

# Cultivation of the Educator Spirit among Mathematics Normal Students: Value, Dilemma, and Path

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**Abstract:** The cultivation of the educator spirit among normal university students provides dual guidance in theory and practice for higher education institutions to train future teachers with noble educational sentiments and professional qualities. This study elaborates on the essential connotation of the educator spirit from six perspectives: guiding philosophy, spiritual cultivation, internal requirements, essential requirements, the soul of teacher ethics, and sources of motivation. On this basis, it explains the three major dilemmas in cultivating the educator spirit among normal university students: the cognitive dilemma regarding the understanding of the value of the educator spirit and educational identity, the integration dilemma caused by the disconnection between educational curriculum design and the penetration of the educator spirit, and the alienation dilemma arising from improper connection between educational practice and the educator spirit. Therefore, it is proposed to incorporate the educator spirit into the evaluation system for normal university students, by deepening the understanding of values, optimizing curriculum design, strengthening practice orientation, and comprehensively motivating and evaluating normal university students' recognition and practice of the educator spirit, in order to promote the inheritance and innovation of the educator spirit.

**Keywords:** Educator spirit; Training of normal students; Value connotation; Dilemmas; Pathways

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## 1. Introduction

The educator spirit is the noble quality and professional competence manifested in educational practice, which has significant theoretical and practical implications for cultivating excellent teachers and enhancing educational quality. In 2024, the Central Committee of the Communist Party of China and the State Council issued the *Opinions on Promoting the Educator Spirit and Strengthening the Construction of a High-Quality and Professional Teacher Team in the New Era*, proposing to strengthen the ideological and political construction of the teacher team, cultivate noble teacher ethics and style, enhance teachers' professional competence, and vigorously promote the educator spirit, thereby advancing the construction of a high-quality and professional

teacher team in the new era and further creating a positive social atmosphere that respects teachers and values education <sup>[1]</sup>. As the backbone of future educational development, the professional competence and educational teaching ability of normal students will directly impact the improvement of educational quality and the advancement of educational reform. The training of normal students not only helps promote educational equity and balanced development but also meets the diverse needs for excellent teachers in different regions and schools by cultivating teachers with noble ethics, solid knowledge, and a compassionate heart. The educator spirit, as an important cultural asset, not only showcases the spirit of Chinese teachers who continuously improve their virtues and strive for self-improvement but also contributes Chinese spirit, wisdom, solutions, and strength to the world <sup>[2]</sup>. With the continuous development and reform of the normal student training system, research on the educator spirit from the perspective of normal students' professional development has gradually become a focus of academic attention. This study aims to conduct an in-depth discussion from the perspective of cultivating the educator spirit in normal students, providing dual guidance in theory and practice for training future teachers with noble educational sentiments and professional competence.

## **2. Value connotations of cultivating the educator spirit in normal students**

### **2.1. Guided by the ideal belief of having a great heart and sincerely serving the country to strengthen the political stance of normal university students**

The ideal belief of “having a great heart and sincerely serving the country” is the core political faith in cultivating the educator spirit of normal university students. This ideal belief is not only reflected in the patriotism and social responsibility of educators but also provides a continuous source of motivation for normal university students to strive tirelessly for the education cause of the country and the people.

In terms of patriotism, the educator spirit effectively inspires the patriotism of normal university students by inheriting and promoting excellent educational beliefs and culture. Educators should hold lofty beliefs, placing their own interests within the development of the country and society. The transmission and cultivation of this belief help normal university students deeply understand the national mission and social responsibility of education, forming a sentiment of “having a great heart.” Furthermore, regarding social responsibility, the educator spirit encourages normal university students to actively participate in social practice and public welfare activities, cultivating their sense of social responsibility and spirit of dedication. By engaging in various social practice activities, normal university students can personally feel the developmental needs of the country and society, enhancing their sense of responsibility towards the country and the people. This strengthening of responsibility helps normal university students form a firm belief in “sincerely serving the country.” Additionally, the educator spirit emphasizes the professional quality and innovative ability of educators. In the process of education, normal university students not only need to learn professional knowledge but also cultivate innovative spirit and practical abilities. The enhancement of this professional quality and innovative ability helps normal university students better serve the education cause of the country and the people, realizing the ideal belief of “sincerely serving the country.” The educator spirit plays an important role in cultivating the ideal belief of “having a great heart and sincerely serving the country” among normal university students through the inheritance of excellent educational traditions, cultivation of social responsibility, and enhancement of professional quality. The establishment and reinforcement of this ideal belief will lay a solid foundation for the future development of normal university students' educational careers and make a positive contribution to the education cause of the country and the people.

## **2.2. Using the moral sentiment of “words as the standard for scholars and actions as the model for the world” as spiritual cultivation to shape the moral standards of normal university students**

The moral sentiment of “words as the standard for scholars and actions as the model for the world” is a distinctive character in cultivating the educator spirit of normal university students. The educator spirit is a spiritual quality that contains lofty educational emotions, adheres to educational concepts, and seeks the essence of education, which is concentrated in the cultivation of character, the nurturing of teacher ethics, and the enhancement of ethical qualities. It guides normal university students to follow the educational policy orientation of the country, regard moral education as the core task, view teaching and nurturing as their professional mission, actively practice the professional ethics of teachers, and aspire to become good teachers who embrace ideal beliefs, possess noble morals, have profound knowledge, and are filled with compassion.

In the cultivation of virtue and talent, the spirit of educators can inspire normal university students to establish correct educational concepts and career aspirations. Through literature review, it has been found that the humanistic quality of normal university students tends to be utilitarian, as most of them consider income and benefits more than personal professional development <sup>[3]</sup>. Normal university students become role models for scholars through their words and serve as societal exemplars through their actions, deepening their recognition and sense of belonging to socialism with Chinese characteristics on an intrinsic level. In the development of teacher ethics, teacher ethics is the core of the educator spirit <sup>[4]</sup>, and the understanding of teacher ethics by normal university students is crucial. This understanding will prompt them to hold themselves to higher standards and strive to become excellent teachers who exemplify the ideals of scholars in their words and actions. Normal university students are committed to continuously enhancing their moral standards and personal charisma, influencing and inspiring students through their exemplary behavior, and becoming role models for students in learning, conduct, and character. In terms of building teacher ethics, the educator spirit encourages normal university students to hone their moral character, encompassing the courage to bear historical responsibilities, a broad and selfless love, an innovative mindset that dares to break through, a profound affection for the educational cause and students, a selfless dedication to professional ethics, and a relentless pursuit of excellence and an indomitable spirit. The spirit of being a scholar in words and a model in actions inspires normal university students to firmly uphold the basic positions, viewpoints, and methods of Marxism, guiding them to refine their moral sentiments, stimulate innovative spirit, and foster a pioneering consciousness.

## **2.3. Cultivating normal university students’ teaching abilities with a diligent and practical attitude of seeking truth and innovation as an internal requirement**

The diligent and practical attitude of “seeking truth and innovation” is an internal requirement for cultivating the educator spirit in normal university students. The connotation of the educator spirit can inspire normal university students’ love and sense of mission for the educational cause. Under the guidance of this spirit, normal university students will cherish learning opportunities more and engage in the educational cause with a proactive attitude.

In terms of subject literacy, normal university students can better grasp the connotations and key points of curriculum standards, become familiar with teaching content, and clarify the focus and difficulties of teaching. Under the supervision of the educator spirit, normal university students should solidify their foundation and apply it flexibly, thus grasping the connotation and mastering theoretical knowledge and basic skills, which are essential abilities that normal university students should possess. Their training should encourage them to “diligently study and practice.” In terms of teaching foundation, they should be student-centered, conduct

diversified teaching, master subject knowledge, and guide students in the learning process. The diligent and practical attitude of seeking truth and innovation encourages normal university students to actively understand the realities of basic teaching reform and to possess certain teaching research capabilities. In terms of teaching innovation, the concept of seeking truth and innovation within the educator spirit encourages normal university students to maintain independent thinking and be brave in exploring and advancing. In the pursuit of truth and dissemination of knowledge, normal university students will gradually develop critical thinking, daring to question and challenge, continuously promoting innovation and development in education. In class guidance, class activities should adhere to the principle of prioritizing moral education and cultivating virtue. The diligent and practical attitude embedded in the educator spirit prompts normal university students to constantly reflect and practice in class management and home-school communication, forming good habits of integrating knowledge and action. Diligence emphasizes the continuous accumulation of knowledge and deepening understanding of education; practical action requires normal university students to transform learned knowledge into actual actions and apply it in educational practice. This diligent attitude can guide normal university students to form correct educational concepts and career aspirations, honing their teaching abilities and laying a solid foundation for future educational practice.

#### **2.4. Emphasizing an educational attitude of enlightening the mind and nurturing the heart to inspire the educational philosophy of normal university students**

The educational attitude of “enlightening the mind and nurturing the heart” is an essential requirement for cultivating the spirit of educators in teacher education students. Teacher education students should understand the educational value of their subjects and be aware of the physical and mental development patterns of students, thereby providing systematic education and guiding students’ healthy growth.

In terms of educational value, the concept of enlightening the mind and nurturing the heart within the spirit of educators emphasizes that education is not merely the transmission of knowledge, but also the enlightenment of wisdom and the nurturing of the soul. This concept guides teacher education students to focus on cultivating students’ thinking abilities, innovation capabilities, and practical skills in educational practice, while also paying attention to students’ emotional needs and spiritual growth. Influenced by the concept of enlightening the mind and nurturing the heart, teacher education students will pay more attention to the depth and breadth of education, striving to create an educational environment that is rich in both knowledge and emotion, providing strong support for the comprehensive development of students. In terms of teaching according to individual differences, the concept of teaching according to individual differences within the spirit of educators is an important manifestation of personalized education. It requires educators to tailor educational plans based on students’ individual characteristics, interests, and learning abilities, ensuring that each student receives the most suitable education for themselves. As teacher education students understand and practice teaching according to individual differences, they will gradually develop an educational attitude that respects individual differences and focuses on individual development. They will observe students more carefully and gain a deeper understanding of their needs, thereby formulating more scientific and reasonable educational plans to help students maximize their self-worth. This educational attitude can guide teacher education students to form correct educational concepts and philosophies, as well as enhance their educational practice abilities, making them truly excellent teachers who understand, love, and excel in education.

## **2.5. Taking the pursuit of love for teaching and caring for students, and a willingness to dedicate oneself as the soul of teacher ethics, to cultivate the educational sentiment of normal university students**

The pursuit of benevolence characterized by “joy in teaching, love for students, and willingness to dedicate oneself” is the soul of teacher ethics that cultivates the spirit of educators among normal university students. The educational enthusiasm of normal university students possesses a strong aspiration to teach and a sense of professional belonging, fostering positive educational emotional tendencies, filled with love and a sense of responsibility. In the teaching process, they are committed to shaping students’ character, inspiring their patriotism and spirit of dedication, becoming guides in the shaping of students’ character, knowledge acquisition, innovative thinking, and service to the nation.

In terms of educational identity, the spirit of educators emphasizes the mission and responsibility of education, which is deeply rooted in love and care for every student. This spirit guides normal university students to maintain an attitude of joy in teaching and love for students throughout their educational work, viewing education as a noble cause and regarding the growth and development of students as their own mission. In terms of professional identity, as future teachers of the people, normal university students must possess a sense of social responsibility and professional ethics. They should have the correct attitude towards education, the right values, be willing to impart knowledge, and be adept at stimulating students’ interest in learning, accompanying students’ growth with love and patience. The quality of willingness to dedicate oneself to the spirit of educators is an important embodiment of normal university students’ pursuit of benevolence in the field of education. Regarding caring for students, the spirit of educators also emphasizes the role of teachers as role models. A teacher with the spirit of an educator will lead by example, influencing students with their words and actions, conveying positive values. This role model effect can inspire normal university students’ benevolence, making them pay more attention to their own cultivation and character in future educational practices, centering on students, and influencing and inspiring them with noble sentiments and a loving heart. Through practical actions, normal university students convey the warmth and power of education, allowing students to feel the beauty and hope of education. The spirit of educators plays an irreplaceable role in cultivating normal university students’ pursuit of joy in teaching, love for students, and willingness to dedicate themselves, nurturing their educational sentiments.

## **2.6. Using a broad vision and the pursuit of cultural enlightenment as a source of motivation to inspire the innovative development of normal university students**

The pursuit of “broad vision and cultural enlightenment” is the source of motivation for cultivating the spirit of educators among normal university students <sup>[5]</sup>. The concept of broad vision in the spirit of educators emphasizes a grand perspective that transcends the individual, focusing on national and social development. The concept of cultural enlightenment in the spirit of educators reflects the important value of education in inheriting and promoting culture.

In lifelong learning, educators have a global vision and a pursuit of profound principles. Guided by this spirit, normal university students should actively understand the development trends of basic education reform both domestically and internationally, adapt to the new requirements of the times and educational development, engage in learning and career planning, and enhance their comprehensive qualities and educational teaching abilities. In terms of innovation capability, educators are brave in exploring new educational concepts and teaching methods, daring to challenge traditional ideas, and have made significant contributions to the reform

and development of education. This spirit inspires normal university students to continuously pursue progress and innovation, courageously exploring new educational paths in practice, and contributing their strength to cultivate more talents with a global perspective and innovative abilities. In terms of international vision, this spirit guides normal university students in their growth process to not only focus on their professional development and personal growth but also to care about the future of the country and the nation, closely integrating personal development with the needs of the country and society. Under the influence of this spirit, normal university students gradually develop a strong sense of responsibility and mission, viewing education as an important force for promoting social progress and national rejuvenation. This process of cultural cultivation not only aids in the comprehensive development of students but also promotes the inheritance and innovation of culture. In practicing this concept, normal university students deeply understand the connotation and value of culture, cultivate a global vision, and nurture a sense of responsibility for cultural cultivation, making positive contributions to cultivating more outstanding talents and promoting social progress and development.

### **3. Dilemmas in cultivating the educator spirit of normal university students**

#### **3.1. Dilemma of normal university students' understanding of the value of educator spirit and educational recognition**

The educator spirit is a complex and profound concept that encompasses various aspects such as educational philosophy, educational innovation, and educational enthusiasm. Currently, there is still a significant gap between the scale and quality of normal university student training and the high-quality development of the national economy, which stems from the limitations of social cognition <sup>[6]</sup>.

The understanding of the spirit of educators among normal university students is superficial, lacking a comprehensive recognition of the spirit of educators. Many normal university students may have a rather simplistic understanding of the spirit of educators, merely staying at the level of love and dedication to the education profession, without deeply exploring the profound connotations contained in the spirit of educators, such as a noble sense of mission, a strong sense of responsibility, high moral character, and a spirit of innovation. The spirit of educators is a multi-layered and multi-dimensional concept that encompasses various aspects such as educational philosophy, educational innovation, and educational practice. However, some normal university students may only focus on one aspect, lacking a comprehensive understanding and recognition of the spirit of educators. In the current educational system, normal university students may pay more attention to the imparting of subject knowledge and the training of examination skills, receiving relatively less education in aspects such as the spirit of educators, educational philosophy, and educational practice, and instead being more exposed to educational theories and subject knowledge, which leads to a relatively weak understanding of the spirit of educators.

Normal university students face a crisis of professional identity and a conflict of educational values. Currently, normal university students in China are confronted with the reality of insufficient self-awareness and low professional identity. How to overcome these difficulties and help normal university students better clarify their self-concept, establishing a logical chain and diverse practical approaches from self-identity to teacher professional identity is the main challenge for their self-development <sup>[7]</sup>. The curriculum training and value education that normal university students receive can lead to some students encountering conflicts between ideals and reality during their educational internships or practices, resulting in a decreased sense of identity and belonging to the teaching profession. This identity crisis may lead them to doubt the value and significance of the education profession, which in turn affects their recognition and understanding of the spirit of educators.

In the current educational environment, the conflict between exam-oriented education and quality education still exists. This conflict may cause normal university students to feel confused and lost in educational practice, unable to clearly define their educational values, thereby affecting their recognition of the spirit of educators.

### **3.2. Dilemma of the disconnection between the curriculum setting for normal university students and the infiltration of the spirit of educators**

Although the current normal education curriculum covers a wide range of educational knowledge, it often lacks specialized discussion and in-depth cultivation of the spirit of educators. This makes it difficult for normal university students to form a comprehensive understanding and profound experience of the spirit of educators during their education.

The cultivation of the educator spirit among normal university students is limited in terms of curriculum design. The curriculum is unreasonable, the teaching content is disconnected from reality, there is insufficient teaching staff, and the teaching model is outdated. Traditional normal university education courses often focus too much on the transmission of subject knowledge while neglecting the cultivation of the educator spirit<sup>[8]</sup>. This knowledge-centered curriculum often results in normal university students lacking a deep understanding and practical experience of educational concepts. First, the curriculum is singular. Traditional teacher training models often emphasize subject knowledge and teaching skills training, leading to a relatively narrow curriculum design that lacks interdisciplinary and comprehensive course offerings. This results in normal university students having difficulty accessing broader and deeper educational theories and practical knowledge during their education, making it challenging to fully understand and cultivate the educator spirit. Second, there is a lack of in-depth interpretation of the educator spirit. Even when the curriculum includes content related to the educator spirit, it is often only briefly mentioned or summarized, lacking in-depth interpretation and elaboration. The insufficient strength in subject teaching leads to significant difficulties in advancing teacher education reform projects<sup>[9]</sup>. Third, the individual differences of normal university students are overlooked. For example, ideological and political education and the education of teachers' ideals and beliefs have not adequately addressed the personal experiential needs of students in their learning, primarily focusing on knowledge explanation while lacking attention to students' learning experiences<sup>[10]</sup>. Each normal university student has differences in learning background, interests, and cognitive abilities. The current curriculum design often ignores these individual differences and does not provide personalized learning paths and development space for normal university students.

The neglect to cultivate the educator spirit among normal university students leads to a deviation in the orientation of teacher education. Some normal universities place too much emphasis on exam-oriented and employment-oriented education, resulting in normal university students lacking the pursuit and practice of the educator spirit in educational practice. The structure of the professional knowledge system in education is imbalanced, and the development level of teachers' teaching abilities urgently needs improvement<sup>[11]</sup>. This orientation issue makes it difficult for normal university students to form correct educational values and professional pursuits during their training. The educator spirit emphasizes care, love, and respect for students, focusing on their emotional experiences and mental health. However, if normal university students lack the cultivation of the educator spirit, they may lack humanistic care for students during teaching, neglecting students' emotional needs and psychological changes, leading to a distant teacher-student relationship and poor educational outcomes. The practicality needed in the curriculum system design must be improved<sup>[12]</sup>.

### **3.3. Dilemma of the disconnection between the educational practice of normal university students and the educator spirit**

The cultivation of the educator spirit requires normal university students to continuously hone and enhance themselves through educational practice. Currently, normal university students have limited opportunities for educational practice, often finding it difficult to integrate the theoretical knowledge they have learned with actual teaching, and even more challenging to experience and comprehend the educator spirit in practice.

In the training process of normal university students, the disconnection between theory and practice is a common issue. Theoretical learning often focuses on the imparting of educational concepts and methods, while teaching practice emphasizes specific teaching operations and skills. This disconnect makes it difficult for normal university students to effectively integrate the spirit of educators into their actual teaching, resulting in a loose connection between theory and practice. Educational internships, as an important link for normal university students to apply theoretical knowledge in practice, should serve as a key to bridging this gap. However, due to limitations such as short internship duration and insufficient guidance, normal university students often struggle to fully experience and practice the spirit of educators. They may focus more on completing teaching tasks, neglecting core elements of the educator's spirit, such as attention to individual student differences, the creation of educational contexts, and innovation in educational methods.

Moreover, the current educational environment and societal expectations have a profound impact on the teaching practices of normal university students. The educational environment generally emphasizes students' exam scores and schools' enrollment rates, which leads normal university students to prefer traditional teaching methods in their practice, overlooking the innovation, practice, and holistic development of students emphasized by the spirit of educators. At the same time, societal expectations of education often focus on students' academic achievements, and this utilitarian orientation makes it difficult for normal university students to uphold the spirit of educators in practice and to pursue the essence and value of education. Therefore, the training of normal university students not only needs to establish a closer connection between theoretical learning and teaching practice but also requires a re-examination and reinforcement of the inheritance and practice of the spirit of educators in the context of the educational environment and societal expectations.

## **4. Cultivation path for the spirit of educators in normal university students**

Improving the cultivation path for the spirit of educators in normal university students requires the joint efforts of higher education institutions, primary and secondary schools, and all sectors of society to build a comprehensive, multi-level, and three-dimensional cultivation system, guiding normal university students to internalize the spirit of educators in their hearts and externalize it in their actions, striving to become good teachers with the "four qualities" in the new era.

### **4.1. Deepening the understanding of values and strengthening educational identity**

The cultivation of the spirit of educators is not achieved overnight; it requires a long process of stimulation, formation, consolidation, and enhancement<sup>[13]</sup>. By offering specialized courses, organizing discussions, and practical activities, we comprehensively guide teacher education students to engage in immersive learning and practice the contemporary value and practical significance of the spirit of educators from both China and abroad. Specialized courses on the spirit of educators will systematically explain the life stories, educational thoughts, and spiritual connotations of famous educators, such as Confucius, Tao Xingzhi, and Sukhomlinsky, and will incorporate case analyses to guide teacher education students in understanding the contemporary value and



practical significance of the spirit of educators; thematic discussions on the spirit of educators will be organized, focusing on topics such as “What is the spirit of educators?” and “How to practice the spirit of educators?,” encouraging teacher education students to share their understanding and insights based on their own experiences and reflections; practical activities themed around the spirit of educators will be conducted, organizing visits to memorial halls of educators, watch films related to educators, and read biographies of educators, allowing them to experience the charm of the spirit of educators through immersive experiences.

Outstanding teachers lead teacher education students to excel. Excellent teachers are invited to share their educational stories and insights, using relatable individuals and events to inspire and motivate teacher education students; establish growth profiles for outstanding teachers, collecting and organizing their growth journeys, educational philosophies, and teaching achievements to set examples for teacher education students and inspire them to pursue their educational ideals of excellence; conduct the “Walking with Educators” activity, encouraging teacher education students to pair with outstanding teachers for on-the-job learning, allowing them to closely experience the practical power of the spirit of educators.

## **4.2. Optimizing curriculum design to promote the permeation of spirit**

The effectiveness of curriculum construction, especially the implementation of the curriculum by teachers, is directly related to student learning outcomes<sup>[14]</sup>. It mediates the teaching and learning of the curriculum, forming the basic process of education and teaching, and directly affects student development. The spirit of educators is integrated into the curriculum system for teacher education, leading to a reconstruction of the curriculum system. The spirit of educators is incorporated into general education courses, integrating the content of the spirit of educators into courses such as ideological and political theory and teacher professional ethics, guiding teacher education students to establish correct educational values and professional ideals. The spirit of educators is also integrated into subject-specific courses, where elements of the spirit of educators are explored in subject teaching methods and curriculum and teaching theory courses, guiding teacher education students to incorporate the spirit of educators into subject teaching practice. Additionally, specialized courses featuring the spirit of educators are developed, such as “The Spirit of Educators and Teacher Professional Development” and “The Spirit of Educators and Educational Reform,” to deeply explore the connotation, value, and practical paths of the spirit of educators.

Innovations in teaching methods guide teacher education students to deeply understand and effectively practice the spirit of educators. Case-based teaching is introduced, selecting typical cases that embody the spirit of educators, guiding teacher education students to analyze the educational concepts, teaching methods, and educational wisdom contained in the cases, and to reflect and summarize. Situational simulations are conducted to create authentic educational teaching scenarios, allowing teacher education students to take on the role of teachers, experience the application of the spirit of educators in actual teaching, and engage in reflection and improvement. Action research is encouraged, guiding teacher education students to combine their own educational teaching practices with action research to explore effective ways and methods to practice the spirit of educators.

## **4.3. Strengthening the practice-oriented approach to promote the connection of spirit**

Integrating the spirit of educators into teaching practice is a progressive process of internalizing the spirit, generating intentions, and transforming behaviors<sup>[15]</sup>. Strengthening educational practice platforms by building internship bases, conducting volunteer services, and constructing educational practice communities provides

teacher education students with multidimensional practical paths to practice and inherit the spirit of educators. Enhancing the construction of educational internship bases involves selecting primary and secondary schools with good educational traditions and distinctive school characteristics as educational internship bases, providing teacher education students with practical platforms to practice the spirit of educators. Conducting educational volunteer services for students to participate in educational volunteer activities such as teaching assistance and support for education, allowing them to experience the significance and value of educational work in practice, thereby enhancing their sense of social responsibility and mission. Establishing educational practice communities involves forming communities composed of university teachers, primary and secondary school teachers, and teacher education students to jointly conduct educational research, promoting the inheritance and innovation of the spirit of educators.

The evaluation mechanism is complemented, through the establishment of practical archives, award activities, and other measures, to comprehensively motivate and evaluate normal students' recognition and practice of the spirit of educators. The spirit of educators is incorporated into the evaluation system for normal students, and the understanding, recognition, and practice of the spirit of educators by normal students are included in the comprehensive quality evaluation system for normal students, serving as an important basis for awarding and recognizing excellence; an archive of the practice of the spirit of educators is established to record the specific performances and achievements of normal students in practicing the spirit of educators during educational and teaching practices, serving as an important reference for evaluating their professional development; themed award activities for the spirit of educators are carried out, regularly conducting award activities such as "Practitioners of the Spirit of Educators" to commend normal students who excel in practicing the spirit of educators and to establish advanced models.

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## Disclosure statement

The authors declare no conflict of interest.

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