teaching practice), then latter "0.5" refers to the second semester in which students get back to their campus for internship introspection, report writing of the faced experience. Then, "2" refers to the final period of two years for master's studies, also divided as one year at campus following educational theories then one year of practice and introspection as mentioned above. Moreover, during both internship and introspection period, their university educational experts keep the supervision and advisory, basing on their teaching experience encountered circumstances (Wang Yanling, 2012). It is obvious that if the academic design of professional teaching qualification is combined like that, the pre-service teacher's education capacity is empowered. This curriculum design is conducive to cultivating teachers with higher professional quality.

#### **4.4 Establish a preservice training mechanism for non-education major students**

Though they are not professionally teacher-trainees, referring to the current admission system for the teaching profession in China, the employment conditions basing on teaching qualification certificates have not been issued to fully assess the professionalism of teachers. A typical example is that some people who are not from normal universities and colleges have passed the formal teaching examination, yet they are qualified and employed as teachers. It is undeniable that these preservice teachers have passed the unified examination and may already have the knowledge level to engage in the teaching profession, obtain the basic educational theories for engaging in education through self-study, and acquire basic teaching skills through other means. However, comparing them with those normal universities graduates who have acquired various standard professional teaching courses, especially from their teacher education preparation with fully teaching career aptitude, they may lack awareness of the basic value of education and their expertness is obviously different. For instance, their basic personal characteristics of engaging in education lack the intuitive experience in practical education, there is a certain teaching career package they still lack. Basing on the important consideration of the education profession for the growth of students, in pre-service teacher education, it is very important to establish a targeted training mechanism for preservice teachers who have no background from normal universities or education major. In fact, for this part of the training for non-education major preservice teachers, it is already in the transitional stage of pre-service education and post-employment training. Therefore, more attention should be paid to their personal aptitude dimensional training, research and reflection in educational practice, since they also need to aim higher in teaching career achievements and educational goals in general. In short, the creativity and innovation that raise educational policies towards amelioration of education activities and system for effective and qualitative education is always globally welcome even in China. The great has been done like the "teacher title system" strategy

to enhance in-service teachers' professional expertness and so on, but still not yet has quenched the thirst of this area (Zhang & Tsang, 2019). As this study's target was the teacher professionalism improvement from preservice stage, it ends in inviting further and deep researches for a more improvement of teaching profession as well as education in general for a betterment.

### **Conflict of interest statement**

Authors declare no conflict of interest.

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