

# A Study on the Educational and Teaching Practice Curriculum for Students in Teacher Training Institutions

Yanglin Ying

Faculty of Education, Languages, Psychology & Music, SEGi University, Malaysia

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## Abstract

Teaching competence is a reflection of a teacher's level of teaching and is at the core of his or her professional development. The cultivation of teaching ability is a cross-cutting issue of teacher training and education and teaching training. Educational practice courses in colleges and universities are important carriers of pedagogical nature, and have a direct practical orientation compared with educational theory courses such as pedagogy and psychology. By reasonably choosing the content and organization of educational practice courses, it helps to promote the development of teacher trainees' teaching competence, thus enhancing the starting point of teacher trainees' teaching work after joining the profession, and promoting the formation of teacher trainees' awareness and ability of independent professional development. Based on the perspective of the development of teaching competence, this study examines the theoretical basis for the design of educational practice courses, course objectives, course content, organization and implementation, and evaluation from the perspective of the current situation of teacher education practice courses and the generation of teaching competence of teacher trainees under the cultivation of existing educational practice courses. Based on a review of the literature, this study proposes that teaching competence refers to the ability of teachers to fully explore and utilize the educational factors embedded in the elements of teaching based on their personal experience, knowledge and educational and pedagogical theories, through specific teaching design, implementation, reflection and feedback activities. Educational practice programs are the sum of all activities organized and implemented by teacher training colleges that contribute to the development and improvement of individual teacher trainees' teaching competence. Teaching design skills training includes the study of subject curriculum standards, the study of teaching materials, the study of curriculum reform concepts, the training of board design skills, and the training of teaching media design. Teaching practice skills training includes motivation training, introduction training, narration and demonstration training, questioning training, feedback training, reinforcement training and emergency handling training. Incident handling skills training and other seven aspects. Based on the understanding of the value positioning of the educational practice course in the cultivation of teaching ability of teacher trainees, this is an active course.

**Keywords:** Teaching Competencies, Educational Practice Courses, Course Objectives, Basic Teaching Skills, Course Organization and Implementation

### Introduce

Teacher education is the professional education of persons who intend to teach as a vocation or profession. It is the stage of pre-service training and education of teachers and the initial stage of their professional development. Teacher trainees acquire the basic knowledge, skills and affective-attitudinal qualities necessary for teaching and learning through the curricula of teacher training colleges, thus laying a solid foundation for their professional development. The curricula of teacher education institutions are horizontally divided into general education courses, professional education courses and education courses.

Professional education courses are designed on the basis of the knowledge system of specialized disciplines, which are the carriers of disciplinary knowledge for teachers to engage in education and teaching, and the courses that solve the problem of “what to teach”; the education courses embody the “normative” nature of institutions of higher education, and are designed to cultivate institutions of higher learning professional skills and professional attitudes of teacher educators, which is the fundamental difference between institutions of higher learning and other comprehensive institutions. Education courses reflect the “normative” nature of institutions of higher education, aiming to cultivate the professional skills and professional attitudes of teacher educators, which is the fundamental difference between institutions of higher education and other comprehensive institutions, and are courses that address the issues of “why teach” and “how to Teaching” courses.

Among them, the educational theory courses focus on “what to teach” and the educational practice courses focus on “how to teach”. The purpose of teacher education courses is to guide teachers to develop and improve their awareness and ability of “how to teach” under the premise of “what to teach”. The ultimate goal of these courses is to promote the construction and development of teacher education theories and teacher educators' teaching behaviors, and to organically combine the two to form individual teaching competencies. The goal of the education courses is to promote the construction and development of teacher education theories and teacher educators' teaching behaviors, and to organically integrate the two to form individual teaching competencies. If the education course is the embodiment of the normative nature of teachers, then the educational practice course is the most concentrated embodiment of the normative nature of teachers.

The current state of educational practice curriculum design offers a practical foundation for the reform of educational practice courses. A comprehensive analysis of this curriculum design may be conducted from two dimensions: first, from the overall curriculum structure throughout the entire teacher education program in normal universities; and second, from the perspective of the primary participants and beneficiaries—the student teachers themselves. By examining the current teaching competencies developed through existing educational practice courses, the effectiveness and appropriateness of these curricular designs can be critically assessed.

The process of teacher professional development is a continuous journey in which educators expand their professional knowledge base and enhance their expertise through ongoing

learning and inquiry, ultimately achieving professional maturity. This is a dynamic process marked by the continuous enrichment, development, and refinement of professional competencies, particularly teaching capabilities. Teaching competence is gradually cultivated through engagement in authentic educational practice. Through systematic observation and reflective analysis of both others' and their own teaching experiences, teachers progressively build and deepen their instructional skills. As Dewey emphasized in *The Relation of Theory to Practice in Education*, "For teachers, appropriate professional guidance is not solely theoretical; it must also involve a significant amount of practical work (Dewey, 1999)."

### **Literature Review**

Mo Minyan (2025), in "Teaching Reform and Practical Exploration of College Students' Career Planning Course", argues that: college students' career planning course occupies a pivotal position in higher education, which profoundly affects students' career direction and life orientation. This course is the cornerstone of cultivating students' career awareness and enhancing their competitiveness in the workplace, and it also paves a solid path for their future career choice and career planning. In the face of globalization and the rapid evolution of social needs, traditional teaching and curriculum design are overstretched. The article explores the innovation and practical strategies of career planning course in terms of innovative teaching content, optimization of teaching methods, deepening of school-enterprise cooperation, construction of personalized teaching system and diversified evaluation system. It aims to provide students with more comprehensive career planning guidelines and enhance their employment strength and social adaptability (Mo Minyan, 2025).

Jiang Zheng (2025) in the "new era of colleges and universities teacher moral cultivation course education and teaching practice innovation inquiry" that: teacher moral cultivation education is a kind of professional ethics education with teacher students as the main body, through deepening the curriculum teaching reform, ideological and political work as the lead, strengthen the cultivation of roots and casting souls, and build up the teacher moral cultivation education teacher team of adults. Under the background of social transformation and upgrading, cultural diversification and collision, and educational reform and development, the construction of teachers' morality is characterized by diversity and complexity. Especially with the impact of information network on traditional moral concepts, the teaching reform of teacher moral cultivation courses for college teacher trainees is facing new opportunities and challenges. Through re-understanding the importance of the opening of teacher moral cultivation courses for teacher trainees in colleges and universities in the new era, analyzing the new situation and new problems faced by the teaching reform of teacher moral cultivation courses in the new situation, exploring the innovative practical paths and methods of teacher moral education for teacher trainees, awakening the subjective self-consciousness of the teacher trainees, and stimulating the endogenous motivation of the education of teacher moral cultivation (Jiang Zheng, 2025).

Wang Yaqing (2024) in "Research on the Practical Path of Teacher Ethics Education for Teacher Trainees in Colleges and Universities in the New Era" argues that: teacher ethics is a professional quality that teacher trainees must have, and teacher ethics education is a mandatory course for teacher trainees. Strengthening teacher ethics education for teacher trainees not only helps to improve the teacher ethics quality of teacher trainees and promote

the healthy development of education, but also helps to promote the progress of social civilization. In the new era, there are still some problems in the teacher ethics education of college teacher trainees, such as neglecting the cultivation of teacher ethics, lack of teacher ethics courses, weakening the practice of teacher ethics, and generalizing the assessment of teacher ethics, etc. It is proposed to build a structural model of teacher ethics for teacher trainees, to carry out the education of teacher ethics in a multilayered and multidimensional way, and to innovate the cultivation of teacher ethics of teacher trainees in the form of “one center, two dimensions, three classrooms, and four main subjects”. The path of teacher moral education for teacher trainees is innovative in “one center, two dimensions, three classrooms and four subjects”, forming an ecological mechanism of teacher moral education that is open and cooperative (Wang Yaqing, 2024).

Hu Zhidong & Zhu Yujie (2025) in “Practical Exploration of the Integration of Multi-dimensional Teaching Practice and Curriculum Civics and Politics in the Context of New Engineering Science” argued that: in the context of the construction of the new engineering science and the “double first-class”, it is fundamental to improve the level and quality of teaching and to cultivate high-level talents for the society, and that higher education is mainly aimed at improving the students' ability of analyzing, solving problems, and doing things. The main goal of higher education is to improve students' analytical, problem-solving and hands-on abilities. Taking the two major tasks of cultivating industrial engineering talents to adapt to the requirements of the new engineering discipline and the cultivation of ideology and politics as the starting point, and based on the concept of OBE teaching, the paper utilizes diversified teaching methods such as flipped classroom, corrected homework and classroom physical teaching to improve the technical ability of talents, and incorporates the content of ideology and politics into the whole process of teaching, which has reference significance to mobilizing students' initiative, enthusiasm and participation in learning, and enhancing their patriotic sentiment. patriotic sentiment has reference significance (Hu Zhidong & Zhu Yujie, 2025).

Fan Min (2025) in “Exploration and Practice of Blended Teaching of “Society and Culture of English-speaking Countries“ Based on Curriculum Civics and Politics Reform” argues that, in the face of the collision of multiple cultures and the complex international environment, the ideological and political work of colleges and universities has been elevated to an unprecedented height. In order to effectively improve the effectiveness of the ideological and political reform of the course, the article compiles the useful attempts in the exploration and practice of blended teaching in the course of “Society and Culture of English-speaking Countries” from the aspects of integrating the teaching content, innovating the teaching methods, optimizing the evaluation system, etc. It is hoped that it can promote the professional course and the ideological and political course in the same direction, broaden the international perspective of students, and cultivate the students' family values and interests. It is expected to promote the same direction of the specialized courses and the ideological and political courses, to broaden students' international perspective and to cultivate students' national sentiment (Fan Min, 2025).

Wu Mengli & Wang Xuhao (2025) in “Teaching Reform and Practice of Cartography Courses with the Objectives of “Advanced, Innovative, and Challenging“ of the Courses”, concluded that: this paper carries out a unified planning and sorting of the teaching system of the

cartography courses, draws on the model of CDIO engineering education, combines the teaching reform of the new engineering disciplines and other teaching reforms, and forms a teaching mode based on results-oriented and disciplinary competition-driven cartography courses, which promotes teamwork consciousness among students of different grades and majors, in order to realize the goal of “advanced, innovative, and challenging” of the courses. Taking “higher order, innovation and challenge” as the goal, it has formed a teaching mode of cartography courses based on results orientation and driven by disciplinary competitions, and promoted teamwork consciousness among students of different grades and majors, so as to realize the improvement of students' innovation ability, engineering practice ability and cultivation quality. A diversified practice platform is built and the corresponding weights of diversified evaluation are formulated to realize the all-round exercise of students' practical ability. The teaching reform promotes cooperation among teachers and improves the level of teaching and research; it improves students' innovation ability and engineering practice ability, so that they are awarded with a number of competitions; it conducts comprehensive evaluation from multiple dimensions, such as knowledge and skills, process and method, and comprehensive quality, and builds a diversified design platform for competitions, so as to effectively realize the cultivation of students' comprehensive quality.

Gao Hao (2025) in “Exploration and Practice of Reform of Internship Practice Class Curriculum in Applied Undergraduate Colleges under Co-op Mode” argues that: the article analyzes the successful experience of the Co-op education model in North American universities and the application cases in domestic colleges and universities, sums up the shortcomings of the internship practice class curriculum in applied undergraduate colleges and puts forward the teaching improvement strategy based on the Co-op mode. It aims to build a Co-op education system of industry-teaching integration and dual education, and to develop a four-in-one, market-driven Co-op education management approach, so as to stimulate students' motivation to participate in internship practice, enhance the connection between the school and the society, and improve the overall effect of internship work.

Wang Zhen (2025), in “Reform and Practice of Educational Apprenticeship, Internship and Study Programs for Fine Arts Majors in the Context of Teacher Education Certification”, argues that: with the continuous deepening of teacher education certification, problems such as unclear cultivation objectives, disconnection between teaching content and actual employment needs, lack of systematic and standardized practice, and a single evaluation mechanism that lacks objectivity are gradually emerging in the teaching of practice programs for fine arts teacher education students. Problems such as the lack of systematic and standardized practice, and the single evaluation mechanism and the lack of objectivity have gradually emerged. These problems lead to the lack of competitiveness of teacher trainees in the competition for teaching positions after graduation, which not only adversely affects the employment prospects of students, but also negatively affects the development of social education. Taking into account the characteristics of the teacher training specialty of fine arts, a systematic and scientific operation system of education apprenticeship, education internship and education study (referred to as the “three apprenticeships”) is constructed, and a specific syllabus design for the new three apprenticeships is proposed to explore the feasible promotion strategies for the operation and protection of the three apprenticeships under the concept of OBE.

Fu Kepeng, Sun Xiaojun, Lu Hanglin, Liu Xiaobing & Wang Haixiao (2025) in “Exploration and Practice of Curriculum Civics and Politics in Educational Internship of Physics (Teacher Training)”, Abstract: Focusing on the practical course of Educational Internship of Physics (Teacher Training), we analyze and explore the importance of integrating the Civics and Politics of the curriculum into the practical course, and discuss the practice of Civic and Politics of the curriculum in the education internship of Physics (Teacher Training), by exploring the Civic and Politics elements of the curriculum, citing the example of the Civic and Politics elements organically integrating into the curriculum, and how to establish The three aspects of the evaluation mechanism discuss the practice of curriculum Civics and Politics in physics (teacher training) professional education internship, aiming to improve the comprehensive quality of physics (teacher training) students, and ultimately cultivate excellent teachers with noble teacher ethics and a strong sense of social responsibility, and to provide reference for the teaching reform of the education internship course of physics (teacher training) professional education internship (Fu Kepeng, Sun Xiaojun, Lu Hanglin, Liu Xiaobing & Wang Haixiao, 2025).

Xue Jin (2025), in “Teaching Reform and Implementation of Educational Practice Course for Music Teacher Trainees in the Context of Professional Accreditation,” argues that the article analyzes the necessity, basic principles, and paths of teaching reform and implementation of the educational practice course for music teacher trainees in the context of professional accreditation, and the results show that the teaching reform can strengthen the integration of science and practice, improve the comprehensive qualities of music teacher trainees, and give full play to the positive effects of internships, apprenticeships, and internships. Positive role. In order to highlight the value of teaching reform and effectively cultivate high-quality talents, teachers should practice the principles of clear responsibility, standard constraints, seeking truth from facts and demand-driven principles, on the basis of which, they should clarify the objectives of the reform of the educational practice course, complete the content of the course, build a guarantee mechanism, and continue to improve the level of the teaching reform, which will in turn improve the educational level of the music teacher trainees (Xue Jin, 2025).

## **Research Methodology**

### *Research Design*

This study adopts a mixed-methods research design that integrates both quantitative and qualitative approaches to comprehensively explore the current state, challenges, and theoretical underpinnings of educational practice curricula in teacher education. By combining empirical data collection with in-depth theoretical analysis, this design ensures both the breadth and depth necessary for investigating complex educational phenomena.

## **Data Collection Methods**

### *Document Analysis*

Document analysis serves as the foundational qualitative method in this study. As a rich source of accumulated scholarly knowledge, documents offer valuable historical and theoretical insights into the evolution of educational practice curricula, both domestically and internationally. Through systematic review and critical evaluation of relevant literature, the study identifies major theoretical frameworks, research trends, and gaps, thus providing a comprehensive conceptual basis for curriculum reform in teacher education.

### *Questionnaire Survey*

The questionnaire survey is employed to gather large-scale empirical data on pre-service teachers' professional competencies and their perceptions of existing educational practice curricula. A standardized, rigorously designed questionnaire was distributed to a representative sample of pre-service teachers enrolled in free normal education programs. The survey enables the collection of consistent, quantifiable data across a large participant pool, facilitating the identification of general trends and statistical regularities.

### *Observation and Interviews*

To complement the quantitative data, classroom observations and semi-structured interviews were conducted. Observations provided first-hand insights into teaching practices and professional development processes in real educational settings. Semi-structured interviews allowed participants to elaborate on their experiences, challenges, and suggestions concerning educational practice curricula. The combination of these qualitative methods enriches the depth of analysis, capturing nuanced perspectives that cannot be obtained through surveys alone.

### *Data Analysis*

Quantitative data collected through the questionnaire survey were analyzed using descriptive and inferential statistical techniques to identify key patterns and relationships. Qualitative data from document analysis, observations, and interviews were coded and thematically analyzed to uncover recurring themes, supporting the interpretation of survey results and enabling a more comprehensive understanding of the research questions.

### *Validity and Reliability*

Multiple strategies were employed to ensure the validity and reliability of the research findings. Triangulation across multiple data sources and methods enhanced the robustness of the study. The use of standardized instruments, clear coding schemes, and iterative cross-checking further ensured consistency and credibility in both data collection and analysis.

### *Research Innovations*

This study offers several key innovations that contribute to advancing both theory and practice in the field of teacher education.

### *Theoretical Innovations*

While previous studies have examined isolated aspects of educational practice curricula, few have systematically addressed their theoretical foundations. This study fills that gap by developing a comprehensive theoretical framework grounded in philosophical, sociological, and psychological perspectives. By synthesizing these interdisciplinary viewpoints, the research establishes a holistic theoretical model that informs the design, delivery, and evaluation of educational practice curricula.

### *Practical Innovations*

Practically, this study proposes a curriculum framework that aligns educational practice directly with the development of pre-service teachers' teaching competence. Based on an extensive analysis of historical evolution, current practices, and empirical findings, the study formulates a structured curriculum content system that emphasizes the progressive

formation of teaching abilities. Furthermore, it provides targeted recommendations for curriculum organization, implementation, and evaluation, offering actionable strategies for institutions seeking to enhance the effectiveness of their teacher education programs.

#### *Methodological Innovations*

From a methodological standpoint, the integration of questionnaire surveys, classroom observations, and interviews represents a robust mixed-methods approach that captures both the breadth and depth of the research topic. This comprehensive design allows for a richer and more nuanced understanding of pre-service teachers' professional development, yielding empirical evidence that is both reliable and contextually grounded.

In summary, this study contributes a multi-dimensional advancement to the field by integrating theoretical synthesis, practical curriculum design, and innovative methodological approaches, thereby offering meaningful insights for the continuous improvement of educational practice curricula in teacher education.

#### *Principles for the Implementation of Educational Practice Courses*

The implementation of educational practice courses is centered on promoting the organic integration of pre-service teachers' personal educational theories and their practical teaching abilities, with the ultimate aim of developing and enriching teaching competence. Given the diversity of organizational forms, there are variations in the content and methods of skill training. Nevertheless, several fundamental principles are universally applicable to the effective implementation of educational practice courses:

##### *Principle of Learner Agency*

Learner agency is a core foundation for the implementation of educational practice courses. As active participants, pre-service teachers bring with them prior educational experiences that significantly influence the development of their teaching competence. The implementation process should fully respect and value these individual experiences, encouraging reflective thinking and critical evaluation of prior learning to foster more rational and systematic understanding (Gan, 2024).

Additionally, the establishment of learning communities among pre-service teachers is crucial. These communities facilitate mutual learning, interaction, and collaboration, enabling members to share experiences, challenge each other's perspectives, and collectively construct teaching wisdom. Through dialogue, peer observation, and cooperative inquiry, pre-service teachers not only enrich their personal competencies but also benefit from diverse viewpoints that enhance their professional growth. Furthermore, the curriculum should nurture and protect students' intrinsic motivation, creativity, and autonomy, encouraging active exploration and innovation in their teaching design and implementation.

##### *Principle of Integration of Theory and Practice*

The integration of educational theory and practical skill training is essential for effective teacher preparation. Theoretical courses such as pedagogy, psychology, and subject teaching methodology should not remain abstract but must directly inform and support practical teaching activities.

During theoretical instruction, relevant teaching skills should be simultaneously developed, ensuring that pre-service teachers internalize both conceptual understanding and behavioral competencies. Conversely, skill training sessions should incorporate theoretical explanations to help students comprehend the underlying principles guiding their teaching behaviors. This bidirectional integration fosters a deeper understanding of educational theories while enhancing motivation, engagement, and skill proficiency, ultimately leading to the seamless fusion of personal teaching theory with practical instructional performance.

### 5.3 Principle of Reflectivity

Reflection is both a cognitive process and a key mechanism for developing teaching wisdom. High-level teaching requires teachers to evolve from mere technical practitioners into reflective practitioners. The implementation of educational practice courses must emphasize the cultivation of reflective consciousness among pre-service teachers, enabling them to critically examine their teaching experiences, evaluate outcomes, and refine their instructional approaches.

Without active reflection, educational practice may degenerate into mechanical procedural exercises, producing technically proficient but pedagogically shallow “technicians.” Through ongoing reflection, pre-service teachers systematically analyze effective and ineffective practices, understand the underlying reasons for success or failure, and progressively systematize their teaching philosophy. This continuous reflective cycle strengthens both theoretical understanding and practical competence, ultimately fostering the emergence of unique and sophisticated personal teaching frameworks.

#### *Principle of Demonstration*

The demonstration role of instructors is vital in the implementation of educational practice courses. As role models, instructors must exhibit exemplary teaching behaviors that serve as observable and credible examples for pre-service teachers.

Effective demonstration provides concrete, real-world illustrations of instructional methods and practices, reinforcing the theoretical content being taught. When instructors actively model best teaching practices, pre-service teachers not only observe but also experience the pedagogical techniques firsthand, deepening their trust in the theory-practice connection. Instructors must be aware that their own teaching behaviors are continuously observed and emulated by students, thus consciously embodying high standards of teaching performance that inspire and guide pre-service teachers toward professional excellence.

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