

The Important Role and Development Path of Teacher Education under the Concept of Educational Equity

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Abstract: Educational equity is an important part of social equity. Teachers, as educators, are one of the basic elements of teaching and learning activities, and play a leading role in education. Teacher education undertakes the work of teacher cultivation and training, which is the basic project of whether teachers can play an important role in education equity, how teachers can play an important role in education equity and how teachers can play a role in education equity. What's more in view of the current teacher education model which is mainly based on pre-service training and in-service training, the development path of teacher education under the concept of educational equity has conceptual path, knowledge path and practice path.

Keywords: educational equity; teacher education; development path

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1. Overview of the concept of equity in education

The theory of social conflict is based on reflections on and oppositions to the theory of structural functionalism. Functionalism views culture or society as an organic whole, believing that the parts that make up the whole perform certain functions and are interdependent in order to maintain the existence of a unified whole, and that education lies in the promotion of individuals whose behavior contributes to the stable development of society. Social conflict theory, on the other hand, views conflict as a fundamental process of social life that has a positive effect on social consolidation and development.

The book *The Diploma Society: A Historical Sociology of Education and Stratification* develops a critique of the technological relevance of education by analyzing a large amount of data on changes in the requirements for educational levels, the relevance of education to work production, and the sources of vocational training, concluding that educational levels are irrelevant or even negatively correlated with vocational production, and that schooling, as a means of training in work skills, is inefficient. The study of social organizations explains that education plays an important but non-deterministic role in the organization of work, i.e., promotion and dismissal in the organization do not depend on technical skills acquired through education, but more on work motivation, socialization, moral qualities, and educational credentials, while work skills are mainly learned from practical opportunities. This leads to culture as a medium for establishing organizations and determining hierarchies as a result of the process of decentralization, which leads to the formation of cultural currency, the distribution of jobs and wealth through the distribution of culture and education, and the process of cultural decentralization, in which the different occupational groups take advantage of the monopoly of the cultural and educational branch of the system in order to achieve the differentiation of the hierarchical classes and the acquisition of benefits. Ultimately, the conclusion and solution based on this is, Diplomas are more easily passed on from one generation to the next, educational diplomas mean spending a great deal of time and money on administration and control, and diplomas become a tool for building up departments of idleness so that with diploma inflation they become expensive and inefficient, bringing about a crisis in the educational system. In response Collins proposed diploma abolitionism as a solution, abolishing the diploma system meant abolishing the compulsory education requirement along with the diploma requirement in the hiring process, and restoring schooling to the value of teaching to keep it functioning.

For China's national conditions, the university as a non-profit organization, although the continuous pursuit of higher education is still the mainstream trend of society, China's educational resources because of regional economic development there are some differences, but the education opportunities are relatively equal, through education to achieve social mobility can also be achieved, and in the education of fairness, school teaching and teacher education

is considered to be an important factor in creating a more fairer society.

2.The important role of teacher education in educational equity

Educational equity is an important part of social equity, and the equitable distribution of educational resources is an important manifestation of educational equity, while teachers are a key factor in educational resources, because instrumental resources such as educational facilities, teaching equipment and teaching means can only be brought into play through human resources such as teachers. Teachers, as educators, are one of the basic elements of teaching and learning activities, and play a leading role in education. In recent years, the teacher rotation system put forward by the state and promoted the implementation of this system is an important policy support for the promotion of educational fairness in response to the differences in the level of teacher qualifications, which demonstrates the importance of the role of teachers in educational fairness. Teacher education undertakes the work of teacher cultivation and training, which is the basic project of whether teachers can play an important role in education equity, how teachers can play an important role in education equity and how teachers can play a role in education equity. Teacher training and development is the foundation of whether teachers can play an important role in educational equity, and how teachers can play an important role in educational equity , and how teachers can play a role in educational equity.

2.1 Teachers as key practitioners and promoters of equity in education

At the macro level, educational equity means that all students should have equal rights to education and access to schools, which has been basically realized in today's society, and the distributive justice of educational equity has been generally achieved. Therefore, the concern for educational equity has gradually shifted to the microscopic enjoyment of relatively fair educational resources, such as the school environment, facilities, teachers and so on. Teachers that is, teachers, teachers as professionals engaged in education and teaching activities, education equity is also through the teacher's teaching, teacher ethics, interaction with students and a series of processes that appear in education and teaching activities, so teachers are the most direct practitioners and promoters of the realization of education equity. Students' learning ability, knowledge level, personality traits are different, so educational equity does not mean that teachers treat every student in the same way, but to do according to the student's ability, based on the student's different implementation of education and teaching activities in order to improve the quality of education and teaching, but in the process of teaching according to the student's ability, the teacher should be in the implementation of the way to make the students experience the fairness of education in the experience of the emotions. This requires teachers in the moral and emotional aspects of teachers need to treat students as equals, whether to respond positively to students' emotional and psychological demands, etc., will also affect the students' sense of fairness. When students feel cared for, supported, and recognized by their teachers, they experience respect, acceptance, and a higher level of equity experience. Therefore, the level of teachers, as an important educational resource, has a significant impact on educational equity, and the high-quality education and teaching level of teachers can, to a certain extent, make up for the regional disparity in educational resources, and to a certain extent, reduce the imbalance of educational resources due to economic development.

Based on the sociological theories of distributive justice and recognition justice, teachers' respect and affirmation of students will also affect educational equity. Macroscopically, educational equity requires education to achieve distributive justice, i.e., distributing educational resources equitably so that all people have equal access to them. In 2023, the consolidation rate of nine-year compulsory education in China has reached 95.7%, which has basically realized that everyone has equal right to receive education and access to schooling, i.e., the distributive justice of educational equity has been universally realized. Distributive justice of educational equity has been realized. Therefore, educational equity should be further shifted to focus on recognizing that justice points to the socio-psychological relationship between people, so that people can be respected equally in the socio-psychological relationship. Education is the interaction between human beings, and educators and educated people are the main

subjects of interaction in education. The relationship between teachers and students in education and teaching activities is an important manifestation of educational equity, and teachers' respect and affirmation of students is an important manifestation of the real realization of educational equity. Influenced by the ancient Confucian educational thought of respect for teachers, in the traditional concept of teachers are often in a superior position, only teachers in the psychological relationship to recognize the equality of students, have a fair attitude and cognition, they can really perceive the main position of the students in education and teaching activities, to promote the true meaning of education fairness, and to promote the physical and mental health development of the students.

2.2 Teacher education: infrastructure for the role of teachers in educational equity

Therefore, whether we reveal the important role of teachers from the perspective of educational resources, or analyze the position of teachers in the interaction under the sociological theory of distributive justice and recognition of justice, we can conclude that teachers are the important practitioners and promoters in realizing educational equity. Teacher education is responsible for cultivating and training teachers, and it has a profound impact on the overall quality and ability of the teaching force. Therefore, if we want teachers to recognize educational equity in their cognition and attitude, and to practice and promote educational equity in their educational and teaching activities, teacher education has to play the role of a basic engineering project, and to carry out the value of educational equity in cultivating teachers' cognition and practice.

On the one hand, it is argued that specialization constitutes the framework of social system, and teacher education fills and improves the framework of social system and promotes social progress by training talents for the teaching profession, so teacher education is considered as the booster of social progress. Teachers' professional growth and development cannot be separated from specialized teacher education, and only through systematic and professional teacher education can teachers engage in professional education and teaching. Therefore, educational equity, as a widely concerned and recognized value in today's society and an important value for social progress and reform, is carried out in the training of teachers so that it influences their practice in future teaching work and can be internalized in their educational and teaching activities through teacher education, which helps to further promote the development of social progress. On the other hand, from the perspective of life development, the essence of education can be summarized as: to improve the quality and value of life. To improve the quality of life means to enable individuals to improve their ability to survive through education so that they can live with dignity and happiness; to enhance the value of life means to enable individuals to improve their ideological virtues and talents through education so that they can make valuable contributions to society and others. This is consistent with the concept of recognizing justice in education equity from the perspective of human value and dignity, and teacher education is an important stage and way for teachers to form their professional concepts and perceptions, so education equity requires that teacher education enable teachers not only to make clear their own value as a teacher but also to recognize the dignity and value of their students in their educational and teaching activities, and to deeply understand the value and dignity of life embedded in education equity.

3. Development path of teacher education under the concept of educational equity

Based on the important role of teachers in the concept of educational equity and the understanding that teacher education is a professional education for teachers, and in view of the current teacher education model which is mainly based on pre-service training and in-service training, the development path of teacher education under the concept of educational equity has conceptual path, knowledge path and practice path.

3.1 Conceptual path: to enable teachers to identify and internalize the values of equity in education

Educational fairness is an important value in social fairness, and in order to realize educational fairness, it is necessary for teachers as educators to establish the concept of educational fairness, clarify the awareness of educational fairness, and internalize the awareness and concepts into teachers' morality and ethics, and implement them into the practice of education and teaching. On the one hand, this requires institutions of higher education, as

the main body of pre-service teacher training, to recognize the important value of teachers' values, implement the value of educational fairness in the training objectives, and effectively promote the internalization of the concept of educational fairness among prospective teachers. At the same time, they should also help raise the awareness of the importance of the concept of educational equity in future educational teaching activities, and fully recognize the connection between teachers' beliefs and teaching behaviors, so as to lay a good foundation for the realization of educational equity in future educational teaching activities. On the other hand, in-service training for teachers focuses on changing and updating teachers' attitudes; it is necessary to make in-service teachers realize the importance of the new concept of educational equity in teaching and learning activities, which focuses on the value of and respect for life, and to provide in-service teachers with the guidance of educational experts and professional educational researchers.

3.2 Knowledge pathways: increasing knowledge learning on educational equity in the construction of teachers' knowledge systems

On the one hand, in the pre-service training of teachers, it is necessary to increase knowledge of educational equity in the construction of teacher education curricula, to update the professional knowledge structure of teachers, to offer relevant cultural education courses, to enable them to grasp, understand and respect differences and equity in education, to improve their theory and knowledge of educational equity, and to deepen their understanding of educational equity. Educational equity should not be viewed only from the field of education; the concept of equity involves philosophy, anthropology, history, sociology and so on, so prospective teachers must look at the issue of educational equity from a broader perspective, and construct a knowledge system of educational equity from a multidisciplinary and interdisciplinary viewpoint. On the other hand, it is possible to strengthen teachers' knowledge and reflective capacity of educational equity from the post-service level, to help them scrutinize the 'bias' of the education system and themselves, and to improve teachers' awareness and capacity of teaching equity in the classroom from the micro level. Educational equity at the micro level is more of an invisible problem, and occasional educational inequities in educational teaching behavior may be overlooked because they are beyond the teachers' knowledge systems and perceptions, so teachers in the teaching profession should update their knowledge and learning about educational equity in real time, and make careful observations in educational practice to better apply their knowledge in practice.

3.3 Pathways to practice: enhancing the practice of educational equity in teacher education

Both the conceptual path and the knowledge path are proposed from the level of consciousness on the development of educational equity, and the realization of educational equity ultimately falls on the educational and teaching practice of teachers. The practical character of the goals and pathways of teacher education as a professional education determines that teacher education should establish a teacher education implementation system with outstanding practicality, so it is necessary to ensure the absolute importance and coherent consistency of practicality in teacher education. The implementation of the path of awareness of the concept of educational equity in teacher education should also insist on the implementation of the practice of educational equity, and the practice of educational equity should be explicitly implemented in the practice courses and educational internships for prospective teachers. It is also important to link teacher education with a focus on educational equity in teaching practice. We will observe and recognize the real phenomena of educational equity and inequity in real educational environments, and learn whether and how teachers can play an important role in educational equity in real situations, How can teachers play an important role in educational equity? in real-life situations, and implement the answers to these questions in their future teaching and learning activities.

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