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Current Research Status and Future Trends of Primary School Generalist Teachers--Knowledge Graph Analysis Based on CNKI and CiteSpace

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Abstract:
This study analyzes research trends in primary school generalist teachers using data from CNKI and CiteSpace, revealing a decline in academic interest and highlighting the need for a more comprehensive approach to this field. Recommendations for broadening the research focus and adopting successful foreign practices are provided.

Keywords:
primary generalist teacher, CiteSpace, visualization

1. Introduction

Primary school generalist teachers refer to teachers who are able to teach multiple subjects in primary schools and who have the ability to integrate or fuse related subjects. Looking ahead, the field of outstanding primary school teachers will "focus on exploring the mode of training primary school teachers of all subjects, and cultivate a group of outstanding primary school teachers who love the cause of primary school education, have extensive knowledge and comprehensive abilities, and are capable of teaching and learning multiple subjects in primary schools. The introduction of this policy marks the beginning of China's formal exploration and implementation of the training of generalist primary school teachers.

Since the introduction of the policy in 2014, scholars in China have carried out a large number of studies on issues related to primary school generalist teachers, but compared with Western developed countries such as the United Kingdom, the United States, Finland, etc., China's cultivation of primary school generalist teachers started late and is still in the developmental period. Based on the above research background, this paper uses the China Academic Journal Network Publishing Database (CNKI) as a resource and CiteSpace as an auxiliary tool to summarize the changes in the research on primary school generalist teachers by collating and analyzing the literature related to primary school generalist teachers, with a view to offering relevant references for future research on primary school generalist teachers.

2. Data Sources and Research Methodology

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2.1 Data Sources

In this paper, we used the China National Library of Scholarly Journals (CNKI) as the database source, with the theme as the search item, "primary school teachers" as the keyword, and an unlimited updating time, and the search time was closed on 14 August 2024, and a sum of 938 articles were obtained, including 575 academic journals, 99 dissertations, 15 conferences (11 domestic conferences, 4 international conferences), and 10 newspapers. In the end, a sum of 938 documents were obtained, including 575 academic journals, 99 dissertations, 15 conferences (11 domestic conferences and 4 international conferences), 10 newspapers, 1 book, 1 achievement and 239 featured journals. Based on the needs of the research, this paper selects 575 academic journals and extracts duplicates and publicity information, and finally selects 573 documents as the research object of this paper. The research object, the literature type is exported as RefWorks.

2.2 Research Methods

CiteSpace is a visualization software analysis tool developed by Professor Chaomei Chen, which is mainly used for applied network analysis thematic evolution and collaborative network research in the field of scientific research, and is able to help researchers gain insights into the institutions and evolutionary processes of the literature in the academic field by constructing a scientific knowledge graph in the context of scientometrics and data visualization. In this study, authors, institutions, and keywords were used in CiteSpace software for co-occurrence analysis, respectively.

3. Analysis of research status based on CNKI and CiteSpace

3.1 Analysis of the number of articles issued

3.1.1 Overall Number of Publications

The number of published articles is an important indicator of the degree of academic attention to a certain research field in a certain period of time, which shows the active degree of research in the field. As can be observed from Figure 1, since 1992, when domestic scholars first paid attention to primary school generalist teachers, the research on primary school generalist teachers has roughly gone through three stages. The first stage, 1992-2011 - is the initial cycle, with a total of 10 articles, and fewer scholars pay attention to the research field of primary school generalist teachers. The second stage is the accelerated development period from 2012 to 2019, with a total of 495 articles, an average of 38 articles per year, and a peak of 92 articles in 2019, indicating that more scholars pay attention to primary school teachers, which is mainly related to China's policy orientation, during which China introduced the "Professional Standards for Primary School Teachers" in December 2011, in which the standards for primary school teachers are set out in the "Professional Standards for Primary School Teachers", and the "Professional Standards for Primary School Teachers" are set out in the "Professional Standards for Primary School Teachers". During this period, China issued the "Professional Standards for Primary School Teachers" in December 2011, in which the interdisciplinary competence of primary school teachers was requested, and the "Opinions of the Ministry of Education on the Implementation of the Excellence in Teacher Cultivation Programme" in 2014, in which the mode of primary school generalist teachers was explicitly mentioned, all of which provide a direction and motivation for

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scholars to study primary school generalist education in China. The third stage is from 2020 to the present, the number of articles started to decline, gradually returning to 2013.

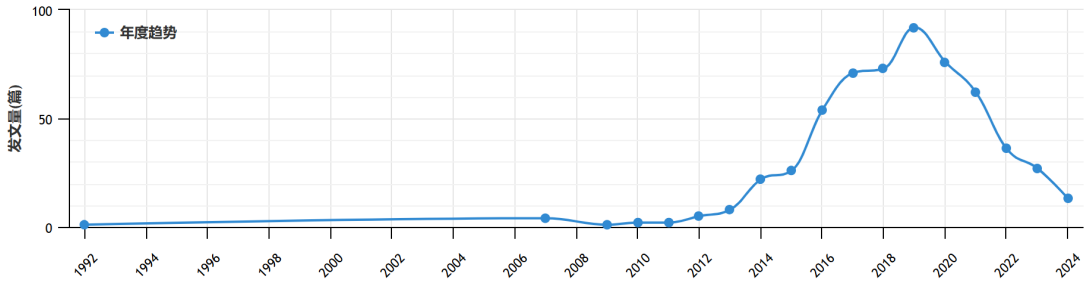


Figure 1: Trends in research publications on primary school generalist teachers, 1992-2024

3.1.2 Number of articles on the subject

Regarding the number of theme articles, the primary school generalist teacher has the most number of articles with 238, followed by generalist teacher with 154 and rural primary school generalist teacher with 90. In addition, other themes such as rural primary schools, generalist type, primary school teachers, primary education majors, and generalist primary school teachers have maintained the number of articles at 30-40, and in other keywords such as cultivation paths, cultivation modes, cultivation strategies, curriculum, pre-service cultivation and so on, the cultivation of primary school generalist teachers has also been more comprehensively researched.

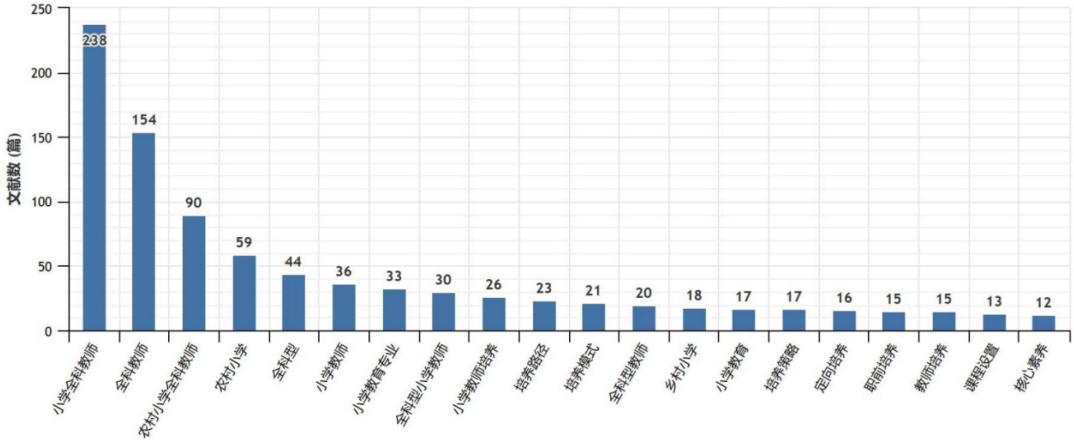


Figure 2: Trends in the number of articles published on the subject of primary generalist teacher research, 1992-2024

3.2 Analysis of Highly Produced Authors and Institutions

3.2.1 Analysis of high-yield authors

According to Figure 1, among the 573 selected documents, the top three authors in terms of the number of articles published by the same author are Tian Zhenhua (8 articles), Cheng Cuiping (7 articles), and Xiao Qiyong (7 articles). Based on Figure 2, through the knowledge graph formed by CiteSpace author co-oc-

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currence and related background data analysis, we can find that N (the number of researchers) = 312, E (the number of cooperation between researchers) = 96, Density (the overall density of the network) = 0.002. The overall density of the network is used to interpret the network between the nodes of the close degree, a higher value means that the nodes are more closely connected, and a higher value means that the nodes are more closely connected. A higher value means that there is more collaboration between authors in the field and vice versa means that there is less collaboration between researchers. Based on Figure 3, it can be learned that in the re search field of primary school general education, authors such as Zhenhua Tian, Cuiping Cheng, Qi-yong Xiao, Hong Zhang, and Junyong Lu appeared most frequently, and some of the authors had collaborative relationships with each other and were mainly in group research, such as Fuquan Huang, Fanmao Tang, Dongdong Wu, Shiying Qiu , and Siyu Chen in a group of five; Jingang Xue , Xiaoling Zeng , Zanmei Zhou, Jiwu Li, Shihuang Deng, Deyi Zhou, in a group of eight, Jiangang Sun, Xiaoling Zeng, Zanmei Zhou, Jiwu Li , Shiwang Deng, Deyi Zhou, Laosheng Jia and Songqi Gu; and three-member teams of Chunxiang Wu, Rongjuan Guo and Zhenyu Zhang .

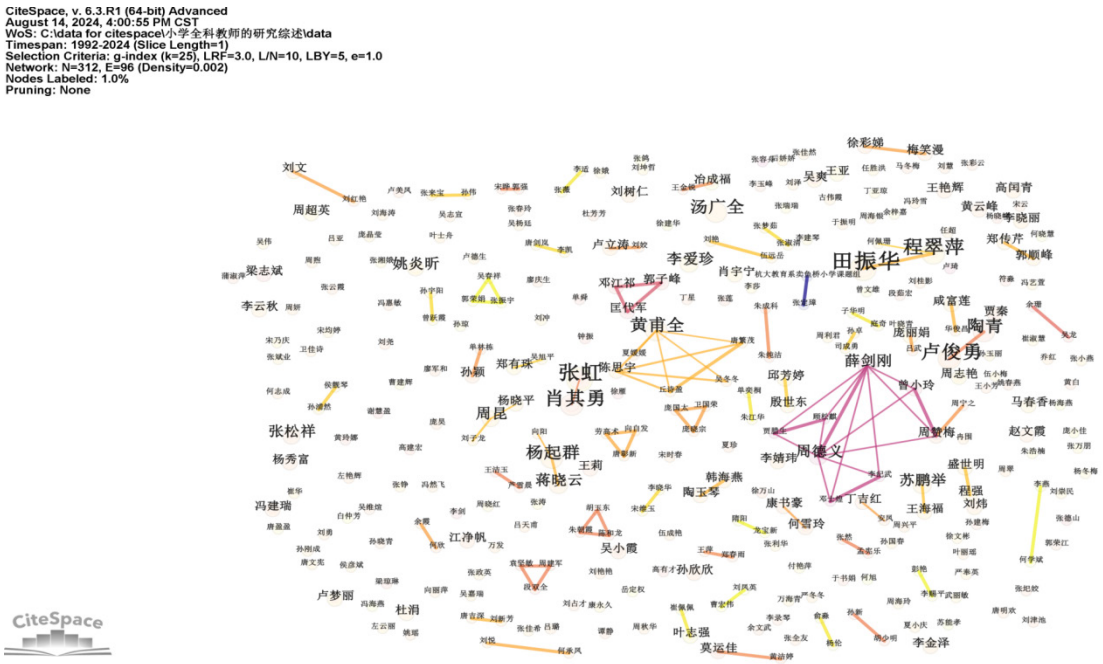


Figure 3: Collaborative network mapping of primary generalist teacher researchers 1992-2024

Table 1:Top 10 authors in terms of number of publications and highest cited literature, 1992-2024[1]

serial number	author	volume of publications	Highest number of citations	Name of the highest cited document
1	Tian Zhenhua（田振华）	8	197	《The Meaning, Value and Cultivation Paths of Primary School Generalist Teachers》

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2	Cheng Cuiping（程翠萍）	7	21	《Competency structure of primary school generalist teachers: international experience and insights》
3	Xiao Qiyong（肖其勇）	7	193	《 Rural Primary School Generalist Teacher Cultivation Traits and Development Models》
4	Zhang Hong（张虹）	6	61	《Local experiences in the training of generalist Primary School Teachers of All Subject's and their reflections》
5	Lu Junyong（卢俊勇）	5	148	《Analysis of the need for free orientation of rural primary school general education teacher training》
6	Yang Qiqun（杨起群）	4	10	《An Analysis of Strategies for Cultivating the Educational and Teaching Competence of Rural Primary School Generalist Teachers》
7	Tang Guangquan（汤广全）	4	3	《A dialectical analysis of the need for generalist primary teacher training in HEIs》
8	Tao Qing（陶青）	6	148	《Analysis of the need for free orientation of rural primary school general education teacher training》
9	Huang Fuquan（黄甫全）	4	18	《A Study on the Development of Micro teaching Design for Primary Mathematics by AI Whole-school Teachers: An Example of <Sum of Interior Angles of Triangles>》
10	Zhou Deyi（周德义）	3	169	《Reflections on the training of generalist Primary School Teachers of All Subject's》

3.2.2 Analysis of research organizations

In order to gain an understanding of the research institutions of primary school generalist teachers, this study collated the author-signed institutions in the selected literature to form Table 2 and generate a collaborative network mapping (Figure 4). This statistic shows that Chongqing Normal University, Chongqing No. 2 Normal College (including the College of Teacher Education) and Beijing Normal University are the top three research institutions in terms of the number of articles published in the field of primary school teachers; spatially, Chongqing is the front line of research on primary school teachers; in terms of the types of research

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institutions, they primarily focus on the teacher training colleges and universities, and the College of Education of the same institution is the main body of the research. In terms of the types of research institutions, they primarily focus on teacher training colleges and universities, with the College of Education in particular being the main body of research.

Figure 4 shows that, firstly, there are some cooperative relationships between different schools, for example, Chongqing No. 2 Teachers College and Beijing Normal University, Huazhong Normal University and Hanjiang Teachers College, Chongqing Normal University and Southwest University; secondly, research on primary school teachers is not only reflected in undergraduate schools, but also in specialized schools, for example, Heyuan Vocational and Technical College and Guilin Teachers College; thirdly, different research institutions are mainly concentrated in different teachers colleges, especially the education colleges of these colleges. Higher Specialized Colleges; third, there are also links between different categories of research institutions, for example, the College of Education of Anqing Normal University and the Institute of Curriculum and Teaching of Nanjing Normal University. In summary, although there are links between different research institutes in terms of levels and categories, the Density of the research institute cooperation network mapping is 0.0013, which indicates that there is insufficient collaboration between research institutes in China at present.

Table 2:Top 10 research organisations in terms of number of publications 1992-2024[1]

serial number	Name of the organization	volume of publications
1	College of Elementary Education, Chongqing Normal University（重庆师范大学初等教育学院）	19
2	Chongqing Second Normal University（重庆第二师范学院）	19
3	Teacher Education College of Chongqing Second Normal University（重庆第二师范学院教师教育学院）	13
4	Department of Education, Beijing Normal University（北京师范大学教育学部）	9
5	Chuxiong Normal University（楚雄师范学院）	8
6	School of Education, Central China Normal University（华中师范大学教育学院）	7
7	College of Educational Sciences, Jilin Normal University（吉林师范大学教育科学学院）	6
8	College of Education, Hanjiang Normal University（汉江师范学院教育学院）	6
9	School of Educational Sciences, Luoyang Normal University（洛阳师范学院教育科学学院）	5
10	School of Educational Sciences, Ningxia Normal University（宁夏师范学院教育科学学院）	5

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Figure 4: Mapping of the Collaborative Network of Primary Generalist Teacher Research Organizations 1992-2024

4. Research Hot Spots and Future Trends of Primary School Whole-school Teachers

4.1 Analysis of Research Hot Spots of Primary School Whole-school Teachers

As a link between knowledge and research, keywords assume a crucial role, and co-occurrence analysis of keywords can identify and track research hot-spots, cutting-edge trends, and evolutionary paths in a particular field. By using CiteSpace to analyse the co-occurrence of keywords, thus forming a keyword co-occurrence map (Figure 5), a sum of 282 nodes and 606 interacting lines were generated, with a network density of 0.0153, which is relatively dispersed overall. In keyword co-occurrence, centrality is used to measure the importance and influence of a keyword in the whole network or cluster, and it can be seen from the nodes that the node of "generalist teacher" has the largest centrality of 0.4, and the other nodes of "rural primary school (centrality of 0.23) ""Primary school teacher (centrality 0.11)" "Generalist (centrality 0.10)" "Primary education (centrality 0.15)" The keywords "primary school (centrality 0.11)" "training mode (centrality 0.17)" "curriculum system (centrality 0.14)" all have a centrality of more than 0.1, indicating that that the above areas are hot-spots for research on primary school generalist teachers.

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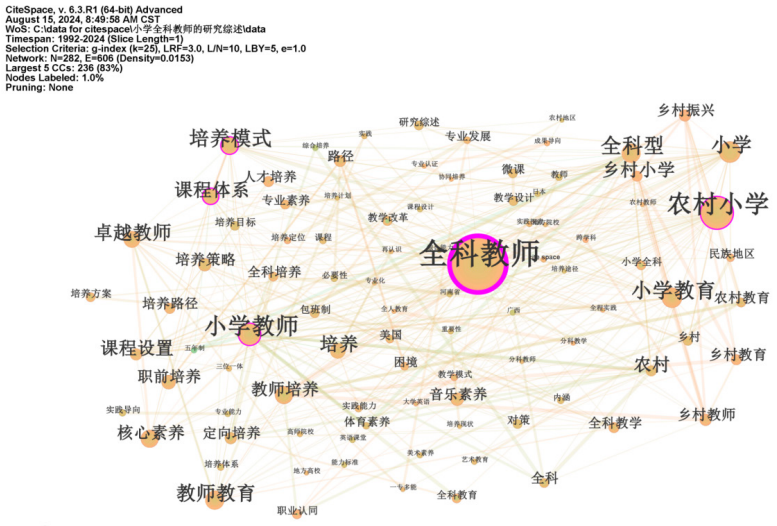


Figure 5: Co-occurrence Network Map of Research Keywords on Primary School Generalist Teachers from 1992 -2024

By using the keyword clustering function of CiteSpace, the keyword clustering knowledge graph is generated (Figure 6). In keyword clustering Q (module value), S (average profile value) is a measure of the clustering effect, if Q>0.3 then it represents significant clustering, if S>0.5 then it indicates reasonable clustering. On the contrary [3], in this clustering Q=0.8613 and S=0.9718 which means that the keyword clustering result of this study is significant and reasonable. On the basis of the keyword clustering function, combined with CiteSpace background data, the primary school generalist teacher research cluster name and keyword distribution is generated (Table 3), analyzed through Figure 6 and Table 3, in the keyword clustering take to display the largest K clusters, set the K value to 10 a sum of 10 clusters are displayed as #0 primary school generalist teacher, #1 generalist type, #2 excellent teacher, #3 primary school, #3 rural primary school, #5 rural primary school, #5 rural primary school, #5 rural primary school, #3 rural primary school, #5 rural primary school, #5 rural primary school, #5 rural primary school. 4 Rural Primary Schools, #5 Generalist Teachers, #6 Music Literacy, #7 Curriculum System, #8 Teacher Development, #9 Rural Primary Schools.

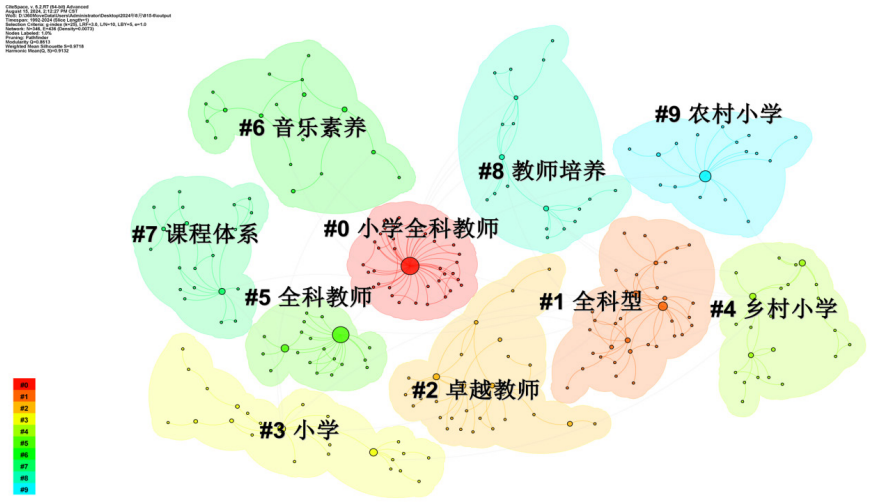


Figure 6: Keyword clustering network mapping for primary generalist teacher research 1992-2024

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Table 3: 1992-2024 Primary School Teachers for all subjects Research keyword cluster name and keyword distribution[3]

serial number	Name of the cluster	Keyword Cluster
#0	Primary School Teachers of All Subject's	Competency standards; Curriculum system; Curriculum design; Teaching practice; Teacher training; Enlightenment education; Rural revitalization; Current status of research; Quality of training
#1	general practice	Primary School Teachers; Generalist Teacher Training Model; Teacher Education in Finland; Rural Teachers; Generalist Teachers in Primary Schools; Rural Primary School Teachers; Survey and Analysis of the Present Situation; Training Models; Exploration of Practices; Rural Primary Education
#2	Excellent Teachers	Teacher Education; Training Programmers; Aims of Primary Teacher Training; Professional Practice Courses in Teacher Education; Primary Generalist Teachers; Local Experiences; Excellence in Teacher Training; Primary Teachers; Primary Teachers; Aims of Primary Teacher Training
#3	secondary schools	Generalist Teacher; "Trinity"; Co-operative Schooling; Rural Primary Schools; Primary School Generalist Teacher; Cultivation Objectives; Quality Structure; Physical Education Teaching; Teaching Practice Skills Training System
#4	Rural primary schools	Generalist Teachers; Orientation Training; Learning Ethos; Orientation Rural | Generalist Primary Teachers; Experiences and Reflections; Teacher Training; Rural Primary Schools; Generalist Teachers
#5	general education teacher	Secondary Education; Small Class Teaching; Training Ideas | Primary Education; Teacher Education; Post-service Training; Complementary Mechanisms; Rural Teachers
#6	music education	Embodied Strategies; Generalist Concept; "Generalist"; Rural Primary Teachers; Rural Primary Teachers; Local Teacher Training Colleges; Generalist Concepts
#7	programme	Teacher preparation; Human development; Generalist teachers; u-s symbiotic co-operation; Primary generalist teachers; Learning engagement; Employment expectations; u-s symbiotic co-operation; Measurement tools
#8	Teacher training	Rural Education; Generalist Teachers; Rural Teachers; Rural Primary Schools | Primary School Generalist Teachers; Rural Revitalization; Sub-cultivation; Quality Assessment; Rural Education
#9	Rural primary schools	Generalist Teachers; Challenges and Countermeasures; After-school Services; "Double Reduction"; Primary Generalist Teachers; Curriculum; Professional Certification of Teachers; Information Literacy; Teaching the Whole Curriculum

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Based on the co-occurrence visualization knowledge map of primary school generalist teacher research keywords and the clustering knowledge map of primary school generalist teacher research keywords, combined with the specific research literature, the research hot-spots about primary school generalist teachers in China in recent years can be summarized:

1.Research on the cultivation of primary school generalist teachers. Containing #0 primary school generalist teachers, #1 generalist type, #2 excellent teachers, #4 rural primary schools, #5 generalist teachers, #7 curriculum system, and #8 teacher cultivation, the keywords are mainly teacher cultivation, cultivation mode, cultivation quality, cultivation plan and so on. Colleges and universities in China are actively exploring the cultivation mode of primary school generalist teachers, such as "U-G-S" collaborative cultivation, and more and more studies have been carried out in recent years with the gradual development of this mode. Qiyong,X. added the role of professional organizations on the basis of "U-G-S", i.e. "U-G-I-S" four-in-one collaborative training mechanism [4]. Zhenhua,T., on the other hand, believes that the generation of primary school general education teachers in China is different from that of primary school general education teachers in western countries, as primary school general education teachers in western countries are generated under the guidance of policies, while in China, they are generated under the reality of a serious shortage of teachers, therefore, on the basis of clarifying the connotation of primary school general education teachers, he puts forward the proposals of clarifying the positioning of primary school general education teacher cultivation, setting up a complete demonstration procedure, establishing a joint cultivation mechanism of colleges and universities and base schools, and establishing a mechanism for third-party participation. Therefore, based on clarifying the connotation of primary school generalist teachers, four training paths are proposed: clarifying the positioning of primary school generalist teachers, establishing a complete demonstration procedure, establishing a joint training mechanism between universities and base schools, and establishing a third-party audit and evaluation mechanism [5]. Bowen Z.believes that the music literacy of primary school generalist teachers in pre-service training has insufficient professional knowledge reserves, lack of teaching resources, teaching time allocation is not reasonable, and lack of diversity in teaching methods, and he also believes that in pre-service training, students should be provided with systematic training in music education, including music theory, teaching methodology, and practical application, and that they should also cultivate the responsibility of generalist primary school teachers for music teaching and experience practical teaching. Responsibility and experience of practical teaching are the keys to pre-service training [6]. Wang Y. et al. proposed a "2+1+N" training model for the training of primary school generalist teachers, in which the 2 refers to two goals, namely, moral and ability, the 1 refers to a direction of discipline-teacher trainee-children-integration and integration, and the N initiative refers to modularised curriculum, "U-G-S" integration of school practice, and whole-school teaching and learning. " integration of school practice, the whole process of talent training quality assurance, etc.[7].

2. curriculum system research of primary school generalist teachers. Contains #0 primary school generalist teachers, #7 curriculum system. Curriculum is an important part of the pre-service training of primary school generalist teachers, Yuan D and others in the "professional standards for primary school teachers (for trial implementation)" and other bases, based on the actual needs of basic education put forward the "GSP" competency standards, in which the G refers to the generalist competency is to cope with the future changes in society and sustainable development must have the ability to, the S refers to the Subject competence is the subject knowledge and related competence necessary for teaching in primary schools; P refers to professional

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competence, which is an important symbol of teachers' professionalism[8]. Jing J. et al. based on the core literacy background of excellence in primary school general education teachers in the curriculum system should focus on the "comprehensive ability" of the cultural and general knowledge courses, "a speciality (the main subject) and two strong (two other disciplines)" of the teacher education programme, The "comprehensive cultivation" of subject courses and "highlighting characteristics" of speciality courses [9].

3. Research on the literacy of primary school whole-school teachers. It mainly includes #6 music literacy, #9 rural primary schools. The purpose of primary school generalist teachers is to solve the regional shortage of rural teachers, Qiyong C. et al. believe that only with a specific professional literacy to be able to do the job, to become a qualified primary school general education teachers. The professional literacy of primary school generalist teachers mainly includes three aspects, namely, professional philosophy and ethics, professional knowledge and professional competence, of which the professional philosophy and ethics include professional ethical understanding and awareness, educational and teaching attitudes and behaviors, and personal cultivation and behaviors; professional knowledge includes knowledge of primary school students' development, knowledge of the subject matter, knowledge of education and teaching and general knowledge; and professional competence includes educational and teaching design, organizational and implementation ability, motivation and motivation ability, and the ability of teaching. competence, organization and implementation competence, motivation and evaluation competence, communication and cooperation competence, and reflection and development competence [10]. Miao Y. et al. believe that the knowledge literacy training of primary school general education teachers should be based on basic theoretical knowledge, individual practical knowledge as the core, and special local knowledge as the condition[11].

4.2 Analysis of future trends in primary school GP research

The collected literature resources were used with CiteSpace's keyword burst detection, which can identify the research hot-spots and trends in a certain field as well as the explosive growth of the key technical branches of technology in the field. By setting the criterion of a minimum duration of 1 year, the keywords were analyzed for emergence, and 25 important emergent terms were screened out and arranged according to the duration of emergence to form Fig. 7. It can be seen that the keyword primary school all-round teacher's emergence appeared in 2007, and the end of emergence was in 2013, with an intensity of emergence of 5.85, and that the all-round type of emergence appeared in 2007, and the end of emergence was in 2011, with an intensity of emergence of 5.85. In recent years, "rural revitalization" and "rural primary school" have begun to become the emergence of recent years. In recent years, "rural revitalization" and "rural primary school" have begun to become the keywords in recent years, and the beginning of the emergence is in 2022, which indicates that the research hot-spots in recent years are "rural revitalization" and "rural primary school".

Table 4: Top 25 Keywords with the Strongest Citation Bursts

Keywords	Year	Strength	Begin	End
Primary school teachers	2007	5.85	2007	2013
general practice	2007	3.52	2007	2011
fostering	2007	2.44	2007	2014
Primary teacher education	2010	1.35	2010	2012
Five-year generalist type	2010	1.35	2010	2012
reform of the teaching profession	2010	1.32	2010	2012
countryside	2012	1.72	2012	2013

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directed training	2013	1.75	2013	2014
general practice	2013	1.32	2013	2015
Rural primary school teachers	2014	2.46	2014	2016
Teacher training	2014	2.07	2014	2017
Excellent Teachers	2015	2.78	2015	2016
Primary Education	2017	2.39	2017	2019
training strategy	2017	2.17	2017	2019
villagers	2017	1.43	2017	2019
core element	2018	2.22	2018	2020
Rural primary school teachers	2018	1.8	2018	2019
Research overview	2018	1.66	2018	2019
musical literacy	2018	1.66	2018	2019
dilemma	2020	1.65	2020	2022
Pre-employment training	2016	1.48	2020	2021
professionalism	2015	1.43	2020	2021
visualization and analysis	2021	1.62	2021	2022
Rural revitalization	2019	2.92	2022	2024
Rural primary schools	2014	1.65	2022	2024

5. Research Conclusions and Prospects

5.1 Research Conclusion

By using CiteSpace and combining the CNKI visualization function, this paper examines the field of primary school generalist teacher research from 1992 to the present day through the biometric analysis function of the 573 documents collected, and ultimately draws the following conclusions.

In terms of the number of publications shows a trend from rising to falling, with the peak occurring in 2019. From the viewpoint of high-producing authors as well as cooperative institutions, the authors of the published articles have a cooperative relationship with each other and are mainly group research; from the viewpoint of research institutions, they primarily focus on the major teacher training colleges and universities, with local teacher training colleges and universities as the main focus, but there is less cooperation between the research institutions to be further strengthened. From the perspective of keyword co-occurrence cluster analysis, "rural primary school", "primary school teacher", "generalist type", "primary education ", "primary school", "training mode" and "curriculum system" become the hot spots of research. In terms of mutation analysis, "rural revitalization" and "rural primary school" have become the research hot-spots in the past three years.

5.2 Research Prospects

1. Broaden the research field of primary school generalist teachers. Along with the development of society, the role of comprehensive talents is becoming more and more obvious, primary school teachers need to master the basic knowledge of teaching theory and teaching skills in comparison with traditional teachers of different disciplines, to construct a reasonable structure of subject knowledge logic and teaching ability, to be able to independently undertake the teaching tasks of various subjects in various sections of primary school, to be able to organize the construction of primary school classes, and to be able to realize the research of primary school education in their day-to-day management[5]. The primary school teacher is not just a teacher in his/her own school. Primary school generalist teachers are not only in the number of subjects they teach, but also in their ability to be comprehensive, both teaching, management and research capabilities. Therefore, the

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research on primary school general education teachers should not only stay in the connotation, training and other academic levels, but also focus on the reality of the work of primary school general education teachers, not only limited to the main subjects, but also expand to other subjects, not only focus on the ability to teach, but also on the research of their management and research capabilities.

2. Actively study the existing theoretical achievements of foreign countries. Compared with the domestic, many foreign primary school teachers are generalist teachers, such as the United States primary school teachers more than 60% of generalist teachers. These countries have more mature systems in both the pre-service training of primary school generalist teachers and teacher certification. In the United States, there are a variety of training modes for primary school generalist teachers, such as the "4+1" master's level mode, the one-year master's level mode, and the five-year programme [12]. In our country, primary school teachers of the whole subject are mostly through the higher teacher training colleges and universities and comprehensive colleges in primary education, or with the primary stage of the required subject teacher trainees into the primary school, according to the requirements of the transition to the whole subject of the teacher. Therefore, we should actively learn from the existing theoretical achievements of foreign countries, comprehensively explore the pre-service training and post-service development of teachers, and combined with the actual situation in China, to form a primary school generalist teacher training model in line with China's socialist characteristics.

3. Construct a primary school generalist teacher admission system in line with China's actual situation. The teacher master incorporation system not only has an important impact on the teachers' own career development, but also has a far-reaching impact on the operation of the whole education system and the quality of education. China's current system of teacher access to the teacher qualification system, the system has undergone a series of reforms, although effective, but in the primary school stage does not reflect the attribute of generalist teachers, in the written test does not correspond to the content of the whole subject, only in the interview stage to add the "primary school whole subject" content. The United States, as one of the first countries in the world to establish a teacher qualification system, also has mature experience in the certification of primary school generalist teachers. For example, the State of New York in the United States divides the teacher qualification into two levels, namely, the initial teacher qualification certificate and the professional teacher qualification certificate, and all applicants need to satisfy the academic qualifications and curriculum learning requirements on the basis of double satisfaction before they can participate in the New York State Primary School Teacher Qualification Examination for the generalist subject. The content of the exam is divided into two parts: educational knowledge and skills test and subject matter content test, and the content designed to cover language arts, mathematics, arts and science, and basic educational and teaching skills, etc., and the examination is comprehensive and has the characteristics of a full range of subjects [13]. Therefore, in our country's teacher qualification access, should be established in line with the characteristics of primary school teachers of the whole subject of the examination content, in order to ensure the quality of teacher access.

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