

Analysis on the Curriculum Construction of Pre-Service Education for Primary School Teachers under the Background of Outstanding Teacher Training

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Abstract: The reconfiguration of pre-service teacher education courses is an inevitable demand for fulfilling the national goal of cultivating high-quality primary school teachers. It is conducive to accelerating the transformation and development of pre-service education courses, enhancing teachers' professional quality, facilitating the implementation of teaching reforms, and fostering highly qualified future teachers. Through conducting investigations in normal universities of various levels and distributing relevant questionnaires to collect information, problems occurring in the process of teacher cultivation in normal universities are summarized, the causes of problems in course settings are analyzed. In response to the actual societal demand for high-quality teaching professionals, higher education institutions should commence from the requirements of society for outstanding teachers and undertake top-level design of the curriculum, thereby forming the target system for cultivating outstanding teachers. They should integrate the courses in accordance with the logic of knowledge and restructure the knowledge system of the courses. It is necessary to clarify the practical orientation of the course content and enrich the practical courses for the growth of outstanding teachers. Also, they should perfect the guarantee mechanism for curriculum reconfiguration to ensure the cultivation of future teachers with outstanding potential.

Keywords: Pre-Service Teacher Education; Curriculum; Excellent Teachers; Education Reform; Curriculum Optimization

1. Introduction

Primary education is an important foundation

stage on the road of human growth, and the starting point for the all-round development of individuals. At this critical stage, the quality of education is directly related to the cultivation of learners' cognitive, emotional and social abilities. Improving the quality of primary education is not only the responsibility of educators, but also the focus of the whole society. Among the many factors that determine the quality of primary education, the pre-service teacher education curriculum undoubtedly occupies the core position. The pre-service teacher education curriculum is not only a way for teachers to acquire professional knowledge and skills, but also an important guarantee for shaping educational concepts and professional values. The comprehensiveness, scientificity and adaptability of the pre-service teacher education curriculum directly determine the quality of the future primary school teacher training. At present, the construction of college teacher education curriculum has not fully considered the characteristics and requirements of the future teacher profession, and there is a situation that is inconsistent with the national requirements for high-quality teachers. Therefore, the reconstruction of pre-service teacher education curriculum has important theoretical significance and practical value to promote the modernization of teacher education curriculum and train good teachers in great countries.

2. The "Excellent Teacher Program" Poses New Challenges to the Training of Pre-Service Teachers

Entering the new period, China has opened a new stage of training high-quality teacher education. The Ministry of Education has made an overall arrangement of education, science and technology and talents. Under the new situation, the focus of education reform is to build a high-quality education system to meet the challenges

of the future society. The Opinions on the Implementation of the Excellent Teacher Training Plan and the Opinions on the Implementation of the Excellent Teacher Training Plan 2.0 issued by the Ministry of Education in 2014 and 2018 have started a new journey of modern excellent teacher pre-service training.[1] With high-quality teachers, there can be high-quality education." Again, the importance of teachers was emphasized [2]. The college teacher education curriculum is the key link to train the ability of future primary school teachers. The rationality, pertinence and effectiveness of its setting are directly related to whether the cultivated primary school teachers can meet the needs of future social development. From the perspective of current curriculum research and development, many domestic scholars have carried out relevant research on curriculum objectives, curriculum structure and curriculum guarantee from different curriculum dimensions, and some scholars have also carried out in-depth research on the knowledge orientation, skill orientation and moral orientation of curriculum from the perspective of curriculum value orientation, and the research results are relatively rich. However, the curriculum design lacks a core value concept as a guide, and the research on how to integrate the core concept of excellent teachers into the curriculum construction is still a little insufficient. Most researchers only discuss the value goal of the curriculum, but do not involve the quality of future teachers required by the society. In addition, there is also a lack of systematic research on how to integrate the quality of excellent teachers into the whole course. Therefore, the reconstruction of teacher education curriculum needs to study the country's requirements for excellent teacher literacy, take the requirements of the country and society as the logical starting point, carefully design the pre-service primary school teacher education curriculum in combination with national policies, education concepts and knowledge logic, reform the existing teacher education curriculum system, and train future teachers with excellent potential.

With the goal of cultivating high-quality professional and innovative teachers, excellent teachers have distinct educational concepts and teaching styles, and are the leaders of the future industry. They have a solid knowledge of the subject and understand the latest trends of the

subject, can flexibly use different teaching methods in teaching, adhere to the student-centered concept, attach importance to innovation and practical ability training, can be keen to find educational problems and translate research results into teaching improvement measures, and have a profound educational feelings and care about the overall growth of students. The cultivation of excellent teachers, different from ordinary teachers, is to cultivate teachers who lead the education reform. The curriculum should be expanded and interdisciplinary, and the construction of practical courses should be strengthened. The practical teaching should be systematic, in-depth and diversified. For normal colleges and universities, it is necessary to actively explore the ways and methods to effectively integrate the spirit of outstanding teachers into the construction of the curriculum system, practical teaching links, personalized training mechanism and comprehensive quality improvement, thereby cultivating high-quality professional teachers for the society.

3. The Main Problems and Reasons of Pre-Service Primary School Teacher Education Curriculum

In order to remove the existing problems in the curriculum setting of pre-service primary school teachers, the research group selected as the research object the undergraduate level talent training programs of primary education majors in 7 normal universities, all of which are located in provincial capitals or prefecture-level cities, including ministry universities, provincial universities and municipal universities. According to the qualitative research method, the curriculum content, curriculum system, evaluation methods and other related contents of the training programs for primary education professionals in 7 normal colleges were investigated and analyzed, and some students and teachers were interviewed to summarize the problems found.

3.1 The Main Problems

3.1.1 The curriculum does not fully match the goal of talent training

In some normal colleges that train primary school teachers, there is a common situation that the curriculum does not match and do not fit the goal of talent training. The survey results show that 81.50% of teachers and 73.96% of learners

in local normal colleges believe that the curriculum of local normal colleges does not reflect the characteristics of talent training and cannot support the achievement of excellence training goals. The training goal is to train primary school teachers who deeply understand the law of children's physical and mental development, are proficient in the integration of multi-disciplinary knowledge, and can flexibly use innovative teaching methods. However, the actual curriculum fails to fully reflect the needs of multi-disciplinary integration in primary school education, resulting in students' difficulty in building a comprehensive knowledge system. [3] In addition, most of the professional curriculum is not much different from the traditional teacher training curriculum, and does not highlight the cultural literacy requirements for cultivating normal school students with excellent abilities. Educational theory courses are mostly general theory teaching, lack of in-depth exploration of frontier educational concepts and innovative educational thinking, and it is difficult to inspire students to form excellent educational consciousness. [4] The traditional primary school teacher training focuses on the imparting of basic knowledge and basic teaching skills, while the training of excellent primary school teachers needs to go to a higher level on this basis. However, in the curriculum setting of some normal colleges, no matter the curriculum structure or the curriculum content, it does not reflect the uniqueness of the training of excellent primary school teachers, and there is no gap with the traditional teacher training methods in the depth and breadth of the curriculum and the advanced nature of practical teaching, so it is difficult to achieve the talent training goal of excellent primary school teachers.

3.1.2 The curriculum content cannot be seamlessly connected with the social needs
Pre-service primary school teacher education cannot keep up with the pace of social development, and the curriculum content lacks effective connection with the future career development of learners. On the one hand, excellent teachers need to possess qualities such as information technology, knowledge structure and work enthusiasm, but the curriculum content related to the cultivation of these qualities cannot keep up with the pace of The Times. The application of information technology in primary school teaching in the curriculum may still stay

in a relatively basic stage, and the emerging educational technologies such as artificial intelligence assisted teaching and virtual reality teaching experience are not properly involved, and the educational content of the integration of different ethnic groups and different regional cultures is not fully reflected. [5] According to the survey results, only 36.55% of teachers and 25.30% of learners believe that the curriculum of pre-service teachers can better cultivate the ability of information technology; Only 27.51% of the teachers and 19.45% of the learners believed that the curriculum setting of pre-service teachers could better cultivate work enthusiasm. On the other hand, the society needs teachers with strong practical ability. Colleges and universities have set up practical skills courses such as writing ability training, language training for teachers, courseware making, etc., but the connotation of "practical orientation" of the curriculum has not been deeply understood. These courses are only offered in a certain semester, without practicability throughout the whole process of teacher education. Theoretical courses lack simulation and analysis of actual education scenes in primary schools, and practical courses lack practical theoretical guidance, resulting in separate theory and practice, unable to integrate. This shallow understanding of the practical orientation makes it difficult for the curriculum content to adapt to the society's multifaceted ability demand for excellent primary school teachers.

3.1.3 There is a long way to go to integrate and optimize the structure of the curriculum system
From the perspective of curriculum setting, there is a lack of interdisciplinary integration of courses. The state requires that excellent teachers should possess comprehensive literacy, but the credits of courses with intersecting disciplines account for a relatively small proportion, and those with certain integrated quality courses or innovative courses account for a smaller proportion. Although practical courses have also been added to reflect the needs of modern teacher training, such cross-disciplinary courses still account for an insufficient proportion from the perspective of the diversification of educational curricula. On the other hand, there is a lack of practical and research courses. In the course modules, there are few courses that combine discipline, theory and practice. Australia, the United States and other countries have set up as many as 19 comprehensive

courses in the process of talent training. Therefore, this kind of curriculum to cultivate the comprehensive quality of normal university students needs to be further strengthened. [6] From the structural relationship between courses, the gradient between courses is not obvious. There is a lack of coherence and progressive design among the courses. The lower grades emphasize the thick foundation and wide caliber, mainly the cognitive level of learning; The curriculum design of senior grades should be challenging, exploratory and reflective, and should be the integration and sublimation of previous knowledge. However, it is a pity that the surveyed schools generally pay attention to the horizontal breadth and fail to make efforts in the vertical depth. For some practical courses, internship and internship are generally placed in the sixth and seventh semester, which does not run through the whole training process. Graduation papers lack guidance for normal university students to conduct scientific research training in the early stage. Such practical courses are easy to lead to formality and go through the motions, and students do not learn real knowledge. How to improve the depth of the course to design a whole set of hierarchical curriculum system is worth thinking about. [7]

3.1.4 There is a big difference between the requirement of finalization of curriculum evaluation and the requirement of development evaluation

At present, some normal colleges adopt quantitative evaluation and terminal evaluation, which is far from the development evaluation emphasized in excellent teacher training. On the one hand, some colleges and universities use quantitative evaluation at the end of the semester or in-class examination in the last class to test students' knowledge, so that they can only get a grade point. Some teachers will add regular assessment, which is still far from the original intention of evaluation. The cultivation of excellent teachers is a complex and diversified process, and it is difficult to measure students' multifaceted qualities comprehensively by quantitative evaluation. A student who only gets high scores in theoretical exams may lack the ability to care and guide students in practical teaching, but quantitative grading cannot accurately reflect this defect. On the other hand, students go out to practice, although the "double tutor" system will be implemented, but the opinions of the off-campus tutors are only for

reference, and the final grades of students are determined by the teachers in the school according to the final practice report, so students will devote their main energy to how to write the practice report. [8] It should be known that the development of excellent teachers is a continuous and dynamic process, which demands constant feedback and guidance throughout the training process. The final assessment fails to focus on the incremental progress, the difficulties encountered and the gradual improvement of the ability of the student. A student may not perform well, but his practice report is written well, so he will be given a higher evaluation, which cannot reflect the development trajectory of the student and is not conducive to tapping the potential of the student to become an excellent teacher.

3.2 Reason Analysis

3.2.1 Some colleges and universities have a one-sided understanding of the national educational policy, and the implementation of the policy is not timely

After the promulgation of the latest national policy, although all normal universities have actively responded to the national policy call, some normal universities may have different understanding and interpretation of the new policy, especially in the specific interpretation and research of the policy, and fail to grasp the orientation of the policy. When it comes to the actual situation of their respective colleges and professions, the management system of the school is rigid, and the internal coordination and management are chaotic, and the teachers lack a keen insight into the new situation of education, thus delaying the implementation of the policy. [9] In terms of curriculum setting, colleges and universities should lead the development of the industry, but the slow updating of curriculum content, insufficient curriculum setting of interdisciplinary knowledge integration, insufficient proportion of practical teaching links, disconnection from front-line teaching scenarios, and insufficient emphasis on education informatization related courses make it difficult for normal university students to master the knowledge and skills needed to lead the development of the industry. Therefore, they fall behind the requirements of the industry. Therefore, the lack of forward-looking design concepts in the formulation of training objectives, the failure to accurately locate the

needs of the development of the education industry for the diversification of teacher literacy in the new era, the failure to cultivate the characteristics and abilities of teachers to promote the overall progress of the education industry, so that the cultivated normal university students are much the same, and it is difficult to play a leading role in the industry.

3.2.2 Colleges and universities advocate comprehensive development and ignore rational allocation of resources

At present, when some normal colleges advocate comprehensive development, ignoring the rational allocation of resources has become a major obstacle to the cultivation of excellent teachers. First of all, colleges and universities are more inclined to allocate resources to the development of certain characteristic disciplines or campus building projects that are easy to achieve results, so as to enhance the comprehensive ranking and influence of the school, resulting in the subject courses that undertake the development of teacher education can not be optimized. To train excellent teachers, the curriculum content needs to keep up with The Times and reflect the latest ideas, knowledge and skills in modern primary education. Due to the lack of quality resources, curriculum content is often slow to update, unable to reflect new educational achievements and practical experience in a timely manner, and disconnected from actual teaching; The shortage of high-level teachers makes it difficult to develop high-quality courses, which hinders the optimal development of normal curriculum. Secondly, under the guidance of comprehensive development, the school management may lack a deep understanding of the particularity of normal education and do not fully realize the unique resource allocation requirements required for the training of excellent teachers, which leads to the imperfect construction of the curriculum system. A scientific and reasonable curriculum system should include the organic integration of basic theory courses, professional courses, practical courses and other plates. In order to build such a system, the input of resources is essential. However, because the resources are dispersed to other aspects, the connection between the various plates in the curriculum system is not close enough, and the construction of professional teaching facilities such as laboratories and microclassrooms lags behind, which affects the cultivation of the

comprehensive quality of excellent teachers. [10] In addition, in the process of comprehensive development, colleges and universities may lack long-term planning for the construction of normal curriculum. They do not fully realize the basic and strategic significance of excellent teacher training to the national education cause, and only regard normal education as a common part of the comprehensive development of schools, and fail to give it due resource support and policy preference. As a result, the construction of normal curriculum is more likely to be marginalized in the competition of resource allocation. [11]

4. The Optimal Design of Pre-Service Primary School Teacher Education Curriculum System Construction

4.1 The Design Concept of Curriculum Reconstruction for Excellent Teachers

First, the knowledge reconstruction in the curriculum is based on the concept of excellent teacher training. The reconstruction of knowledge in the curriculum with the concept of excellent teacher training is to optimize the structure of curriculum knowledge, connect curriculum knowledge with learners' experience, and integrate the spirit of excellent teacher into the curriculum construction. On the one hand, centering on the excellent teacher spirit in the core curriculum unit or the core concept of the curriculum, the adjustment and optimization of the knowledge inside the curriculum will form a curriculum system with the characteristics of excellent teacher training. Therefore, the teacher education curriculum should explain the abstract knowledge in practice, combine the core concepts and educational practice to understand, and complete the concrete expression of the excellent teacher spirit in the curriculum knowledge. [12] In this way, the reconstruction of the curriculum promotes the establishment of a corresponding relationship between the knowledge in the curriculum and the concept of excellent teacher training, and the abstract recessive concept can be transformed into explicit practice. On the other hand, with the combination of learner experience and excellent teacher spirit as the center, the curriculum knowledge is integrated to establish the relationship between learner experience and curriculum knowledge, and guide learners to think deeply about knowledge. At present, the

teaching of curriculum knowledge is mostly independent of learners' experience, and the training concept of excellent teachers is not fully integrated into the curriculum, resulting in learners not thinking deeply, and it is difficult to generate innovative ideas. In order to reconstruct knowledge in the curriculum, curriculum concepts and knowledge should be connected with learners' experience, and then curriculum knowledge with excellent teacher training concepts should be integrated into learners' experience, such as through project-based learning and curriculum contextualization. To avoid the integration of rigid patchwork learning experience and curriculum knowledge, it is necessary to accurately and deeply understand the spiritual connotation of excellent teacher training, and pay attention to individual differences of learners, so as to ensure that each learner can establish effective knowledge and experience connection. [13]

Second, the concept of excellent teacher training reconstructs the relationship between courses. The reconstruction of the relationship between courses based on the concept of excellent teacher training is to optimize the structure of the relevant curriculum content around the central curriculum. On the one hand, centered on the core curriculum, the knowledge system, teaching methods and value concepts of interrelated courses are reconstructed to promote the horizontal penetration of the concept of excellent teacher training. Guided by [14] the concept of training excellent teachers and based on the core curriculum, the knowledge and skills of other courses are closely related to the core curriculum, so as to build a knowledge system guided by the value of excellent teacher training. In this way, scattered knowledge points become a whole and are connected with each other, which is convenient for learners to deeply understand and transfer their learning. On the other hand, with theme-based education as the center, the teaching content, teaching resources and teaching methods of two or more courses are integrated, so that courses with similar themes are presented at the same time with different concerns and provide different learning perspectives for learners. Specifically [15], colleges and universities can carry out curriculum group planning, select relevant courses and integrate resources after determining the theme, so that the curriculum can be restructured under the guidance of the concept of

excellent teacher training, and the connection with other courses can be established.

Thirdly, the concept of excellent teacher training leads the reconstruction beyond the curriculum itself. To lead the reconstruction beyond the curriculum itself with the concept of excellent teacher training is to break the boundary of the curriculum and comprehensively apply the knowledge learned to solve the problems encountered. On the one hand, the education policy of excellent teacher training should be integrated into the teacher education curriculum, and the relevant curriculum should be set up accordingly. In this regard, colleges and universities can add the module of policy interpretation and discussion, and set up a special course of policy interpretation for excellent teacher training to help future teachers deeply understand the background, goals and specific requirements of the policy. Through the analysis of policy texts, students are guided to explore the impact of policies on teachers' career development and how to implement policies in teaching practice. National policies reflect the development direction and demand of The Times, and integrating them into the curriculum can make education keep pace with The Times, make the cultivated talents understand the national strategic goals and social needs, enhance the adaptability and pertinency of education, and enhance students' social responsibility and understanding of the logic of national governance, so as to promote the coordination and co-development of education and national development. On the other hand [16], taking social hot education events as the guidance, promote the connection between teacher education curriculum and social events, and explore the transformation of excellent teacher spirit in practice. Taking social topics as the center, to establish a wide range of social events resource bank, broaden students' horizons and enable them to understand the educational knowledge behind the educational events, and cultivate the ability to solve problems in educational situations. Social hot educational events are the focus of social attention, which can enhance the sense of reality of the curriculum, enhance students' interest in learning, enable teachers to master the ability to deal with practical educational problems in the course learning, realize the deep integration of educational theory and practice, and promote the positive interaction between educational reform

and social development. To promote education to better serve the society and get strong support from the society.

4.2 Construct the Top-Level Design of Curriculum with the Spirit of Excellent Teacher Training

First, establish systematic curriculum objectives and promote the integration of excellence concepts into the curriculum. The formulation of curriculum objectives is a systematic project, which needs to build a complete and progressive target system. From the perspective of goal level, colleges and universities should set up curriculum goals from shallow to deep logic based on the training concept of excellent teachers, and ensure that all goals can be interlinked. The goal system should include: the macro goal of connecting the concept of excellent education with the overall goal of the curriculum. For example, the cultivation of excellent teachers should be positioned as the overall goal of the curriculum to cultivate teachers with a sense of social responsibility and educational feelings. The curriculum goal should be forward-looking and comprehensive, able to adapt to the future education reform, and have the needs of interdisciplinary teaching ability; The objectives of the curriculum modules are intermediate objectives related to the elements of excellent teacher ability. The elements of excellent teacher ability are divided into different modules, and the objectives of each module should be related to the specific elements of excellent teacher ability. The objectives of each module should support each other to serve the overall curriculum objectives. Specific teaching objectives Micro-objectives of excellent teachers' behavior. For example, the teaching objectives should specify the behavior of excellent teachers in specific teaching situations, which can directly guide the design of teaching activities. From the perspective of goal relationship, the concept of excellent teacher training should run through the whole process of the curriculum goal system, so that different curriculum contents are interrelated and synergistic, forming a goal whole with the tendency of excellence, and learners of different classes can be influenced. Specifically, colleges and universities should build a systematic curriculum framework to break the isolation of the curriculum, make different curriculum contents related to the spirit of excellent teachers,

and integrate the cases reflecting the spirit of excellent teachers into it. It not only reflects the teacher education curriculum's observation of learners' ability and values, but also shapes educators with excellent teacher spirit in an all-round way.

The second is to change the old view of curriculum and shape the view of curriculum integration guided by the spirit of excellent teachers. Changing the concept is the prerequisite to keep up with the needs of The Times and promote the reconstruction of educational curriculum. On the one hand, colleges and universities should change the subject-based curriculum view and integrate different courses into a whole for investigation. The society needs teachers with comprehensive quality, so the view of subject-based curriculum should be changed to the direction of multidisciplinary integration, which needs the support of integrated curriculum. The integrated concept is conducive to learners' comprehensive use of their knowledge to solve problems and make connections between knowledge. Therefore, teacher education curriculum should not be limited to a specific boundary, but should pay attention to the integration of courses, and guide learners to participate in the construction of curriculum from multiple perspectives. For example, in the course of Principles of Pedagogy, it is not limited to teaching knowledge such as educational function and educational equity, but can also combine sociology to provide knowledge such as social structure and stratification, study the differences in educational opportunities of children from different social classes, investigate with sociological methods, analyze and propose strategies to improve educational equity based on pedagogical principles. On the other hand, colleges and universities should change the view of knowledge based curriculum and establish the connection between curriculum and real life. Colleges and universities should integrate the curriculum and learners' life situation, and change the view of knowledge-based curriculum to the generation and application of knowledge. The complexity of modern society requires learners to have the ability to solve practical problems. However, the teaching under the view of knowledge-based curriculum often makes the knowledge mastered by learners disconnected from the needs of real life, and it is difficult to apply the knowledge to the actual scene.

Therefore, the content of teacher education curriculum should increase the cases, materials and items closely related to real life. For instance, in the learning process of the primary school mathematics curriculum and teaching theory, when introducing the application of primary school mathematical graphics and spatial knowledge in daily life, we can elaborate on the application of mathematical knowledge in the architectural design of geometric shapes. For example, the unique architectural structure of the Bird's Nest (National Stadium) contains various combinations of geometric shapes. This not only enables learners to have a more intuitive understanding of geometric knowledge but also helps them have a more intuitive comprehension of it. But also let them understand the importance of mathematics in modern architecture and other social fields. The transformation of integrated concept should always pay attention to the factors related to the development and changes of The Times and students' cognitive characteristics, let students understand the value of knowledge through cases in life, and then guide learners to reflect on their shortcomings, so as to transform their own way of action.

4.3 Reconstructing the Knowledge System of the Curriculum with the Spirit of Excellent Teacher Training

First, according to the value orientation of curriculum knowledge, the direction of excellent teacher training is clearly defined. Excellent teachers are the main force for the high-quality development of education. They break the shackles of traditional education, promote the innovation of education and teaching mode, promote the growth and development of learners, and inject new vitality into the development of education. The integration of the spirit of excellent teachers into the teacher education curriculum needs to closely follow the value orientation behind the curriculum knowledge, take the internal value between knowledge as the principle, and clarify the direction of excellent teacher training as the core task. Specifically, the reconstruction of teacher education curriculum should re-examine the value orientation of curriculum knowledge according to the training goals of excellent teachers, and make value classification according to the concepts of student development as the center, education and teaching practice orientation, integration of

teacher ethics and professional quality, and adaptation of multicultural culture and social needs, so as to re-integrate different teacher education curriculum knowledge. For example, the organization of teacher education curriculum knowledge is centered on student development, and the teacher education curriculum is structurally adjusted into courses of different value categories that help improve the knowledge acquisition, ability development (such as thinking ability, innovation ability, etc.) and moral cultivation of normal university students, so as to build an education curriculum knowledge system with the development of excellent teachers as the fundamental value orientation. At the same time, the teacher education curriculum should also actively respond to the needs of society, and bring the new education technology and new education concept into the vision of the curriculum reconstruction. Through the design of practical scenes of education and teaching, the theme of integrating different teacher education courses is educational innovation and adaptation to social development, so as to promote the integration and coordination of curriculum knowledge and cultivate high-quality teachers who are qualified for future education.

Second, according to the logical direction of curriculum knowledge, the theoretical foundation of excellent teacher training is constructed. In terms of the overall structure of the curriculum, the integration of the concept of excellent teacher training should follow the basic logic of the curriculum structure, and the spirit of excellent teacher should be divided into several themes to establish links with related courses. In accordance with the logical sequence of educational knowledge, the design of educational curriculum starts from shallow to deep step by step, integrates related knowledge, interrelates knowledge of different disciplines, and forms a complete knowledge network. Such a structure can help students establish a systematic educational knowledge system. Therefore, colleges and universities should classify the structure and knowledge of the curriculum system and integrate it with the curriculum content containing the spirit of excellent teachers, so that the course of the spirit of excellent teachers is in a leading position in the curriculum system, and other courses cooperate with each other to provide a logical basis of value for the reconstruction of the

curriculum. At the same time, in terms of the internal connection between courses, guided by the training requirements of excellent teachers, knowledge outside the curriculum should be added to the teacher education curriculum, the correlation and systemization between the curriculum content and other knowledge should be strengthened, the knowledge horizon should be broadened, and the teaching of the curriculum content should be avoided from the actual situation. For example, the history of science knowledge should be incorporated into the curriculum of science teaching method in primary schools. When teaching photosynthesis in plants, teachers can introduce the process of scientists exploring photosynthesis, from the early Helmont willow experiment to the discoveries of scientists such as Priestley and Inglehouse. The integration of this history of science knowledge allows future primary school science teachers to understand the development of scientific knowledge in depth. And provide them with rich material for telling the story of photosynthesis in the classroom later on. By exploring the logical correlation of teacher education curriculum knowledge, it can provide a solid theoretical foundation for the integration of excellent teacher spirit, and help to train high-quality teachers with profound professional knowledge and educational feelings. Teachers trained in this way not only have integrated knowledge and in-depth thinking, but also have a unique understanding of the nature of the curriculum, can grasp the curriculum system as a whole, make the knowledge system more three-dimensional, and effectively promote learners' internalization of the spirit of excellent teachers.

4.4 The Practical Orientation of Reconstructing the Curriculum Content with the Spirit of Excellent Teacher Training

The first is to guide the curriculum content with practical logic and pay attention to the practice-oriented training of excellent teachers. At present, the curriculum is too theoretical and there are too few opportunities for learners to practice, but the great educators in history have grown by doing. Therefore, the curriculum to train excellent teachers should break through the tendency to regard knowledge concepts, historical background and principles as the ultimate goal, and focus on the cultivation of learners' hands-on ability. Specifically, in the process of training excellent teachers in the

future, colleges and universities should combine theory with practice, so that learners can understand and apply knowledge in educational practice, and realize a deep understanding of knowledge. For example, they should organize learners to participate in volunteer teaching activities in rural areas and provide educational support for rural primary schools. Normal university students are encouraged to participate in community education service activities, such as conducting family education lectures and organizing extracurricular activities for community children. These practical activities can help normal students exercise their communication and organizational skills, solve various complex practical problems, and improve their ability to reflect on and reconstruct practical problems in education, laying the foundation for becoming excellent teachers in the future. In addition, teacher education courses can also encourage learners to participate in activities such as characteristic curriculum development and primary school campus culture construction, and cooperate with primary schools to carry out educational scientific research projects, allowing learners to participate in subject investigation, data analysis and report writing, so as to improve learners' educational research ability and cultivate their innovation ability and comprehensive quality.

The second is to reorganize the curriculum content in the realistic situation of education to experience the generation of the spirit of excellent teachers. The growth of an excellent teacher is closely related to the teacher's own knowledge, actions and environment. Realistic situations can provide learners with real and specific teaching environment and problem situations, so that they can feel the challenge and responsibility of the teaching profession in the simulation or actual teaching process. Through such experiences, learners can gain a deeper understanding of the role and mission of teachers, thereby cultivating a love and dedication to the cause of education. Therefore, the existing teacher education curriculum should be reconstructed in close combination with the real situation, and integrate rich and diverse teaching activities or cases, so that learners can understand the connotation of excellent teacher spirit in practice. For example, the simulation activities of "Classroom emergency response" should be carried out. Put learners in the role of a teacher dealing with a student argument or a

sudden equipment failure, and watch a mature teacher deal with a similar problem. Through practice, let them understand their own shortcomings and learn the calm, student-centered way that great teachers deal with problems. Let them truly feel the challenges and responsibilities of teachers in real situations, understand that excellent teachers need to have patience, professionalism and other spiritual connotation, the combination of curriculum and reality can better improve learners' understanding of education and practical ability. In addition, the teacher education curriculum should strengthen the transformation from knowledge cultivation to quality of excellent teachers, put the abstract educational concepts in the curriculum in a specific context to explain, provide learners with an inquiry environment in line with their cognitive characteristics, so that learners can experience the process of quality improvement of excellent teachers in the real situation of education. For example, to simulate the middle school Chinese classroom teaching scene, learners have to teach Lu Xun's "Kong Yiji" the text. In this inquiry-based setting, instead of simply inculcating the knowledge points of the text, learners are asked to think about how to use heuristic teaching like a great teacher does, by asking clever questions such as "What does Kong Yiji's gown mean to him?" Guide students to think deeply about the characters' personalities, social status, etc., and stimulate students' desire for inquiry. In this process, learners will encounter problems such as how to adjust questioning strategies according to different reactions of students, how to keenly capture the spark of students' thinking, flexibly adjust the teaching rhythm, and how to guide students to interpret texts from different perspectives. They need to constantly try, reflect and improve the teaching methods. In this way, learners can experience the whole process of teachers from mastering heuristic teaching knowledge to practical application of knowledge and improving their own teaching quality under the realistic situation of education.

4.5 Improve the Guarantee Mechanism of the Curriculum with the Spirit of Excellent Teacher Training

Firstly, the educational curriculum system should be scientifically planned with the concept of excellent teacher training to guarantee the scientific design of the curriculum. From the

macroscopic perspective of education development, the rapid development of society requires the continuous follow-up of college talent training, and teachers need to have higher professional quality and comprehensive ability to cope with such challenges. This requires the scientific construction of the curriculum system under the guidance of the concept of excellent teacher training, so that learners can deeply understand and practice the spiritual connotation of excellent teachers. Therefore, colleges and universities should deeply analyze the needs of The Times and social reform, integrate pedagogy-related discipline knowledge with the spirit of excellent teachers, formulate scientific teaching syllabi, and put forward clear suggestions on how to reflect the cultivation tendency of excellent teachers. Specifically, the syllabus should clearly explain how future teachers will conduct efficient classroom teaching and how to combine the knowledge in the curriculum with real situations to impart to students. In this way, learners can better integrate the spirit of teacher excellence into their own teaching practice, improve the quality of teaching and the professional adaptability of teachers, and strengthen the meaning of teacher growth with the spirit of teacher excellence. At the same time, in order to promote the smooth implementation of the teaching syllabus, colleges and universities should establish a corresponding leading mechanism for teacher development, integrate the spirit of excellent teacher into the whole process of teacher training, constantly strengthen learners' awareness of becoming excellent teachers and shape their identification of future professional identity.

Secondly, reform the evaluation system of the curriculum to ensure the implementation of the curriculum system guided by the spirit of excellent teachers. In order to guarantee the reconstruction of the curriculum for training excellent teachers, colleges and universities should revise and perfect the original evaluation criteria based on knowledge, and construct the evaluation criteria based on the training of excellent teachers. In terms of content, colleges and universities should take the concept of excellent teacher training as the basic standard for the construction of curriculum evaluation system, at the same time, further refine the evaluation criteria according to different curriculum types and different types of courses,

fully implement the concept of excellent teacher training, and establish reasonable supporting support for the reconstruction of teacher education curriculum. In terms of methods, colleges and universities should emphasize developmental evaluation, introduce multiple subject evaluation and make good use of comprehensive evaluation. To be specific, the growth of excellent teachers is a process of constant maturity, and developmental evaluation is to pay attention to the changes of teachers in the whole process of growth and attach importance to the little progress in the process. The multi-agent evaluation is a multi-dimensional and multi-agent evaluation method, in which peer participation is of great significance. The feedback and suggestions provided by peer evaluation can stimulate teachers' self-reflection consciousness, and urge them to deeply analyze their own teaching advantages and disadvantages. Comprehensive evaluation is the organic integration of a variety of evaluation indicators and methods. It covers not only the indicators related to teaching ability, such as the rationality of teaching design, the effectiveness of classroom management, but also the aspects that are difficult to quantify such as teachers' educational feelings and professional ethics. It should be noted that timely feedback to learners of the assessment results, so that learners understand their own strengths and weaknesses, in order to continue to improve and improve in the future learning practice, and promote teachers to develop in the direction of excellence. Through multi-level evaluation, learners can understand the comprehensive qualities needed to grow into an excellent teacher, drive learners to constantly exercise their teaching ability, and fundamentally ensure the implementation of the concept of excellent teacher training in the teacher education curriculum.

In conclusion, the high-quality curriculum of normal colleges can offer a comprehensive knowledge system for teacher training, enabling learners to come into contact with cutting-edge educational concepts and methods and laying a cornerstone for them to embark on the path of excellent teachers. To optimize the pre-service primary school education curriculum, it is necessary to take the value concept of excellent teacher training as the direction, commence with the overall design of curriculum objectives, the construction of the curriculum knowledge

system, the reinforcement of the practical orientation of curriculum content, and the improvement of the curriculum guarantee mechanism, and reconstruct the curriculum system that meets the requirements of the new era, so as to cultivate primary school teachers with outstanding education and teaching abilities. However, the curriculum setting of pre-service education for primary school teachers is a lasting pursuit, with different requirements in different times, which requires educators to constantly explore and practice, innovate and improve. It is expected that through the adjustment and reconstruction of the curriculum, it can inject more vitality into basic education, train more excellent primary school teachers for the country and society, and jointly promote the prosperity and development of education.

Acknowledgments

This article is the research result of the 2022 Philosophy and Social Sciences Project of Education Department of Hubei Province, entitled "Research on the Course Setting of Excellent Teachers before They Enter the Profession under the Strong Teacher Plan" (Project No. 22G158).

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