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A Study on the Practicum Requirements for Teacher students in Preschool Education Programs in Xizang Universities

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Abstract

This study is based on interviews with pre-service early childhood education students in Xizang universities to explore their internship needs and corresponding strategies. Using in-depth interviews, ten pre-service early childhood education students who participated in a one-semester internship were interviewed regarding their internship needs. Through the analysis of interview data using a three-level coding approach, several themes of needs were identified, including personal role needs, conceptual needs, preparation needs, and social and institutional support needs. Strategies such as promoting self-awareness and self-identity, cultivating scientifically grounded early childhood education concepts that align with the context in Xizang, enhancing internship preparation, strengthening collaboration between universities and preschools, and implementing effective supervision were proposed to meet the internship needs of pre-service teachers. This study contributes to the professional development and professional identity formation of pre-service early childhood education students in Xizang, and it injects quality new talent into the development of early childhood education in Xizang. It also provides references for future quantitative and generalizable research.

Keywords

Early childhood education; Teacher student; Internship needs; Xizang.

Introduction

Teaching practice is an important practical activity for teacher students to experience the teaching profession,The educational practice of teacher students has also brought new vitality to the practice school, Especially in areas where the development of education is relatively backward, It has even improving the quality of education and expanding the ranks of teachers.

Due to the constraints of many factors, the development of basic education in Xizang is relatively backward.

In recent years, great progress has been made in basic education in Xizang, especially in preschool education. According to the data of the Statistical Bulletin on the Development of Education in Xizang in 2021, the gross enrollment rate of preschool education in Xizang reached 87.71 percent(Xizang Education Development Statistical Bulletin,2021. This also puts forward new requirements for the training of Xizang preschool education teachers, High-quality teaching practice can help teacher students majoring in preschool education become high-quality and professional kindergarten teachers. Therefore, the educational practice of the teacher students majoring in preschool education in Xizang is particularly important. Based on the reality of the lack of preschool teachers in rural areas in Xizang, under the overall arrangement of the educational administrative departments and universities in Xizang, most of the teacher students of preschool education majors in Xizang complete their educational practice for one semester in rural kindergartens, and the preschool teachers in the practice kindergartens act as instructors. We all hope that teacher students can get rich experience of teachers' life in their educational practice, Then we have to understand their internship needs, so, What kind of needs they have for educational practice and how to meet these needs are worth discussing in depth.

This article attempts to answer two questions: (1)what is the educational practice demand of the teacher students majoring in preschool education in Xizang universities? (2) how to meet the practice needs of preschool education majors in Xizang universities?

Literature review

Practicum in Pre-Service Teacher Education

Research on Practicum in Pre-Service Teacher Education has received considerable attention and investigation in the international academic community.

Since the 80s of the last century, scholars have paid attention to the teacher preparation of pre-service teacher education (Egbert, R. L. 1985), creating a situation for pre-service teachers to reflect on teaching and learning through video teaching (Miels, J. C. 1999). Since 2000, researchers have paid more attention to the self-experience of pre-service teachers, such as pre-service teachers constructing their own experience, beliefs and classroom practice (Stuart, C. 2000), The establishment of practice bases to support pre-service teacher training (Akerson et al., 2012). The current focus is on pre-service teacher practice communities, practice tools, practice strategies, etc. For example, the impact of video reflection on the practice and education department of pre-service teachers (Scott, G., & Farley, A. N. 2021) , the tool for pre-service science teachers to use VR virtual reality to put theory into practice (Lamb, R., & Etopio, E. A. 2020) , pre-service teachers use mindfulness meditation to cultivate self-awareness of practical reflection (Park et al., 2020) , provide guidance research for pre-service and in-service teachers to improve reflective practice (Edwards et al., 2020) , pre-service teachers experience classroom management practice through mixed reality simulation (Hudson et al., 2019), research on pre-service teacher practice community (Goh et al., 2019) , use modeling practice to support pre-service teachers' reflection on the education and teaching process (Zangori et al., 2017),The Teacher Attention Tool helps pre-service teachers pay attention to and analyze the use of students' thinking and scientific practice (Benedict-Chambers, A., & Aram, R. 2017), and pre-service teachers research on the connection between educational practice and research (van Ingen, S., & Ariew, S. 2015). The researchers focus more on the investigation and research of the current situation of educational internship of teacher training students, and less discussion on the demand for educational internship.

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The Practicum Requirements for Pre-Service Teacher Education in Preschool Education Programs in Xizang Universities

Currently, there is relatively less research on pre-service teacher education, especially in the field of early childhood education, compared to other educational stages. For instance, there is limited research on collaborative inquiry practices for pre-service early childhood teachers and the implementation of culturally responsive teaching practices for pre-service early childhood teachers. Collaborative action research and project work have been recognized as effective approaches to foster collaborative inquiry among early childhood pre-service teachers (Moran, 2006). The researchers delve into the exploration of effective strategies and approaches that pre-service teachers can employ to create culturally responsive learning environments for young children (Alberton et al., 2020). While researchers have also paid attention to the current situation and psychological mechanisms of pre-service teacher education internships in early childhood education, there is limited research specifically focusing on Xizang. The Xizang Autonomous Region in China is located on the Qinghai-Xizang Plateau, characterized by vast territory and high altitudes. The unique natural environment of Xizang has led to a relatively low number of researchers focusing on the development of education in Xizang, particularly in relation to pre-service teacher education internships. Researchers in this field need to invest more time and effort to conduct dedicated studies, which is why research outcomes are scarce. Practical exploration of cooperative exploration of preschool teachers (Moran, M. J. 2006) , cultural responsive teaching practice of pre-service teachers (Gunn et al., 2020), research on the effectiveness evaluation system of American preschool education professional teacher training students (Li, Z., & Liu, X. 2018) , analysis of the internal psychological process of professional growth in preschool education professional teacher internship, professional identity (Gao, J. 2019) , etc. The "educational internship" of preschool education teachers is a necessary way for preschool education teachers to contact and understand the practice of kindergarten education, be familiar with the content and characteristics of kindergarten teachers' professional labor, and promote professional development (Li et al., 2021) .

Methodology

ERG Demand Theory

ERG Demand Theory is short for The Theory of Existence, Related Ness, and Growth. This theory is a classical demand theory proposed by Professor Clayton P. Alderfer of Yale University in 1969 in "Empirical Testing of the New Theory of Human Needs", based on the revision of Maslow's hierarchy of needs, through empirical research (Alderfer, C. P. 1969). The theory believes that people have three core needs: Existence (E), Relationship (R) and Growth (G), combined with this theory, the needs of analyst Fan Sheng education internship are as follows: (1) survival demand refers to the material survival needs necessary to maintain human survival, in the education internship, teacher training students have the demand for living resources such as eating and sleeping in the internship school during the educational internship, as well as having teaching materials, teaching tools, The demand for basic teaching resources such as teaching space. (2) Relationship needs refer to the need to maintain interpersonal relationships with significant others, and in educational internships, teacher training students have relationship needs for instructors, classmates, colleagues, leaders, students, parents, etc. (3) Growth needs refer to the need to seek personal development and growth opportu-

nities, and in educational internships, teacher training students have growth needs such as respect and respect, professional growth, and development. ERG demand theory believes that these three types of needs are survival needs, relationship needs, and growth needs from low to high, and form three sets of relationships. And the satisfaction of low-level needs affects each other to form three relationships: satisfaction-progression, frustration-regression, satisfaction-strengthening, in general, the satisfaction of low-level needs stimulates the subject's desire for higher levels; Higher-level pursuits that are difficult to meet will lead to the reduction of the main body's needs to a lower level; Needs that have been met still need to be met on an ongoing basis. Thus, this theory of needs treats human needs as a nonlinear structure. This is in line with the emerging academic community that regards education as a complex system and discusses the phenomenon of education from a multi-level perspective (Jacobson, M. J., Levin, J. A., & Kapur, M. 2019), including the demand and supply of educational internships, so based on this theory, the educational internship needs of teacher training students can be better constructed.

Grounded Theory Approach

The data for this study were derived from interviews with ten teacher education students, and a progressive coding approach was employed to continually refine the core concepts of the research. Grounded theory provided the methodological foundation for this study. The qualitative research in this study follows a grounded theory methodology, employing an inductive and interpretive approach to collecting and analyzing data. (Glaser & Strauss, 2017). Research on the topic in minority areas of Xizang is scarce, and we have chosen the grounded theory as our methodology. Firstly, grounded theory is convenient to use as it allows the theory to be applied to specific contexts. Secondly, it facilitates simultaneous data collection and analysis, which is suitable for continuously gathering and analyzing data during the supervision of educational internships. Most importantly, due to the lack of existing scales or frameworks specifically tailored for studying the education internships of pre-service teachers in preschool education majors in Xizang, we rely on grounded theory as a methodological guide that derives solutions from the data. In this study, the research data consisted of interview materials with 10 pre-service teachers in Xizang's preschool education majors, which were collected and analyzed through coding and textual analysis. The study aims to explore the needs of pre-service teachers in Xizang preschool education majors during their educational internships and identify strategies to address them. According to Miles' thematic coding method(Miles et al., 2014), the interview data is subjected to three-level coding to identify and analyze themes.(Mayring, 2014) The study utilized interview data from ten pre-service early childhood education students at Xizang universities, with the researcher acting as the supervising teacher during their educational practicum. The research data consisted of textual materials and interview transcripts. The NVivo 12 software was employed to conduct coding and analysis of the text and interview data. The study aimed to explore the needs of pre-service early childhood education students in their educational practicum in Xizang and to identify strategies for addressing these needs.

Research Context and Participants

There are three higher education institutions with preschool education teacher training programs in the Xizang region, which we refer to respectively as Z University, M University, and L College.. Considering the characteristics of student sources and the distribution of internship placements (the scale of pre-service early

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childhood education professionals at L College far exceeds that of Z University and M University, with a female-to-male ratio of approximately 5:1 among pre-service early childhood education professionals in higher education institutions, and the internship locations are jointly arranged by the universities and local education bureaus), purposive sampling (Suri, 2011)and Convenience sampling (Tracy, 2019)methods were employed. The focus was on pre-service early childhood education professionals from L College, with the inclusion of pre-service early childhood education professionals from Z University and M University who were undergoing internships at the same placement site. A total of 10 students were included as participants in the study, and data were collected through individual one-on-one interviews. Among the interviewees, the male-to-female ratio was 7:3, with an average age of 21±0.4. The internship placements covered ten kindergartens in Lhasa, Changdu, Naqu, Shannan, and Linzhi cities in the Xizang Autonomous Region, with a rural-to-urban ratio of 4:6 in the internship placements.

Data Collection and Data analysis

Data Collection

This study is a qualitative study based on interview data. The collection of interview data is mainly through face-to-face individual interviews and focus interviews to organize and form data. Each interview to every interviewer is approximately 40 minutes in length. The collection of research data is carried out in two steps.

Step 1: An outline of the interview was prepared

On the basis of the definition of demand in sociology and psychology, the demand of normal students for teaching practice is divided into social demand and personal psychological demand. The interview was conducted around the following five core issues:

1.What are your internship needs in the early, middle and late stages of your internship? What difficulties have been encountered?

2.During your internship, how did the kindergarten instructor and parents view your identity?

3.What kind of help do you want in the process of internship?

4.If you want to start your preschool education major again, what aspects should you strengthen your study?

5.Do you have any good suggestions about this educational practice?

Step 2: Interview implementation and interview data collation

After determining the interview topics, Interviews were conducted with the students in the early, middle and late stages of educational practice. The purpose of this is to understand, over time, the changes in the interns in terms of their periodic feelings, continued difficult periods, expectations, etc. Some researchers have found that the educational practice of teacher students needs to go through four stages: the observation period, the chaotic period, the debugging period and the stable period(Gu hui, Zhang yuqiang,2017)Therefore, interviews were conducted at the beginning of the internship in September 2021, at the middle of the internship in November 2021, and at the end of December 2021.In the early stage of practice, most of the normal students are experiencing the observation period and the chaotic period, while in the middle and late stages of practice, the normal students have entered the stable period from the mode. The contents of the three interviews were organized into textual materials.

Data analysis

After getting the text of the interview, We went through three coding processes: opening coding, axial coding and selective coding, and made a further detailed analysis of the interview data. Through three-level coding analysis, a coding table(table1:Educational Practice Demand Table for Normal Students Majoring in Preschool Education in Xizang Universities) is formed

The open coding was starting from the satisfaction and subjective feelings of the interns, mainly focuses on how to be called by others in the process of practice, what difficulties they will encounter and the biggest confusion, etc., based on which the coding analysis of the original materials is carried out, and then the initial concept is refined and the category is formed.

The axial coding is to further analyze the concept and establish the connection of the concept on the basis of the category summarized by the opening coding, so as to extract the main category. This stage also makes a further analysis of the time and bad guys extracted from opening coding.

The selective coding is to refine the core category from the axial coding, further analyze and clarify the structural system of the category, and generate a theoretical model. Through the selective coding analysis, we can understand the needs of normal students majoring in preschool education in Xizang universities in educational practice. At the level of individual needs, it starts from the individual's role needs, concept needs and preparation needs. At the level of social needs, it mainly includes the needs of guidance support, environmental support and policy support.

Table1:Educational Practice Demand Table for Normal Students Majoring in Preschool Education in Xizang Universities

Selective coding	Axial coding	Open coding
Self-development needs	Identity recognition needs	Contextual labeling; Parental biases; Child identification; Teacher manipulation; Teacher identity expectations;
	philosophy acceptance needs	Educational philosophies; Educational behaviors ideologies; Educational approaches; Ennovative teaching; Lack of practicality
	Internship preparation needs	Lack of cooperation;Lack of effectiveness;Subject to ridicule;Inadequate classroom management skills;Lack of self-confidence;Prone to anxiety
Social support needs	Guidance support needs	Lack of detailed guidance on teaching activities; perfunctory guidance from teachers; inadequate classroom management skills; inconsistent processes; difficulty in engaging with parents.
	environmental support needs	Providing accommodation, being both a teacher and a friend, utilizing resources, integrating with local culture, being accepted
	policy support needs	Lack of policy explanations; lack of economic security; insufficient transparency in rewards and punishments; unclear relevant laws and regulations.

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Research results

Through the coding analysis and theme extraction of the interview content, it can be found that the role demand, concept demand and preparation demand of the normal students majoring in preschool education in Xizang universities are essentially the self-development demand of interns, and the support demand of universities and institutes is essentially the social supply demand.

Self-development needs of teacher students

（1）Role identity needs

In the process of teaching practice, the first challenge faced by the students majoring in preschool education in Xizang universities is the dilemma of role change. In the interviews with 10 interns, it is found that both male and female interns believe that they have role needs.

First, They have the role needs to be recognized by their instructors. Among the 10 interns interviewed, 7 interns reported that the kindergarten instructors called them interns in the kindergarten, and only when they were asked by parents and children, they called them intern teachers. A few instructors called them a certain teacher from beginning to end. Practice instructors in colleges and universities are accustomed to calling them a certain student or an intern in a certain kindergarten, which shows that whether it is the instructor in the kindergarten or the leading teacher in the university, the role of interns is still focused on their student identity.

"In the kindergarten where I practiced, my instructor often called me by my name and never called me a certain teacher. The internship teacher in our university also called us by our names. In their eyes, we are still just a student to learn. A lot of interns around me feel the same way."(A1)

Second, They have the role needs of children and their parents. The 10 interns interviewed all reported that the children in the kindergarten called them teachers or "Gei La"("Gei La" is a Honorifics Xizang and students often calls their teacher "Gei La").Parents of children in rural kindergartens are also called "teachers", while parents in urban kindergartens are more called "intern teachers". It can be seen that children regard them ab teachers, most parents of children respect their identity as student teachers, and only a few parents think that they are students.

"I practice in the village kindergarten. The children in our class will always be very happy to see us and shout loudly, 'Hello, teacher!' The children's parents also call us teachers. I heard some students in our class say that some parents in the kindergarten in the city sometimes call them intern students."(A4)

Third, They have role needs that are recognized by their peers. In the communication process of the students in the internship, Eighty percent of the interns addressed themselves directly within the peer group by name, and 20% of the interns still "felt a little shy and embarrassed" to be called teacher by their peers. In the communication with university and kindergarten instructors, when they mention their peers, they will call them by their names directly. Only when they talk to children or their parents, They will call each other teacher. It can be seen that there is no good role identity among the internal groups of interns, they do not regard each other as teachers, and the role transformation of educational practice is only regarded as the role played in the kindergarten, and it is not internalized into role identity.

"When they call me teacher in front of children, I will feel a little proud, but when my companions call me teacher, I feel more that they are joking, and I will be very embarrassed. I am the leader of our practice

group. When I report the situation to the practice instructor, I usually call my classmates by their names. I don't call them teachers. I always feel awkward."(A8)

Fourth, they have the expectation of being called teachers. When asked about their attitude toward "role calling" during internships, 8 teacher students(including three boys) said they preferred the title "teacher" in kindergarten, and they felt that there was some discrimination in the title of "intern". Being called a student or an intern by a college tutor, 10 teacher students said it was reasonable, but being called a teacher by a tutor, although a little shy, had more pride. Only two female students said that I don't mind any name, thinking that I came to the kindergarten to practice, and it's reasonable to call it an intern. Thus it can be seen that the normal students of preschool education major in Xizang colleges and universities expect to get the role recognition of kindergarten instructors, university instructors, children and parents in their educational practice. They prefer the title of teacher. They not only hope to be regarded as intern teachers, but also feel a little embarrassed about the title of teacher. In the face of young children, they can be competent for the role of teachers, but in the face of peer instructors and parents of young children, they still feel incompetent or embarrassed to accept this title. Therefore, the need for role transformation runs through the internship process. In the latter part of the internship, although their sense of role confusion has weakened to a certain extent, they still respond to their identity as teachers with a shy look and a willing attitude.

(2) Concept integration needs

With the deepening of the learning process, they encountered the challenges of the second period and the dilemma of concept needs. In the discussion with 10 interns interviewed, it was found that they all thought they had concept needs.

First, they have the need to be appreciated and accepted by the instructors. Most of their early childhood education ideas formed in universities are ideal. When the ideal idea encounters the reality, the conflict of compromise always happening. The concept of early childhood education practiced by some kindergarten instructors is to learn in games and teach some knowledge. Kindergartens in both urban and rural areas have a certain degree of primary school phenomenon, especially in rural kindergartens, which is a typical primary school phenomenon. After entering the scene of early childhood education, their ideas of early childhood education are constantly in conflict with the reality. On the one hand, they adhere to the educational beliefs of combining education with learning in games and activities in five fields, on the other hand, they have to compromise with the reality of education. This also brings about the conflict of teaching ideas between them and their instructors. Most of these conflicts are settled by the voluntary compromise of interns, and a few of them show obvious conflicts, which will affect the development of follow-up internship activities. Their ideas of preschool education are eager to be accepted, recognized, revised and perfected by their instructors.

"My instructor told me not to completely apply what you learned in college to kindergarten education and I need know that parents expect their children to learn more words and do more math problems. In the kindergarten where I practiced, Literacy and Numeracy activities accounted for more than 1/3 of the daily activities."(A2)

Second, They have needs that can be praised by parents of young children. Most parents of kindergartens in Xizang, especially parents of rural kindergartens, expect kindergarten education to be able to understand themselves and learn more culture. They believe that kindergartens should be teach knowledge. They believe that children's gains in kindergarten should be based on explicit behaviors such as adding and subtracting numbers, recognizing words. singing songs and reading aloud. Due to parents' misunderstanding of the nature

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of kindergarten education and their expectations of kindergarten education, kindergarten teachers are more persistent in compromise programs, while most teacher students are questioned and refuted after expressing their ideal and ideal kindergarten education concepts to parents. Therefore, most of them will eventually choose the practice of preschool education, which is duplicitous or eclectic, At the same time, in order to avoid conflict with the educational ideas of parents of young children, most of them will use silence and echo to cater to the ideas of parents of young children.

"What kind of life should children live in kindergarten? We have been discussing this question during our college years. We can learn and grow up in happy games. But parents don't think so. When I explain to parents, they will ignore me and think that I am just a big child who has not grown up. How I wish parents could agree with the scientific concept of early childhood education. But in the end, I had to bow to the reality of education. Constantly buried my ideal."(A7)

(3) Preparation needs

The needs for preparation runs through the whole process of educational practice, especially in the middle and late stages of practice. The interns' teacher sovereignty increases, and they encounter self-dissatisfaction or even denial when they can organize children independently, which is mainly due to their weak ability to manage kindergarten classes and lack of ability to carry out teaching activities. When they encounter these difficulties, their enthusiasm will be undermined, and they will even think that they are not suitable to be kindergarten teachers. The essence of these encounters is that they have not been able to better grasp the knowledge of early childhood education, improve the ability of early childhood education, and cultivate the feelings of early child education in their university studies. They can not transform static knowledge into dynamic ability in professional learning, in other words, their internship preparation is not sufficient, and they can not prepare for all aspects of early childhood education before the start of internship. Therefore, inadequate preparation will lead to a sense of helplessness, which will reduce the quality of the internship.

"University teachers often tell us a lot of knowledge. At that time, we feel that we understand it, but when we really apply it, we will find that there are many shortcomings. Sometimes we have a good idea, but we just can't implement it well. This state is like what people often say that the heart is willing but the strength is insufficient." (A9)

Social supply and demand

In the process of teaching practice, there are not only personal needs, but also social and kindergarten support needs, such as the support of kindergarten instructors and university teachers, the support of kindergarten equipment and policy support.

(1) needs of instructor support

In terms of the teacher's support, 90% of the interns will carefully seek help from the instructor when they are confused about their educational practice, and the instructor will answer their doubts. However, when interns ask more in-depth questions, the instructor will generally be perfunctory and can not give in-depth guidance. When interns asked for help from their college counselors, they were advised to ask their kindergarten counselors. This also leads to the increasing number of problems encountered by interns in the process of ed-

ucational practice. Interns with higher initiative can try to solve problems by themselves or explore solutions with their peers, while interns with lower initiative will give up and stop discussing them in depth. The above behaviors reduced the quality of the interns' educational practice, so the two instructors of the interns did not give enough support to the interns.

"I feel that when the instructors are guiding us, they are more likely to let us see that they don't like it very much, and we have a lot of questions to ask them. They often say to ask if they don't understand, but when we really ask, we always can't get the answer we want. Some students will never ask questions, always feel that it is to add trouble to the teacher." (A10)

(2) Needs of environment support

In terms of equipments support, the interns said that some of the facilities and equipment in the kindergarten are very expensive, and generally do not allow our interns to use these equipments, which will affect the educational activities that the interns have been involved in, and can not be carried out smoothly. Colleges and universities have the relevant equipment, because the distance is too far or the management is difficult, which makes it difficult for us to borrow equipments to support the restrictions, prompting normal students to feel that a clever housewife can not cook a meal without rice. Kindergarten instructors are not or seldom encouraged to guide interns, which also affects the enthusiasm of instructors. Interns seldom receive material or spiritual rewards during their internship. This also affects their enthusiasm for internships. The lack of the above supporting factors leads to the poor educational practice experience of interns.

"My advisor once told me that he knew I didn't get more rewards and support. Different instructors vary greatly in how they guide the interns. The person in charge of the kindergarten usually gives us an internship certificate or a red envelope as a reward at the end of the internship. There are not too many material or spiritual rewards in the whole process of internship. Although colleges and universities also give honorary titles to outstanding interns, most of them have no hope because of the small number."(A5)

(3) Needs of policy support

The understanding of the 10 interns interviewed about educational internship is only that "this is what we have to do", "If you don't practice, you won't have a teacher's qualification certificate" and so on. They know very little about the policies related to educational practice.2/10 of the interns only know the relevant requirements of the Academic Affairs Office and the Department, but they do not know why they are required to participate in educational practice at the policy level, and what the contents of educational practice include. When they were asked if they knew about the policy documents related to the educational practice of normal students, almost all the interns said they had not heard of the relevant policy documents. They are not aware of the rights and obligations of instructors and students in the process of educational practice, as well as the support conditions of kindergartens and universities. It can be seen that although there are relevant policies on educational practice formulated by the state, due to the lack of explanations from the universities and kindergartens where the normal students are located, this policy support has been implemented to each individual model student, Moreover, the support of the kindergarten for them is limited. Fifty percent of the interns surveyed said that their kindergarten was willing to accept interns because someone came to share the task and reduce the burden of work. Another 50% of the interns said that their kindergarten was willing to accept interns. They did not ask the interns to play much value, but only hoped to get through the internship safely.

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Under the background of such policy and realistic support, they have encountered many support difficulties in their educational practice.

"At the age of graduation, we must take part in educational practice, which is established by usage, but why should we take part in it? We don't know what policies support it.Anyway, there was an instructor, so we didn't pay attention to it.As long as you don't get into trouble and finish the internship manual, there is usually no problem."(A3)

Based on the findings of the study, it can be observed that the internship needs of pre-service early childhood education professionals in Xizang's higher education institutions encompass two aspects: personal developmental needs of the pre-service teachers and social support needs. The personal developmental needs include role identity needs, integration of beliefs needs, and adequate preparation needs. The social support needs encompass guidance support, environmental support, and policy support. When pre-service teachers and their mentors share a common understanding of the role of the "internship teacher," it helps alleviate the role dilemma faced by the pre-service teachers. By finding a balance between idealized beliefs and the realities of educational practice, pre-service teachers can establish scientifically grounded and practical early childhood education beliefs, thus resolving their belief-related challenges. Adequate preparation to meet the professional requirements of early childhood teachers through targeted professional learning helps alleviate the preparation-related challenges. It is essential for internship kindergartens and higher education institutions attended by pre-service teachers to provide appropriate, reasonable, and scientifically supported conditions to address the supply-related challenges faced by pre-service teachers.

Discussion

Some studies have shown that student teacher support has an indirect predictive effect on the professional commitment of normal students.(Zhang xiao hui,2018),To a certain extent, this can also explain the work experience of the intern teachers in the teaching practice of preschool education majors in Xizang universities, which plays a positive role in predicting the teaching profession of teacher students. Therefore, it is helpful for the professional development of normal school students to explore their needs for teaching practice and coping strategies.

Through interviews with 10 teacher students, it can be found that the needs of preschool education majors in Xizang universities in educational practice are more at the level of viability structure indicators. They hope to strengthen their professional learning, improve their internship level and enhance their role identity. These show that the competitiveness of this group is not enough, the basic needs can not be met, let alone the demonstration of teaching skills, such as the evaluation of high-quality classes, competition classes, etc. Have not mentioned participation in educational research, and even the instructors themselves do not understand why they are engaged in early childhood education research. Thus it can be seen that at the current stage, the demand for educational practice of normal students majoring in preschool education in Xizang universities still exists at the level of viability, which is the structural index of the first stage, and the structural index related to viability, such as skill development, education and scientific research, has not been obvious in structure and level.

At present, the source of satisfaction of preschool education majors in Xizang colleges and universities for educational practice is more from their own efforts and the help of teachers, mainly due to self-achievement experience. For the national level of educational practice, the policy support of colleges and universities and

kindergartens is very weak. From the perspective of leadership training, Interns do not receive leadership training in the process of educational practice, and in general, the policy support of interns is very weak.

As far as the analysis of the demand for educational practice of normal students majoring in preschool education in Xizang universities is concerned, the growth and influence are relatively low. As far as the growth rate is concerned, the 10 interns interviewed all said that in the process of educational practice, there was no demand for the promotion of academic qualifications in the future. Even if there was a demand, it was more out of personal career planning than out of the inherent demand for the promotion of academic qualifications to recognize the professional development of kindergarten teachers. The commitment to practice has not been reflected. As far as the influence is concerned, the instructor's recognition of the interns' educational practice work is not high, and there are false and empty phenomena in the guidance and practice appraisal, which shows that the growth and influence need to be further improved.

Supply-Based Discussion

Through the interview, it was found that most of the kindergarten instructors graduated from L Colledge, and in recent years, the positions of kindergarten teachers in the teacher recruitment examination of Xizang Autonomous Region are still high, which shows that the shortage of preschool education teachers in Xizang is still large, Especially in rural kindergartens, there is a shortage of high-quality teachers. where professional teachers are scarce. In addition, these instructors, especially the teachers and students of the first generation, are confident in their professional abilities, and their satisfaction with interns is low. Some normal students who practice in private kindergartens express their willingness to hire interns, but all interns still tend to take part in the unified recruitment examination organized by the government and have a special preference for the establishment. It can be seen that the supply of normal students majoring in preschool education in Xizang colleges and universities is relatively stable, but there is a lack of mobility, which can be transferred to the way of power employment, and the supply of single posts lacks mobility.

Generally speaking, the training quality of teacher students majoring in preschool education in Xizang colleges and universities can not be measured and evaluated at a high level. The study found that the evaluation of urban kindergarten instructors and managers and interns is relatively low, while the evaluation of rural kindergarten instructors and managers to interns is higher, which also reflects the imbalance of urban and rural preschool education development in Xizang. Cities have concentrated high-quality teachers and educational resources, while rural kindergartens have improved their material resources with the support of the government, but high-quality preschool teachers are still an important factor restricting the development of rural kindergartens. Under the background of the revitalization of rural education in Xizang in the future, Xizang colleges and universities should train rural kindergarten teachers who can stay and teach well.

Implication for practices and polices

Countermeasures and Suggestions Based on Supply and Demand Theory

At present, in the teaching practice of preschool education majors in Xizang universities, we need some policy suggestions that can be achieved, monitored, sustainable and fair. Specifically, the policy can be achieved, mainly refers to the interns have the right time and opportunity to participate in teacher professional devel-

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opment activities, the government and the university can give the corresponding time and financial support. As far as the current situation is concerned, interns have a heavy internship task in the kindergarten, and they mainly complete their daily teaching work, in addition to participating in teaching and research activities as spectators. There is almost no other corresponding policy support. At the end of the internship, colleges and universities will grant financial subsidies that are not enough to cover the living expenses, so in the future, we should increase the government's financial support and policy support, enhance the development awareness of interns and instructors, and create opportunities to help interns. The acquirability mainly refers to the acquirability of the relevant policies of educational practice. Before the start of practice, colleges and universities need to interpret the corresponding national policies and strengthen the elaboration of their own practice regulations, so that teacher students can clearly understand the nature, task content and objectives of educational practice, so as to cultivate the sense of professional mission of normal students and enhance the internal motivation of practice. Monitoring mainly refers to the quality of teachers, and there must be a monitoring mechanism. Can be monitored mainly means that the quality of teachers should have a monitoring mechanism, teacher training should be effectively guaranteed, and other teacher professional development activities should have a monitoring and feedback mechanism. Therefore, in the future educational practice work, we should clarify the work responsibilities of instructors in universities and institutes, select the best, increase the process assessment of educational practice, timely feedback supervision and modify and improve the practice work, so as to ensure that educational practice can be monitored. Sustainability is the current situation and demand of normal students' professional development motivation, the government's financial guarantee should have a long-term mechanism, and the government should have a long-term plan for the construction of teaching staff and teacher development and training. Therefore, in the future, we should strengthen the cooperation between the university government and the interns. The trinity of "U-G-K" training mode promotes the practicality, scientificity and pertinence of teacher students' educational practice. Fairness mainly means that regardless of the age, gender and other personal factors of interns, the fairness of individual development of interns needs to be guaranteed. In the current educational practice, girls are relatively handy, while boys have some obstacles, so in the future training stage of teacher students, we should not only increase the proportion of boys, but also strengthen the professional identity guidance of male kindergarten teachers.

Countermeasures and Suggestions Based on Data Realization

The practical needs of the teacher students majoring in preschool education in Xizang colleges and universities are mainly reflected in the needs of self-role, concept and preparation, as well as the support needs of teachers, equipment and policies at the level of social elements. In order to better meet the educational practice needs of interns, it can be carried out from the following four aspects. First, to cope with the role needs, we need to guide teacher students to analyze the process of role transformation from teacher students to preschool teachers and help them understand themselves and their roles. Make them aware of the dual identity attributes of student teachers and the tasks they undertake .Don't be proud of being a teacher, or feel inferior as an intern. Secondly, to meet the needs of ideas, we should help normal students adhere to the beliefs and missions of early childhood educators and establish a reasonable concept of early childhood education. Let the Idea of Scientific and Ideal State of Preschool Education Grow in the Practice of Preschool Education in Xizang. In response to the need for preparation, practice-oriented courses should be added to the learning process of normal majors to help normal students strengthen their professional knowledge learning. Creating Simulated Situations to improve teacher students ability, Only in this way can we improve the practice prepa-

ration level of normal students and help them cope with the educational practice work calmly. Finally, To meet the knowledge needs of society and kindergartens, it is necessary to strengthen the cooperation between universities and kindergartens, formulate educational practice objectives in line with the actual situation of early childhood education in Xizang, supervise and assess the process of educational practice, and clarify the specific requirements of equipment support and policy support for kindergartens.

Preschool education in Xizang started late, but developed rapidly. With the increase of the number of kindergartens and the expansion of the beneficiary children, the quality of kindergarten teachers is uneven, and the problems of primary school education are constantly highlighted.In the process of education practice, the normal students of preschool education major in Xizang enter the preschool education scene with the ideal concept of preschool education and fully understand the practice needs of normal students, which can effectively prevent normal students from compromising to difficulties in the face of difficulties in preschool education in Xizang, thus reducing their expectations for preschool education in Xizang and melting their firm belief in the cause of preschool education.If we can trace back to the source of preschool teacher education, to help future preschool teachers build a solid professional identity, and strengthen the working concept of teaching after graduation, it is an effective measure to ensure the stability and growth of the preschool education team at present.(Gao jing,2019) In order to improve the effect of education practice, we should first help the students of preschool education in Xizang to understand the challenges brought by the change of their identity. Secondly, Teacher students should adhere to the scientific concept of early childhood education and explore appropriate early childhood education measures with parents of kindergarten children in combination with their actual work. Thirdly, colleges and universities should reach a consensus with practice kindergartens to build a supportive environment, start with details, and maximize the educational guidance and strength of the dual tutorial system. Finally, normal students should take the standards of preschool teachers as the basis for professional development, and make professional preparations from knowledge, ability, emotion and other aspects in professional learning.” The student teacher identity of normal school students needs constant self-awakening, and promotes the development of practice through physical presence, rational participation and action reflection”.(Zeng qiang,2021)Through the above measures, we can eliminate the dilemma of educational practice of normal students majoring in preschool education in Xizang, so as to improve the quality of preschool education and provide high-quality new forces for the development of preschool education in Xizang.

Conclusion

This study applies and develops the emerging educational complex system theory to analyze the educational practice needs of teacher students majoring in preschool education in Xizang. It has certain innovative value in three aspects. First, there is little analysis of the practice needs of teacher students in Xizang at present, which is mainly due to the high cost of research caused by the geographical environment of Xizang, the difficulty for many researchers to obtain research materials, the lack of educational researchers in Xizang, and the need to further improve the overall quality of research, so there are few research results in this area. This study can enrich the relevant research in this area. Secondly, based on the demand theory, this study analyzes the dimensions and contents of the educational practice needs of normal university students in Xizang. Although the results are relatively shallow, it also shows that the current development stage of preschool education in Xizang is still at a low level, and there is great room for improvement and exploration in the future.

Thirdly, this study analyzes the problems and refines the theme from the educational practice situation of teacher students majoring in preschool education in Xizang universities, which has strong effectiveness and usefulness in educational practice, and has certain guiding and reference significance for guiding the educational practice of normal students majoring in preschool education in Xizang in the future.

This study also has some limitations, from the individual level and social elements to explore the educational practice needs of preschool education majors in Xizang universities, which supplements the shortcomings of the existing research results that have not been analyzed from the perspective of normal students. In the future, it is necessary to comprehensively analyze the fundamental needs of interns, teachers, parents, children and society, so as to comprehensively improve the quality of teacher students educational practice in Xizang. The limitation of this study is that when the sample size is not large enough, the conclusion of interviewing 10 teacher students can not be widely promoted, but this study reflects the educational practice needs of teacher students majoring in preschool education in Xizang universities. To a certain extent, this study is regarded as a pre-study, which provides a reference for the future study to compile the scale of educational practice needs of teacher students majoring in preschool education in Xizang, and to conduct a larger-scale quantitative study in the future. Therefore, Although the study is not universal, it can present the current situation of educational practice of preschool education majors in Xizang universities to a certain extent, and provide a basis for future quantitative research on universality.

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