

A Brief Analysis of the American Teacher Training Model for Talented Children Education and its Enlightenment

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Abstract

There are many forms of super-educational teaching in China, but the faculty of genius education is quite weak. Most super-educated teachers are basically transferred from ordinary teachers. Almost all of the education departments of various normal universities in China and the education colleges of comprehensive universities do not offer extraordinary education majors, and there are few schools offering extraordinary education courses, but the depth is far from enough to provide excellent teaching resources for extraordinary children. Therefore, from the perspective of teacher training for supernormal children education, this article introduces the model of teacher training in the United States from the aspects of teacher training standards and training programs, and explores the inspiration from its essence in order to promote the further development of supernormal children teachers in China.

Keywords

United States; supernormal children; teacher training.

1. The Meaning of Supernormal Child Education Teachers

Supernormal children's education teachers are part of special education teachers, and refer to personnel with different levels of participation or engaged in the education of talented children with professional knowledge and skills [1]. However, China's current emphasis on supernormal child education needs to be improved, resulting in a lack of accurate definition of this concept. The United States divides special education teachers into three categories, including special education counseling teachers, special education consulting teachers, and special education itinerant teachers. Talented child education teachers are considered to be an integral part of special child education teachers, and also include talented child education tutors, talented child education consulting teachers, and talented child education itinerant teachers [2]. Talented child education tutors are professionals who have been specially trained in identifying, educating, and evaluating talented children, and provide individual or group counselling on the difficult problems of talented children in class teaching and cooperate with the class teachers and parents of the talented children to formulate a teaching plan for the talented children. Talented children education consulting teachers do not directly educate or teach talented children, but instead answer questions about various problems that exist among talented children, parents, teachers of the talented children's class, and other relevant personnel to achieve indirect education. Itinerant teachers of genius children's education are teachers who provide regular special counseling to genius children in an area or several schools and families in the form of itinerant teaching.

2. Cultivation Standards of Supernormal Children's Education Teachers in the United States

The high-level development of extraordinary children is inseparable from the guidance of high-level teachers. The key to cultivating high-level teachers is to form a standard for the training of science teachers. It plays a guiding role in the process of teacher professional development, ensuring that the level of teacher professionalization can improve in an orderly manner during the training process. Teacher training standards that have become more mature in the United States for super-children's education can provide reference for my country to formulate corresponding standards.

At present, the United States talented children education teachers are divided into two levels: elementary and advanced, and are equipped with four sets of training standards: the training standards for junior teachers of talented children education, "the training standards of all teacher training projects in the field of talented children education," "Cultivation Standards for Senior Teachers of Genius Children Education" and "Cultivation Standards for Genius Children Education Experts". It puts forward clear requirements for the professional training of teachers at different levels.

In addition to junior and senior teachers, in response to people's expectations for high-quality inclusive teacher training, the One-Day Child Education Branch of the Special Committee on Children of the United States has issued a professional standard for all in-service teachers to ensure that they are enrolled in regular classes Of supernormal children can also develop well. The standard includes three points: first, it can understand the definition of genius children's education and related theories, and can identify genius children with different backgrounds; second, it can pay attention to and identify the learning differences and development keys of genius children with different backgrounds period, cognition and emotional characteristics, to meet the academic and social emotional needs of talented children; third, to be able to understand, design and use a series of fact-based strategies to evaluate talented children and develop differentiated teaching content, provide differentiated teaching and cultivate students' advanced critical thinking and creative thinking skills. If necessary, it should be able to recommend supernormal children to participate in advanced learning projects or to skip grades. [3]

(1) Training Standards for Junior Teachers of American Talented Children Education

U.S. junior teacher education programs for talented children basically refer to the "Training Standards for Junior Teachers of Genius Children Education" and "Cultivation Standards for All Teacher Training Projects in the Field of Talented Children Education" to formulate corresponding training goals. The standard mainly covers 7 aspects, including learner's development and learning differences, learning environment, course content knowledge, evaluation, instructional design and strategy, professional learning and ethical practice, and cooperation. In addition to the three standards that all teachers should meet, create a safe and comfortable learning environment for extraordinary children; be able to use professional ethics principles and special project standards to guide practice; be able to use various principles and methods of effective cooperation with school colleagues, community members, talented children and their family members communicate and cooperate effectively.

(2) Training Standards for Senior Teachers of American Talented Children Education

The genius child education senior teacher training standards are developed for teachers who have obtained the junior certificate of genius child education, are already engaged in some kind of genius child education, and want to acquire more knowledge and skills related to genius child education. Training standards. In the advanced training standards, more emphasis is placed on teachers' research capabilities, requiring them to apply educational research to improve

teaching techniques, intervention strategies, and curriculum materials; to be able to use evolving evaluation data to evaluate teaching practices; and also to have leadership that primary teachers do not need to master. With respect to policy aptitude, the standard requires that senior teachers should have the ability to develop talented children's leadership skills to carry out activities such as team guidance and problem solving skills, the ability to analyze legal and ethical policies, and the ability to develop and guide new teachers to become talented children. Advocate for providing high-quality education. [4]

3. Teacher Training Program for Talented Children in the United States

American talented children education teacher training program is a comprehensive and gradual process. According to the growth process of teachers, it is divided into three stages: pre-employment training, on-the-job training and on-the-job training.

(1) Pre-service training of American talented children education teachers

The current training model for talented children education teachers in the United States belongs to a mixed training model of directional and non-directional. The directional training model refers to the establishment of specialized colleges to train teachers, and the non-directional model refers to the training of specialized teachers by ordinary universities. American teachers are mainly trained by the Department of Special Education and the Department of Educational Psychology of the College of Education of the Comprehensive University. At the same time, the Department of Special Education and the Department of Educational Psychology in the United States use two methods to train talented children's education teachers. One is that students enter the special education department of the comprehensive university or the Department of Education and Science under the cover of bachelor, master, The doctoral degree of genius children's education majors, the other is that students extensively study the arts and sciences two years before enrollment, and then transfer to the genius children's education major after finishing the second year.

There are three types of implementation methods for talented child education teacher training courses in the United States. The first type is traditional teaching, in which teachers teach professional knowledge in the form of face-to-face teaching. The second category is to take the form of distance teaching in the context of rapid information development. At present, many talented child education teacher training institutions in the United States have established a more systematic and perfect distance education system for talented children's education majors. And its training plan has been approved by the professional teacher education appraisal department. The third type is the mixed form of the first two types, which has the advantages of the first two and is more flexible.

The curriculum for the training of talented children's education teachers in the United States is very regional, and the curriculum is different between universities in various states. But generally speaking, only a few schools in the US undergraduate education stage offer training courses for talented children's education teachers. The courses at this stage generally include: general education courses, educational science courses, and professional courses for gifted children. Most talented children education teachers in the United States are trained at the graduate level. Take the Louisiana Institute of Education master's degree program for talented children education as an example. [5] The courses offered by the university not only involve all aspects of the education of genius children, but also are meticulous and targeted, focusing not only on the acquisition of theoretical knowledge, but also on the application of theoretical knowledge and the cultivation of practical ability. At the same time, it also focuses on the cultivation of research ability, the acquisition of advanced subject knowledge, the application of information technology and scientific technology in the field of talented children's education. Therefore, the professional level of teachers in American genius education is generally high.

(2) Introductory training for talented children education teachers in the United States

In order to avoid the loss of teachers in super-children's education, the United States proposes a teacher induction training program. The content includes the following four parts: one is that the school or training institution organizes a centralized learning and training method to enable the incoming teachers to understand the relevant policies and systems of the school and adapt to the school atmosphere; the second is to make up for the deficiencies of the new teachers in teaching practice. Most schools adopt the form of mentor system and guidance group system to train new teachers; the third is to answer the personalized questions encountered by the new teachers in the teaching process, so that the teachers can adapt to the work as soon as possible, and stabilize the teaching strength of talented children education .

On-the-job training for talented children's education teachers in the United States

Today's in-service advanced education for talented children's education teachers in the United States mainly includes graduate courses, school-based teacher training courses, cooperative teaching skills, and computer and network technologies. There are a variety of training modes, such as group training mode, school training mode, distance education courses, comprehensive courses, etc. In line with the educational development concept of "lifelong learning", the professional qualities of teachers are also guaranteed during the on-the-job training.

4. Enlightenment from American Talented Children Education Teacher Training Model

From the perspective of pre-service training, China's super-child education teacher training belongs to the category of special education teacher training. Today, the pre-service training of special education teachers in China is mainly undertaken by normal colleges and universities. It belongs to the targeted pre-service training model, and there is almost no corresponding professional institutions which provide pre-employment training for extraordinary children's education teachers. The relevant courses of extraordinary children's education are only attached to special education majors or other education majors offered by some universities and colleges.

The current super-child education teachers in my country are mainly hired from the general education teachers in this school or the region. Most of them have not been systematically and professionally pre-employed, and the country has not formulated corresponding entry standards. The development of on-the-job training is still in its infancy, and the status of on-the-job training is also very weak compared to the United States.

The following enlightenment can be drawn from the American teacher training model in order to enrich the relevant research on teacher training in China's super-child education.

(1) Pay attention to the policy support for the development of extraordinary children's education

The United States Government promulgated the National Defense Education Act in 1958, which for the first time required the cultivation of talented children's education teachers by way of regulations. Later, a number of policies and regulations related to the education of talented children were promulgated, and experts were invited to set multiple training standards. At the same time, each state has also given full play to its initiative to promote the development of talented children in the state.

(2) Focus on pre-service training to promote professional development of teachers

China can learn from the mixed talent training model of American directional and non-directional coexistence, and focus on comprehensively improving the subject professional level and professional literacy of talented children education teachers, which is conducive to the cultivation of talented children education teachers with high comprehensive literacy. At the

same time, all teachers should have a certain amount of knowledge about supernormal children's education in order to find supernormal children in the classroom and support their development, so as to prevent the phenomenon of buried talents.

(3) Raise the entry standards for teachers of supernormal children education

China can also imitate the United States to set up corresponding entry standards according to its own national conditions, similar to the grant of teacher qualifications, and establish different levels of super-child education teacher qualifications. Teachers who teach super-children should have good moral literacy, solid professional knowledge and certain Practical ability, so that the entry threshold can be raised to ensure the professional level of teachers.

(4) Improve the training system for lifelong learning

In the professional training of super-normal children teachers, a complete training system of "pre-employment-entry-training" should be established to ensure that newly recruited teachers adapt to the school environment as soon as possible and prevent the stagnation of the professional standards of serving teachers. Pre-employment training, on-the-job training and post-employment training are indispensable parts of the professional development of teachers. The lack of any stage will affect the quality of teachers, thus hindering the development of supernormal children.

The maturity of the teacher training model in the education of talented children in the United States and the high professional level of teachers have provided us with corresponding enlightenment. We should learn the teacher training model in the United States on the basis of studying the current situation of teacher training in supernormal child education in the country to achieve its localization and make up for the shortcomings of teacher training in China

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