

Achievements, Problems and Suggestions on Chinese-Korean Teacher Education — —the survey of Yanbian Chinese-Korean Regional Area

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Abstract

Some surveys were done in Dec. 2013 to analyze the achievements, the problems about Chinese-Korean teacher education in Yanbian Chinese-Korean Regional Area. A complete system of Chinese-Korean teacher education was relatively established and the quality of in-service teachers' training was increased significantly. But there are some important problems are needed to be addressed urgently. Firstly, the lever of k-9 teacher's education degree is low. Secondly, the Outstanding Teacher Education Program of Chinese-Korean schools lag behind. Thirdly, without the free education policy for the pre-service teachers and preferential policies lead less outstanding Chinese-Korean students would like to be teachers. Also, for in-service teachers, the quality of the training is in a lower level at Korean schools. At the last point, insufficiency of investment held the research of teacher education back. According to existing problems, some strategies and suggestions were put forward.

Keywords: Chinese-Korean; teacher education; survey

Since in the mid 1990s, China's national minority education policy has been changed from "compensation policy" to "special policy", from focusing on material conditions to paying attention to bilingual education and culture identity education.¹ In Yanbian Regional Area, 60% of the residents are Chinese-Korean, which is located in the northeast of China in Jilin Province is the largest and the main settlement for Chinese-Korean. In Yanbian University, 65% of the students are Chinese-Korean. It is located in Yanbian Regional Area, which is the University of Ethnic Minority that is consisted of 21 colleges. Yanbian University was established in 1949 that is the same year with the establishment of the People's Republic of China. The College of Education is one of the oldest colleges whose target is cultivating the middle school teachers for Chinese-Korean schools which use Korean language and textbooks that are in Korean. The College of Education was the only college in teacher education field of Chinese-Korean since it was established. So in order to improve the quality of Chinese-Korean teacher education further, some surveys were done by the teachers of the College of Education in Dec. 2013 to analyze the achievements, the problems, and the solutions of Chinese-Korean teacher education.

1. The Achievements of Chinese-Korean Teacher Education

1.1 A Complete System of Chinese-Korean Teacher Education Was Relatively Established

There are two colleges in Yanbian Chinese-Korean Regional Area for pre-service teachers' education. The high school gradutors are admitted into the College of Education of Yanbian University and the students who finish the credit is not only in the teachers' education program, but also in their major so they will get the teacher licenses with the bachelor degree and the master degree on their major for middle school teachers. Yanbian Normal School is a five-year system normal school which the enrolled students are from junior high school.

¹ Wang Jian(2009). Educational preferential policies of national minority in China changed. *Journal of Research on Education for Ethnic Minorities*, 03, 26-29.

Teacher licenses are provided for preschool and elementary school with junior college certificate. More than 600 Chinese-Korean students get the teacher licenses every year in the two colleges, 10% of them are with master degree, 70% of them are with bachelor degree, and 20% of them are with junior college certificate. The amount of the Chinese-Korean teachers meets the need of Chinese-Korean elementary and middle schools.

On the other hand, teaching practice bases have been established for a long time in order to improve the pre-service teachers' teaching ability. In addition, 50% of the tuition fees for the students from poor families are reduced in Yanbian Normal School.

1.2 The Quality of in-Service Training on Chinese-Korean Teachers Was Increased Significantly

There are 3 educational organizations for in-service Chinese-Korean teachers. Firstly, the College of Education of Yanbian University is qualified by China's Education Ministry on training the national minority teachers for elementary and middle school. For nearly 10 years, more than 2000 teachers of the Korean elementary and middle schools have been trained. The training content covers education idea, new curriculum reformation, teachers' psychological health, bilingual language, and the research methods and other subjects. Secondly, the National Minority Department of Jilin Province Education School, with a thousand of elementary and middle school teachers (including the principals) are trained from 2009 to 2012; Thirdly, the Education Institution of Yanbian Regional Area, more than 1200 teachers, including Korean key teachers, principals and staff are cultivated on 18 subjects, the training periods are flexible from two days to a week according to the subjects. Also master degree education for in-service teachers is provided in the College of Education in Yanbian University, and about 20 in-service teachers from different subjects graduate with master degree every year.

2. The Problems in the Chinese-Korean Teacher Education

2.1 The level of k-9 teacher's education degree is low.

Most of the K-6 teachers have been trained for five years by Yanbian Normal School which the admitted students are junior high school gradulators. In Yanbian Regional Area, the number of k-6 teachers with master degree is only 6 which is 0.18% of all the teachers, the number of teachers with the bachelor degree is 484, which is 50.1%, and there is none with doctoral degree. In the junior high school (7-9th grade), the teachers with master degree are below 20%. So the knowledge, principle, teaching and research ability of the teachers are obviously weak, and it is very hard for them to improve themselves after they became teachers in the k-9 school.

2.2 Outstanding Teacher Education Program of Chinese-Korean Schools Lags Behind

According to *the National Medium and Long-term Education Reform and Development Plan (2010-2020)*, "the Outstanding Teachers Program" was carried out which the bachelor degree is required for the k-6 teachers and the master degree is required for teachers in 7-9th grades.² So the elementary teacher education program with bachelor degree was set up in 2012 in the College of Education in Yanbian University to improve teachers' quality. The preschool teachers' education with bachelor degree was set up in 2014, but the pre-school and elementary school teachers' education program with master degree haven't been established yet, so the bachelor degree, the master degree and doctor degree programs have not been developed completely in the teacher education system. As a result, the pre-service teachers' education cannot reach a high level because of the inadequate system, hindered the development of *the National Medium and Long-term Education Reform and Development Plan (2010-2020)*.³

2.3 Without the Free Education Policy of Pre-Service Teacher and Preferential Policies that Lead to Less Outstanding Students Would Like to be Teachers

The free education policy for pre-service teachers was carried out in 2007 in some key Normal Universities. The College of Education in Yanbian University isn't supported by the free education policy, so the amount of Chinese-Korean students in the College of Education is growing less. In the past 10 years, 1742 of the elementary and secondary teachers have been needed in Chinese-Korean school, but 965 have been hired, only 55% of the requirements.

² *The National Medium and Long-term Education Reform and Development Plan (2010-2020)*, [Online] Available: http://www.china.com.cn/policy/txt/2010-03/01/content_19492625_3.htm(March 1, 2010)

³ Shulan Cai(2012), Predicament of professional development of national minority teachers *Journal of Research on Education for Ethnic Minorities*, 01, 19-27.

It is hard to recruit new Chinese-Korean pre-service teachers in these few years for lack preferential policies to attract outstanding students, so the qualified teachers are deficiency in Chinese-Korean school, and the the aging of the teachers is becoming a problem.

2.4 The Quality of the Teacher Education Program of in-Service Teachers is in a Lower Lever for the Elementary and middle Teachers in Chinese-Korean School

95% of the in-service teachers' education programs are undertaken by two special agencies instead of the College of Education in Yanbian University. One is the National Minority Department of Jilin Province Education Institute, which only has 2 professors in the major of Korean language, 2 professors in the major of Chinese(to teach the students whose native language is Korean how to learn Chinese), 2 professors in the major of science and 1 professor in the major of liberal art. Among them, 80% percent are bachelor degree, so they cannot be adequate for the job. The other agency is Education Institute of Yanbian Regional Area, the amount of the teacher and the educational background is the similar to the institution mentioned above. In the two institutions, only 4 teachers are with master's degree and 1 teacher is with doctoral degree. Obviously, the in-service teachers that were trained by the two institutions can't achieve a high level of teaching and researching.

2.5 Insufficiency of Investment Held the Research of Teacher Education Back

Many kinds of supporting policies in economic and in law are provided to develop the national minority education in China.⁴ As a minority university, some special supporting policies and funds have been provided, but no preferential policy for the education program of Chinese-Korean teachers. For shorting the funds, there are no special classrooms for training pre-service teachers' professional skill, and there is no science laboratory; on the other hand, with the limited funds, the research on Chinese-Korean education can't be carried out efficiently. So the effective suggestion on facing confusion and problems of the Korean education can't be offered in time. The most important thing is, the free education policy for pre-service teacher sponsored by the Chinese government wasn't provided to the college of Education of Yanbian University for the Chinese-Korean teacher education program, but the students who are supported by the free education policy in some other key Normal Universities always refuse to be teachers in their hometown or minority areas after they graduated.⁵

3. Solutions to the Problems

3.1 Combine the Five-Year System Normal School Which Recruits the Junior-High Gradulators Into the Yanbian University, Teachers' Quality Can Be Improved

After combination, the most of the advantages can be made. Firstly, the skilled, experienced teachers of the pre-school and the elementary education in the Yanbian Normal School can be enrolled to the college of Education. The high qualified educational resources of the middle school education in the College of Education in Yanbian University can be used properly. Secondly, the qualities of enrolled students can be improved. The students who are admitted to the teacher education program will be high school gradulators only; elementary education and pre-school education can be strengthened. Thirdly, the complete system consisting of bachelor degree, master degree and doctoral degree can be set up as soon as possible. The students who finish the program can get the bachelor degree or master degree at elementary or pre-school education departments, and middle school teachers can get the degrees and teacher licenses on special majors. On the base of bachelor degree and master degree education, the doctor degree of education can be developed in five years.

3.2 In-service teacher education program should be planned and organized by the College of Education of Yanbian University

The in-service training program has been organized by the 3 agencies separately, Jilin Province Education Institute, the Education Institute of Yanbian Regional Area and the College of Education in Yanbian University. Some problems have been lasted for a long time under the separated training system, such as doubled content, conflicting of training resources and time. These problems can be avoided if in-service teacher education program is arranged by the College of Education. Also the academic level of the training program can be improved by making the best use from the educational resources of the University.

⁴ Chen Pei-zhao (2010), the past 60 years of China's educational policies for its ethnic minority. *Guizhou Ethnic Studies*, 01, 3-5.

⁵ Rong Zhongkui (2012), The research on the free educational policy of the pre-service teachers. *Research in Educational Development*, 18, 45-49.

3.3 Preferential Policies should be offered both in Economy and in Recruiting Outstanding Students

Firstly, preferential policies should be provided, such as free education policy which can assure the proper proportion of Chinese-Korean students will be enrolled to the College of Education, so that bilingual teaching class which is running by Chinese and Korean languages can be developed and the cultural identity education can be guaranteed. Secondly, with the preferential policies, k-9 school teachers can be cultivated directly to some special areas and Chinese-Korean students can be enrolled by contract for some minority areas. Lastly, the investment on Chinese-Korean teacher education programs should be increased. Special financial funds from Jilin Province and from China's Education Ministry will be used on student teaching, microteaching lab and online courses.

3.4 A Research Center of Chinese-Korean Education should be set up in the College of Education in Yanbian University

An educational research center for minority nationalities is supported by special funds, which should be set up as soon as possible. The center with full-time and part-time researchers can do the best to find the problems and solutions on Chinese-Korean education. They can also research the ethnic minority education in border areas, bilingual education, and the approaches on how to integrate the Korean culture and Chinese culture.

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