

The practice of teacher professional certificate in China

Liu Guofeng

Nicha Pattananon and Priwan Nanongkham

Bangkokthonburi University, Thailand

Corresponding Author, E-mail: nicha.musiced@gmail.com

Abstracts

China's normal certification system, which is related to a school quality of teachers in Chinese teachers' colleges. It is necessary to improve the quality of Chinese normal professional certification to improve the quality of school running and cultivate more excellent teachers. First of all, in China's certification standards, discipline knowledge and teaching ability are the knowledge and professional skills of education and teaching learned by teachers in the future; and the discipline knowledge and teaching ability of the American CAEP, in addition to the above knowledge, also includes training The ability of students to learn interest, the ability to communicate and cooperate with the educators, and the knowledge and ability to ensure the fairness of education is more comprehensive than the coverage of my country's certification system. Primary and secondary schools are a key stage for cultivating learning interest. It was conclude that elementary and secondary school students have poor self-learning ability, and communication and cooperation with the guardians are also very important; primary and secondary schools are also a critical stage of personality development. This article presents the practice of teacher professional certification in China.

Keywords: Practice; Teacher Professional Certificate; China

Introduction

Relevant literature shows that the time for the development of American teachers' professional certification is relatively early, and the association has a wide range of distribution. It involves the fields including politics, economy, and culture. It has a more important role. In order to ensure the smooth progress of normal certification, the United States has established institutions that specialize in promoting certification. In 1948, the earliest medical certification association was established; in 1954, the National Teacher Education Certification Commission was established; in 1997, the Education Teacher Certification Committee was established; in 2013, the National Teachers Training Certification Committee was established. The development of the United States in the United States is relatively mature. "Teachers' Professional Certification" and "Teacher Training Project Certification" are synonymous with the synonym. It involves more than 70 majors, involving industries such as business management, law, and medical education. Chinese scholars have conducted a lot of related research on the certification of foreign teachers' education.

¹Received: July 3 2023; Revised: July 20 2023; Accepted: July 22 2023

Deng Tao (2018: 98-106.) pointed out that since 2016, Australia has officially launched a new revised teacher education certification standards and methods. As of 2018, this reform has not fully demonstrated its practical effect due to the short time, but judging from the conclusions and preliminary practical feedback from the relevant research in the academic community, this reform shows the overall development of the Australian teacher education certification system that is being rich and perfect. Trends, and at the same time, they also face many difficulties and challenges. First of all, in terms of the update of certification concepts, Australia's 2015 teacher education certification reform has proposed the results of the importance of attention (especially the actual impact of teachers' education on basic education), evidence, and strict and transparent concepts. In terms of results, theoretically, the results attach to the results that conform to the development of modern evaluation theory and the positioning of teachers' educational function. In practice, it also has common reform measures with relevant reform measures in the United States and other countries. The evidence and strict and transparent certification concepts show that this reform has done in solving the problem of blurred evidence in the past, irregular certification processes, different certification standards, lack of credibility and effectiveness in certification Work hard and try. However, it is also facing many challenges to fully implement these reform concepts. For example, when evaluating the project results, two different but interrelated evidence is required. The performance of students during the pre -post education stage and the effectiveness of the work of new teachers after graduation. On the one hand, there are many difficulties to evaluate the teaching performance evaluation of all graduates on the occasion of the end of the education. Because of its large scale, the data is more complicated and it is not easy to manage. On the other hand, the data that has a positive impact on the learning of students is required to be obtained in the middle of the project, the final stage of the project and the end of the project, but the latter is relatively difficult. After the project graduate officially became a teacher, it is also difficult to operate the evidence of collecting new teachers on the learning of students' learning and not easy to obtain. Employers' satisfaction survey of graduates mainly relies on personal subjective cognition, and cannot accurately reflect reality. In fact, teachers' education professional certification in the United States, Britain and other countries has also encountered similar problems, and the improvement of evidence has become an international topic. Secondly, it is the reconstruction of certification standards. Australia's 2015 certification standards have made reforms on key factors affecting the quality of teachers 'education, including the full evaluation of teachers' education projects with results. Standard, strengthening education practice, strict evaluation of graduates, and continuous improvement and development of projects. These measures respond to the new demands of teachers 'theoretical research and stakeholders, which are conducive to promoting teachers' education certification towards a more scientific and standardized direction, but at the same time, they also face many challenges. If you can't accurately answer the reform of Australia whether the reform measures can effectively solve the problems that many countries have encountered in this field. For example, the enrollment selection mechanism of teachers' education projects is complicated and diverse, and it is mainly determined by the project provider. Can this truly guarantee the strictness of the selection? What kind of tools and programs can choose teachers with high academic achievements and good personal quality.

Is the evaluation generated by the results and light included in the hardware is fair to all teachers 'educational items. Can they truly ensure the quality of teachers' education? The project results are required to evaluate evidence, but how to guarantee the effectiveness and credibility of the evidence? Project providers are required to continue to collect, analyze and evaluate data, and report the improvement of projects regularly. Will this increase the workload of the project provider, so that the teacher education professional certification becomes more cumbersome? How is the scientific and operability of teachers' education certification standards evaluated, and what is its theoretical basis? These issues still have a lot of suspense for this reform of Australia. Therefore, the Australian government emphasizes that in the future, it is necessary to strengthen teachers' education research at the national level to gradually clarify what is excellent teachers, teaching and teacher education, so as to lead teachers with theoretical research to lead teachers Education certification has continued to improve. There is no doubt that this reform thinking is worthy of reference.

Current situation in the professional certificate of the teacher

Yu Ningning (2021) pointed out that the implementation of teachers' professional certification is a basic need to adapt to the guidance of national strategy and the development of schools, teachers and professional construction. He is of great significance to crack the difficulty of solving the construction of the teacher's major and break through the bottleneck to enhance the connotation construction of the teachers. First, normal certification meets the needs of national strategic orientation. The key to strategic orientation lies in "what division of breeding". Religious and lead teachers to grow and develop. Therefore, the development of teachers' professional certifications meets the strategic orientation needs of national development. Secondly, normal certification meets the needs led by standards. Teachers are a highly professional profession. Teachers have cultivated plastic talents rather than technical talents. Through scientific and high -standard teachers' education courses, teachers should grow into experts with independent education ideas and research skills. Therefore, the standard leadership is aimed at the purpose of the professional. To reshape the professional status of the teacher and solve the problem of "what kind of specialty", teachers must focus on the career of people, specialize in students' studies. Standards conscientiously implement the standards of teacher education curriculum, focusing on the quality of teachers. Third, teachers' authentication meets the needs of multiple parties. The comprehensive development of teachers' professional certification meets the needs of the current national development. The "Opinions of the Ministry of Education on the implementation of the fundamental tasks of the Reform and Implementation of Lishu People" pointed out that the people of Lide Shushu should be concrete, school -based, and teaching. Adapt to the necessary qualities and key abilities of life development and social development, highlight the emphasis on personal cultivation, social care, and family feelings, and pay more attention to independent development, cooperation participation, and innovation practice. " The level of educating people in normal colleges will better promote the comprehensive development and healthy growth of students. Comprehensively carry out normal professional certifications to adapt to the urgent development of current schools and teachers. At present, "The Core Makes of the Development of Chinese Students" and "New Curriculum Standards for Core Literacy" have been released. The new high school new textbooks of the new curriculum standard have been used. The new college entrance examination is promoting. These have proposed new topics

for school education. Regarding how to implement comprehensive education, how to deal with the new college entrance examination, how new teaching materials are in line, in the face of new ideas, new tasks, new tasks and new requirements, how to develop core literacy, how to learn how to evaluate, how to effectively educate people, etc. solve. The teacher certification of the teacher has the purpose of quality and industry. It emphasizes the three major elements of "output, support, and guarantee", and organically integrates it into the quality guarantee monitoring system. The core literacy is the fundamental task, the improvement of the quality of the training of teachers' professionals, and adapting to the needs of the current school and teachers. Normal college certification emphasizes the concept of student -centered, highlights the main status of the teacher's study, meets the needs of normal students' growth, and implements the full -cycle training, guidance and services from enrollment to graduation. Comprehensively coordinate development, and to teach voluntary. The teacher certification adheres to the concept of output -oriented, adheres to the requirements of service basic education teachers, connects the needs of education and teaching positions, pays attention to knowing the meetings and potential, highlighting the adverse design curriculum system and teaching link with the graduation results, and the curriculum The system forms a support for graduation requirements, supports the support requirements of graduation with curriculum teaching, and supports the support of graduation requirements with assessment and evaluation, highlighting the learning results to measure teaching work and teacher performance, and highlight the quality of teacher training quality of the quality of graduates. Essence Normal college certification emphasizes that professionalism must be responsible for the results of teachers' learning, and the owner has shifted from "evaluating teaching" to "evaluation", tracking basic education reform and development, establishing social evaluation feedback and internal quality guarantee interactive regulation mechanisms, continuous adjustment and training targets , Update the graduation requirements, improve the curriculum system, teaching link and teacher work. Teachers' professional certification pays special attention to improvement work. Feedback - Improved 'closed loop, establishing a continuous improvement quality guarantee mechanism and pursuing excellence quality and culture, and promoting the continuous improvement of the quality of teachers' professional talents. " In the theoretical positioning, the functional positioning is very distinctive. In practice, the teacher's profession should change the concept, mainly to highlight the cultivation system, build a production -oriented talent training system, attach importance to the operation of professional certification from theoretical to practice, handle theory and theory and the theory and the theory and the theory and the theory and Practice relationship.

The standard of practice in CAEP's certification standards emphasizes the content and operating model. For example, it emphasizes that the main body of running schools must jointly design teaching internship activities with other partners such as primary and secondary schools to ensure that the content of the internship activities and the theoretical theory of students' classrooms are formed. To ensure that the internship activity meets the diversified needs of students, it also proposes a circular practice mode of "practice -guidance -reflection - re -practice". China 's practical certification standards need to reflect on how to explore a mode of operating the quality of teaching in practice and fully ensure the quality of teaching quality. Third, we should pay more attention to the construction of the teacher team and the establishment of the feedback mechanism. In terms of teachers, China's certification standards are very detailed in rigid requirements. They have detailed requirements in terms of student

ratio, the proportion of teachers, the proportion of high -vocational titles, the number of courses and teaching tutors, and the proportion of part -time teachers; and the proportion of part -time teachers; and The CAEP standard does not have clear requirements for these aspects, which is different from the main body of the Sino -US certification system. The requirements of the American teachers are reflected in the university's requirements for majors rather than teachers' education certification standards. For China's standards for teachers, the number of guarantees is the prerequisite for ensuring quality. It is believed that the quantity constraint will inevitably bring quality improvement. In terms of feedback mechanism, CAEP's feedback mechanism includes two aspects: first, the impact of teachers on students' learning, the impact of classroom teaching in the future, and the impact on schools; second, the satisfaction of teachers in training units in the future. Both aspects are based on the adverse evaluation of future teachers. The establishment of China's feedback mechanism is still in the budding stage. Except for graduates tracking feedback mechanisms, other feedback mechanisms have not yet been established, and the establishment of the feedback mechanism from the perspective of teachers from the perspective of teachers must be strengthened. Fourth, we should pay more attention to establishing a detailed quality assurance system. The CAEP's quality assurance system is for the purpose of continuous improvement. It compares the professional ability before and after teachers in the future. Enrich the training plan for teachers' education and continue to innovate. The quality assurance system in China's certification standards expresses three aspects: supervision, feedback, and analysis and evaluation results to establish monitoring and teaching activities; establish a graduate tracking feedback mechanism; regularly analyze the results of the evaluation of inside and outside the school. However, the monitoring objects in the quality assurance system in China's certification standards are not comprehensive enough; unilateral feedback mechanisms cannot be evaluated well; the description of the analysis and evaluation results is not detailed enough. More specific and complete quality assurance system. By conducting a comparative study of the US CAEP teacher education certification system and the Chinese normal professional certification system standards, it is of great significance to improve the improvement of my country's normal professional certification system.

The practice of teacher professional certificate in China

The institutional guarantee, independence, and insufficient participation in the perspective of the theory of new institutionalism, and puts forward the constructive opinions that give universities and cultivate industry organizations under the perspective of institutional reform. The professional certification system, as an institutional innovation of the quality assessment of professional talent training in colleges and universities. Due to the lack of the external environment such as institutional guarantee and subject forces, it will fall into a "lock" state due to obvious path dependence. The key to cracking the dilemma is the common governance of diversified subjects, strengthen the common role of internal and external power mechanisms, form self -reinforcement, and realize institutional innovation. China 's "Several Opinions of the Ministry of Education on the separation of the separation of the education management office and the promotion of the transformation of government functions "clearly proposes that" promoting the separation of management and evaluation, and building a new relationship between the government, schools, and society are important to comprehensively deepen the comprehensive reform of education fields. The content is an inevitable requirement

for comprehensively promoting education according to law. " The professional certification system requires the government to effectively change its functions, through a series of laws and regulations to ensure external operations implemented by the professional certification system, provide a good policy environment for the cultivation of the cultivation market for higher education professional assessment; To ensure the effectiveness, science, fairness and certification results of the certification process, and to fundamentally guarantee the sustainability of the professional certification system. Similarly, as far as the construction of the Chinese Normal Professional Certification System is concerned, the "Regulations on Teachers 'Education" need to be formulated in an urgent need for the current relationship between the government, the market and teachers through legislation, and determine their respective roles in the entire teachers' education system, which prompts them to promote them Legally played for the system construction and innovation; urgently needed to change governments at all levels of Chinese and educational administration from Chinese governments and education administrative departments to transformed from teachers' professional scholars to supervisors. To form a teacher education quality monitoring mechanism, further promote the professionalization and legalization process of teachers 'education management, and finally realize the country's quality management and process monitoring of open teachers' education by macro, indirect, and invisible ways. In addition, institutional economics research pointed out that the contest between interest groups is an important factor affecting the changes of the system. The interest group has the right to control the relevant resources. In order to ensure that it can continue to obtain and control vested interests, it often resists and hinders the implementation of the new system (Wang, 2021: 81-85).

Therefore, it is necessary to restrict the power of interest groups in the current education evaluation system, and limit its authority scope. In order to change the negative and passive attitude of Chinese normal colleges to professional certification and education assessment, and support the implementation and development of the professional certification system from the needs, it is necessary to give the universities to fully run the school's autonomy to promote colleges and universities to be able to long -term and sustainable from their own long -term and sustainable sustainability. Starting from the perspective of development, correctly understand the value of professional certification, and consciously confirm the strength and advantages of their professional education through accepting professional certification, and further improve the lack of professional education. The administrative departments of government education at all levels should fully decentralize some specific education management and operation rights to colleges and universities, so that colleges and universities can have sufficient autonomy and independence that can carry out creative activities, and strengthen the awareness of schooling benefits, performance responsibilities and self -responsibility of colleges and universities. Spirit; prompting colleges and universities to regard teachers' professional certification as important means such as strengthening decision -making effectiveness, improving the quality of talent training, and improving management work efficiency, actively participate in professional certification, actively provide objective and real professional education information, and achieve the expected goals of professional certification. Cultivate teachers' education professional organizations, give play to its independent role as an intermediary education assessment and professional certification institutions, and encourage professional organizations to participate in and even independently implement university teachers' professional certification work is

the key to my country's promotion of teachers' education professional certification system. As a professional certification agency, teachers' education (teacher) professional organization, its independence, fairness, professionalism and authority enable them to better coordinate the relationship between the stakeholders involved in the professional certification of higher teachers. Essence of quality evaluation and supervision of teachers' professional education. Therefore, it is necessary to effectively promote the professional certification system of the teacher, and we must establish a real teacher education professional organization (association) to play a core role in professional education evaluation and quality guarantee. Teacher Education Professional Organization (Association) should strive to establish a complete self-restraint mechanism and the ability to independently complete education evaluation in the construction to highlight their own independence; strive to improve the level of teacher education in teachers' education in professional organizations (associations). The professionalism and authority of professional certification and education assessment activities are shown in Zhao Zhao; striving to mobilize the public's positive and extensive participation in teachers' professional certification activities and listen carefully to the public's opinions to ensure the openness and fairness of professional certification. Teacher Education Professional Organization (Association) to carry out professional certifications independently for university teachers' professional education. ; We must not only be committed to improving the quality of teachers' professional talents, but also to improve the professionalism of teachers' professional certification, and continuously improve the independence, fairness, professionalism and authority of our teachers' education professional organizations and professional certification institutions. There must be a result evaluation that emphasizes the standards, but also the processing evaluation that emphasizes improvement; not only pay attention to the input conditions such as school running conditions, funding equipment, and teacher structure. Essence In terms of improving the public awareness of the public, strengthening the public's education quality supervision power, we need to give full play to the guiding role of public opinion, focus on the reform of the teachers 'professional certification system, cultivate teachers' education professional organization and professional education evaluation market, etc. To show the public's advantages and achievements of foreign teacher professional certification systems, help the public understand the goals, meaning, and status quo of institutional changes in an all-round way, forming mainstream public opinion that is conducive to the change of the teacher's professional certification system, and continuously improves the public's professional certification of the teacher's professional certification. Agree and trust. Stimulate the enthusiasm of the public to participate in the education reform of teachers through a variety of channels, give the public to the public to have the right to supervise and evaluate the professional education of teachers, and give the public to participate in the power and opportunities of normal professional certification activities to promote the public to actively participate in the reform of the teacher's professional certification system. It also prompted the government and teachers' education professional organizations to better serve society. Third, effectively allocate educational resources based on professional certification evaluation results, and strive to cultivate cultural identity of the public. When the internal and external assessment of teachers 'professional education form a virtuous cycle, the public will also form a good cultural cognition of the teacher's professional certification evaluation system; this will further stimulate the enthusiasm of teachers' colleges and universities to participate in professional certification and external assessment. Normal education work conducts routine and detailed

assessments, improves the lack of curriculum and teaching, so as to achieve the institutional change and innovation of the system of teacher professional certification and evaluation of autonomous evaluation (Wang, 2019).

Song Jie (2019) adopts the development process of historical institutionalism for the development of American teacher education professional certification, and summarizes the four stages of American teacher education certification as "target -oriented, curriculum, knowledge, and performance." With the end of World War II in 1945, the United States has changed greatly in terms of politics, economy, and culture. The American teacher education professional certification enters the "target standard" stage: The US economy has developed rapidly under the stimulus of many factors, but fragile the educational system and the scarce number of teachers are in sharp contrast to it. Therefore, the public believes that improving the quality of education is a problem that the current US government and teachers' education institutions are urgently needed. In addition, the rise of teaching standards and teacher education universities has also promoted the establishment of NCATE. NCATE was officially established in 1951. In the early days of its establishment, NCATE followed the AACTE's "revision standard". Until 1955, NCATE began to formulate and use new certification standards, namely teachers' education institutions and scheme certification standards. NCATE1955 is the first to be awarded by teachers 'education targets. It pays attention to the type of talent training, the concept of teacher education and values, and the improvement of teachers' education. It is the core and target orientation of the entire certification standard. Therefore, we can say that the NCATE1955 version of the certification standard is based on the Taylor's target evaluation model as the theoretical basis, and the teaching "skills" as the teacher's educational concept. Setting standards in the six aspects of facilities and teaching materials, and judging the goals of teachers' education by testing the completion of the six standards. Therefore, some scholars call it the certification standard of "target -based". Since World War II, behavior science has penetrated in the United States, and the rapid progress of science and technology has brought tremendous changes to the United States. As a result, society generally breeds worship of science and obsession with technology. In this context, the public hopes that teachers will be technical personnel with skilled teaching skills and teach students in accordance with scientific rules. Under the influence of technical rationalism, NCATE proposed the "skills" view of teaching, that is, teachers as technical staff, only follow the following steps to complete the teaching tasks: read the teaching manual, follow the teaching principles, and use teaching methods. This is equivalent to teachers only need to focus on teaching content and teaching skills. Therefore, the standards of NCATE stipulate that teachers should study disciplines, professional education courses, and accumulate related teaching experience in professional interns. And application. NCATE1955's recognition standard has opened a new way in the history of the American Teachers and Teachers and Institutions. It has enabled teachers' professional education concepts to be widely recognized by teachers' education institutions and quasi -teachers, and the quality of teachers' education institutions has been universally improved. However, some scholars believe that the content of this set of certification standards is too general and lacks the rigor and possibility of operating level.

"Curriculum" stage: From the early 1960s to the 1970s, the political, economic, and cultural aspects of the United States have developed rapidly. Social change has improved people's expectations of education quality, cultivating talents for the country, and satisfying the public's high -level education for high -level education. Hope to be the goal of various teachers' education institutions. With the promulgation of the National Defense Education Law and a series of bills issued by the US federal government, a US course reform campaign centered on the reform of primary and secondary school curriculum emerged in the early 1960s. In this movement, in the face of the criticism and suggestions of all parties, NCATE began to modify the certification standard for the first time, and promulgated and implemented a new certification standard in 1970. NCATE1970 certification standards are based on the course as the primary standard. It pays attention to curriculum settings, general education courses, professional education courses, teaching theory and practice, and teaching internships. It is the core and target orientation of the entire certification standard. Therefore, we can say that the certification standard of NCATE1970 is based on the Starbiem curriculum evaluation model as the theoretical basis, and the teaching "application science" as a teacher's educational concept. The Staffem course evaluation model must follow the following procedures, that is, background evaluation, input evaluation, process evaluation and results evaluation. It can be seen that the setting of reasonable courses is the starting point and basis of the entire mode. NCATE1970's certification standards use the curriculum as the primary certification standard. At the same time, according to the course settings, standards are formulated from four aspects of college teachers, teachers, resources and facilities, and teacher training programs. Whether the settings are reasonable and comprehensive. Therefore, some scholars call it the certification standard of "course -based". In the 1960s, applied sciences prevailed in the United States, and the public hoped to apply applied science to the field of teachers' education. Under the influence of applied scientificism, NCATE proposed the "application science" view of teaching, that is, assuming that professional educational activities are used to complete practical tasks by using scientific facts and basic theories. Some data show that: "NCATE1970 Edition certification standard was promulgated, professional institutions that received NCATE certification reached 522 in 1974, accounting for 47% of the total number of institutions at that time." The system is more perfect, to a certain extent, it has improved the level of teacher training of teachers' education institutions, and enriches the content of education internships (Liu, 2019: 35-39.).

The "Knowledge Topic" stage: In the 1980s and 1990s, the quality of teachers in the P-12 stage of the United States declined significantly, and even the quality of students began to decline, making it difficult for students to meet the standards of further studies or employment. Therefore, a series of related reform reports have been released, such as "The State is in crisis: Education Reform is imperative", "Ready: Ready: 21st Century Teachers", "Teacher Tomorrow", etc., reform teachers training plan, improve the quality of teachers' quality Become the focus of reform. In this reform, NCATE not only faced external challenges, but also faced internal crises. After six years of difficult internal reconstruction, NCATE promulgated and implemented a new certification standard in 1990. NCATE1990 certification standards are based on the professional knowledge of basic education. It pays attention to curriculum design, curriculum implementation, general education curriculum content, discipline professional education curriculum content, and professional education

curriculum content. It is the core and target orientation of the entire certification standard. Therefore, we can say that: NCATE1990's certification standards are based on effective use of the evaluation mode as the foundation foundation, and the teaching concept of teaching "art" as a teacher's educational concept. The core of the theory of utility evaluation is: utility is the driving force of evaluation, so evaluation must be used from beginning to end; the evaluation method is scientific and strict; personnel participating in the evaluation are proficient and experienced in business; evaluation must serve users; evaluation process; evaluation process; evaluation process; evaluation process There are many ways to use the use of results; pay attention to the consumption of funds and personnel. It can be seen that the knowledge foundation of professional education is the main core orientation. The NCATE1990 version of the certification standard is the leading standard for the knowledge base of professional education. At the same time, standards are set up according to the four aspects of practice, teacher candidates, university teachers, governance and resources. Whether the foundation is conducive to the achievement of the remaining four standards. Therefore, some scholars call it the certification standard of "knowledge -based". Affected by the influence of the educational concept of excellent teachers on teachers' education and the influence of "art - science" at that time, NCATE regards teaching as an art. This kind of art is based on science, while teachers are considered to be considered as science Professional. The NCATE1990 version of the certification standard was born under the severe situation of internal and external problems. In this standard, the concept of professional education in teachers was once again clear. Teacher education professional curriculum content was formed and innovated the practical model of teacher education. In addition, the influence of NCATE has gradually expanded, and more and more teachers 'education institutions are increasingly focused on the cultivation of the professional education knowledge foundation of teachers' candidates when formulating teacher training plans. Surprisingly, during this period, the number of teacher education institutions applied for NCATE certification reached the peak of historical (Cui, 2019: 35-40).

"Performance -based" stage: With the global wave of globalization, American society has gradually transformed into knowledge economy and informatization society. Prior to this, the cultivation of single -scale talents was the focus of education, and in the face of increasingly diverse social needs, the lack of diversified talents was the direct driving force for education reform. A series of reform reports on cultivating global diversified talents have introduced teachers to become the focus of reform practitioners, promoters of learning, and solvers of problems. In 1995, NCATE modified the certification standard, but the effect was not satisfactory. Faced with internal and external pressure, after seven years of revision, NCATE was promulgated and implemented in 2002 and implemented a new certification standard. The NCATE 2002 version of the certification standard was transferred from intellectuals from knowledge to knowledge to transfer, and a variety of evaluation methods were adopted. Therefore, we can say that: NCATE 2002 version of the certification standards are the results of the results of the results as the foundation of theory, and the diverse teaching concept is used as a teacher's educational concept. Performance evaluation is the process of evaluating whether students have achieved preset goals, such as grades and abilities in accordance with certain standards and procedures. NCATE acknowledge that teaching is an art and a scientific foundation. It is believed that teaching has the orientation of craftsmanship. Teachers need to receive training skills and provide technical reflection on these skills. They believe that teaching is applied science. Teachers need applied discipline knowledge and

professionalism. Knowledge and teaching method knowledge guidance teaching practice; believe that teaching is a reflection activity, and teachers reflect on the activities during their operations. This is enough to prove that NCATE adheres to a comprehensive teacher education concept, integrating art, skills, scientific practice, and reflection ability. peak. Compared with the previous certification standards, in the new historical background, NCATE faces the rise of the certification organization of new teachers' education institutions and is more aware of the responsibilities and mission on their shoulders. Good proof. It has a profound impact on the improvement of teachers 'professional teaching ability, the construction of teachers' theoretical framework and the formation of diversified teacher education and training models (Li, 2018: 17-22.).

In response to the status quo of education certification of teachers in Chinese universities, he put forward a very constructive point of view, such as establishing a "semi-official and semi-intermediary" new type of teacher education institution certification organization facing a diverse and open teacher training model, and establishing teachers with Chinese characteristics Education institutions certifying organizations to better protect the quality of Chinese teachers. The establishment of a "semi-official semi-intermediary" teacher education institution certification organization under the Evaluation Center of the Ministry of Education is the best choice to adapt to China's national conditions. It not only guarantees the relatively independent and fairness of certification, but also accepts the supervision of the Education Evaluation Center, which can play the best authentication function. We must fully aware that the certification institutions of the government and teachers' education institutions are not the upper and lower -level relationships in administrative, and we must clarify the relationship between the two legally and give the latter a greater independence. First of all, we must clarify that the certification organization of teachers has greater independence and autonomy. The government education department only needs to supervise it reasonably, and should not interfere with its normal certification standards and certification policies. Secondly, the main certification object of the certification organization of the teacher education institution is the talent training plan of the teacher's education institution, so as to ensure the quality of each talent training program, in order to solve the partial name of the low -quality talents under the name of the teacher's education institution. Cultivation plans are confused. Finally, increase the value of teacher education institutions for certification, and fully stimulate their enthusiasm for participating in institutional certification. For example, only by certified teachers' education institutions have the right to enroll in the new school year; or only students trained by teachers who have passed the certified teachers can participate Qualifications of National Teachers Qualification Examination.

Conclusion

In addition, according to the national conditions of China, the appropriate use of the certification standards of American teachers' education institutions. Such as highlighting discipline knowledge and educational knowledge in curriculum settings. Solid subjects and education knowledge of subjects are the essential conditions for teachers to settle down. Only with these two types of basic knowledge can teachers be qualified to teach. Self-explanatory, the course is the main carrier of transmitting discipline knowledge and educational knowledge. Therefore, the colleges and majors of various teachers should combine the requirements of professional certification and their own development differences, and reform the curriculum

structure on the basis of the "national standard". , Disciplinary practical teaching ability, discipline professional basic system, and education background knowledge are based on reasonable arrangements to make reasonable arrangements, so that students' subject knowledge and educational knowledge have been developed as a whole and balanced development. Moreover, as the speed of social changes is getting faster and faster, and the basic education is in the stage of reform and innovation, it is necessary to adjust and update the curriculum knowledge and education knowledge in time to ensure the timeliness and credibility of the knowledge and credibility of the knowledge of knowledge Essence This requires actively exploring and predicting the development trend of basic education courses in various teachers and majors, improves the effectiveness of teachers' education professional curriculum, and promotes the professional development of normal students in a practical sense. In addition, it should be noted that we must strive to improve the quality of the teachers. Whether or whether teachers can cultivate teachers who can truly meet the concepts of professional certification and requirements depends to a large extent on the quality and work efficiency of the training of teachers' teachers. Only by ensuring the quality and work efficiency of the teachers, the quality of the students cultivated can be guaranteed. First of all, the quantitative structure of the teachers must reach a relatively reasonable proportion, which can meet the needs of the teaching and development of this major.

References

Cui, Z. (2019). The certification standards and revelations of the former teacher education project certification. *Journal of Ningxia Teachers College*, 40 (11). 35-40.

Deng, T. (2018). Australian teacher education professional certification reform: concept update and standard reconstruction. *Higher education research*. 39 (12), 98-106.

Li, Z. (2018). In the context of the certification of teachers, the development path of the high school college. *Journal of Guangdong Second Normal University*, 38 (4), 17-22.

Liu, S. (2019). South Korea's Sea. Improve the countermeasures of the certification system of our teacher-based professional professional-based on the comparative study based on the Chinese and American teachers' education certification standards. *Journal of Liaoning Education Administration*, 36 (2), 35-39.

Song, J. (2019). *Research on certification standards for the American Education Certification Committee*. Sichuan University of Foreign Languages.

Wang, B. (2021). In the context of professional certification, the value meaning, problems and path selection of teachers' teaching and research capabilities. *Heilongjiang Higher Education Research*, 39 (7), 81-85.

Wang, L. (2019). *Research on certification policies for teachers in colleges and universities in China*. Shenyang: Shenyang Normal University.