



Rural Teacher Training under the Background of Chinese-style Modernization

¹Ma Guo Qiang, ²Weng You Zhi and ³Qian Yan Ping,

^{1,2,3}School of Environmental Science, Nanjing Xiaozhuang University, Nanjing, Jiangsu, China

Abstract: Based on the policy and development background of rural education revitalization, the article starts with the current situation of rural education mainly involving two parties—the educator and the educated. First, it analyzes the shortage of teachers, the imbalance of academic qualifications and professional structure, and the characteristics of left-behind children who are struggling to learn. , the urgent need for high-quality education and other practical issues, and then take general secretary xi jinping's "series of important speeches on rural revitalization" and "important discussions on education" as ideological guidance to improve the institutional system for training rural teachers in local normal colleges. Rural teachers have become central participants in the revitalization of rural society, turning to the governance logic that meets the actual "needs" and "needs" of rural teachers is the basic path for the endogenous development of rural teachers' team construction.

Keywords: Rural Teacher Training, Chinese-style Modernization

I. INTRODUCTION

Rural revitalization must first revitalize rural education, and the key to the revitalization of rural education lies in the revitalization of rural teachers. The "Opinions of the Ministry of Education and Other Six Departments on Strengthening the Construction of Rural Teachers in the New Era" issued in 2020 clearly stated that it is necessary to "guide teachers to be based on the rural land and be the promoters and practitioners of rural revitalization and rural education modernization." Based on the analysis of the current situation of rural teachers and the educated, this article finds out the crux of the problem, combined with General Secretary Xi Jinping's important elaboration on teachers, especially rural teachers' occupational orientation, identity, ideology and morality, and comprehensive quality. , from the aspects of value positioning, ability development and training mechanism, put forward some humble opinions on the cultivation of rural teachers.

Affected by objective factors such as weak foundation and insufficient resources, the construction of rural teachers in my country has always followed a compensatory model, mainly relying on the introduction of the latest educational concepts, advanced teaching methods, excellent human resources to rural schools and other exogenous supply methods to improve rural teachers. This development model conforms to the changes in the development of rural education and ensures the basic quality of the construction of rural teachers in a short period of time, but it also makes the endogenous development of rural teachers face the following two major problems. The "Rural Teacher Support Plan" introduced several teacher supplement policies, which effectively broadened the channels for rural teacher supplement.

The specific policies include the special post plan, the public-funded normal student plan, localized training, and retired teachers' supporting education. The implementation of these plans has achieved phased results. The special post plans to recruit 280,000 teachers, and 28 provinces implement local public-funded normal student education. It attracts 40,000 college graduates to teach in rural primary and secondary schools every year. The salaries of rural teachers have been greatly improved, and the loss of local teachers has been reduced. It has realized the situation that the stock of rural teachers has increased, and the flow has decreased. The target group of the policy covers a wide range, realizing the situation of multi-channel interaction. With the continuous development of social economy, whether in urban or rural areas, parents are paying more and more attention to and caring about their children's education. "Knowledge changes destiny", this awareness is more obvious in rural areas. Many parents in rural areas firmly believe that only by allowing their next generation to receive a good education can they be successful.

According to the survey, parents in some rural areas currently spend high tuition fees to allow their children to receive better basic education and send their children to urban schools to receive boarding education. Compared with the average income of the rural population, the cost of boarding schools puts a lot of financial pressure on parents in many rural areas. Therefore, how to build basic education in rural areas that satisfies rural parents is a key issue in rural revitalization. The democratization of the modernization of educational governance will help to increase the initiative of rural teachers to participate in their own team building. The teaching profession has the social justice of intergenerational transmission and innovative development of the value system and production and life experience in the social structure. The ideal personality relationship of rural teachers in rural society is both professional and public. "They not only care about their own professional fields of education, but also care about socioeconomic, political and cultural issues outside their professional fields."

II. THE PROPOSED METHODOLOGY

A. The Construction of Rural Teachers in the Background of China's Modern Style

The construction of rural teachers based on the democratization characteristics of the modernization of education governance is conducive to the governance path of rural teachers' independent subject participation and multi-dimensional consultation with other subjects, to realize the full adaptation of rural teachers' team construction and rural schools and rural society. Governance goals. Analyzing the existing policies from the perspective of the target groups of the policies reveals that the coverage of the target groups of the policies is relatively narrow, and the degree of focus of the policy



perspective on different target groups is uneven. At present, relevant policies mainly focus on the stage of compulsory education. Whether it is teachers' living allowances, types of training, staffing evaluation, and honor recognition, they all show a tendency to focus on the stage of compulsory education, especially rural compulsory education in contiguous poverty-stricken areas. In other stages, less attention has been paid, especially the issue of teachers in rural secondary vocational education, and the degree of focus is somewhat lacking.

Curriculum with elements of local culture and incorporation of special local customs is closer to the real life of rural students, can enrich the ideological perception of rural students, and can truly internalize the educational concept of "life is education, society is school, and teaching and learning are integrated" Focus on the heart and externalize it in action, effectively mobilize the daily life experience and interests of rural students, so that students in rural classrooms can truly become the "masters" of learning. In addition, to meet the needs of rural students' thinking development, rural teachers in the new era should make good use of "Internet +" according to the situation, apply multimedia and information technology to course development, increase the fun of classroom teaching, and enrich the content of classroom teaching. content to improve the effectiveness of students' classroom learning.

Although the construction of rural teachers under the compensation model attracts young people with poor employment channels in urban society to rural society through policy guidance, but because of the lack of professionalism implanted in rural society in their educational experience, thus the institutional consequence is that rural teachers will do everything possible to leave rural society. To ease rural teachers' urbanization goals and reduce their sense of deprivation, it is necessary to follow up with corresponding supporting policies. For example, a county-level annual "recruitment to the city" plan is arranged at the same time as the special post teacher plan policy is implemented. Constructing the professional standard system of rural teachers based on rurality is to realize the objectivity of the differences between rural society and urban society at the institutional level. Aiming at the problem of unbalanced distribution of policy perspectives, the Gantt chart method can be used to make statistics on the distribution of policy perspectives, which is convenient for grasping the distribution of policy perspectives and timely checking for gaps. The Gantt chart is a chart that effectively represents the relationship between time and event progress, and the Gantt chart can be applied to the statistical aspects of policy focus.

B. Improving the Modernization of Rural Teacher Training Education

The horizontal axis of the Gantt chart can use the area of demand for rural education in the current era, and the vertical axis can use the time of policy formulation as a statistical variable. The progress bar in the chart indicates the main issues of policy concern in the corresponding time. When training rural teachers, it is necessary to recruit as many local students as possible, and train students who are willing to return to their hometowns to teach as a reserve force for rural teachers. It is required to explain clearly and thoroughly, so that students can establish the belief in dedicating to the revitalization of rural education at the beginning of enrollment. Compared with students who grew up in cities, students from rural areas are more familiar with rural life, hope to improve rural conditions, and love rural culture more. These will help them take root in

their posts after teaching and devote themselves to the revitalization of rural education.

Rural teachers, as intellectual elites in rural society, have the public mission and responsibility to serve the improvement of rural school education quality. This is an important link in the endogenous development of rural teachers, and it is also a key step in integrating the institutional and social identities of rural teachers. Based on the assumption of policy tools, the compensation model constructs the institutional identity of rural teachers, but ignores the shaping of their social identity, and lacks integration between system design and individual rural teachers, resulting in obvious gaps in the construction of rural teachers. The individual exploration of rural teachers' inner spiritual world is covered, and the "cold" data reveals the unhealthy structural characteristics of rural teachers' living conditions. Aiming at the problem of single policy supervision channels in the process of policy implementation, rural teacher supervision projects can be implemented.

The rural teacher supervision project is a project that incorporates rural teachers into the policy supervision system. Specifically, the rural teachers participating in the rural teacher supervision project should include free normal students, silver age plan teachers, and local rural teachers; the project should also involve the supervision process in the three links of policy formulation, implementation, and evaluation; some scholars have pointed out that support measures mainly based on external guarantees are still out of touch with the internal needs of rural teachers. Therefore, the main content of supervision should focus on reflecting the policies of rural teachers Satisfaction, and the actual needs of rural teachers. In terms of teaching practice, local colleges and universities should actively promote cooperation with rural schools, build educational practice bases, allow normal students to apply what they have learned early, experience the real teaching scenes in rural areas, and with the help of teachers from both schools, let normal students fully Practice a teaching cycle.

In addition, in other teaching stages, excellent teachers from rural schools should also be regularly invited to give lectures, seminars, etc. to share the experience and methods accumulated in rural education practice. First, we must deepen the overall reform of the orientation training of normal students. Further increase investment in the targeted training of rural teachers in local normal colleges and support the integrated construction of teacher education in which local normal colleges deeply participate in the construction of rural teachers. Promote in-depth cooperation and coordinated development between local normal colleges and rural primary and secondary schools and build a mutually beneficial and win-win professional community of rural teachers or a professional development alliance for rural teachers. Teacher educators in local normal colleges should sink into rural primary and secondary schools and classroom teaching, pay attention to implanting rural teachers' nostalgic literacy cultivation concepts in the curriculum system, and strengthen the practical ability training of rural teaching resources development.

CONCLUSION

For the post-service training of rural teachers, it is necessary not only to follow up comprehensively, but also to be targeted, to clearly address the actual situation of rural education and the key needs of rural teachers' professional development, and to open and formulate practical post-service training courses and training plans, so as to help rural teachers make up for their weaknesses in teaching management in a timely manner. In



addition, post-employment training should pay special attention to de-homogeneity, and adopt a training model different from that of urban schoolteachers, so as to attract rural teachers to be physically and mentally integrated in rural society, and to realize the due integration of institutional and social identities. meaning. This is not only a positive response to the current promotion of the modernization of education governance, but also an inevitable turn to solve the practical problems of rural teacher team construction under the previous compensation model.

References

- [1] Wu Menghan. Research on Rural Vocational Education Development Issues and Countermeasures under the Rural Revitalization Strategy [J]. Hebei University of Economics and Business, 2020.
- [2] Wang Chenyang. Challenges and solutions for rural teacher support policies under the background of education modernization [J]. Rural Economy and Technology, 2021, 032(002): 280-281.
- [3] Jiang Lijuan. Exploration and Reflection on Rural Teachers' Morality Construction under the Background of Rural Revitalization [J]. 2021.DOI: 10.3969/j.issn.1007-7103.2021.11.115.
- [4] Li Dan. Examination and Improvement of the Stable Mechanism of Frontier Rural Teachers from the Perspective of Culture [J]. Journal of Taiyuan City Vocational and Technical College, 2022(9):50-53.
- [5] Jian Shiqiong, Cai Qiyong, Zhao Qinglai, et al. Research on the Endogenous Development of Rural Teacher Team Construction in the Context of Educational Governance Modernization [J]. Chinese Educational Science (Chinese and English), 2021, 4(3):8.
- [6] Lan Xiaohua. Research on Rural Teacher Team Construction under the Background of Educational Governance Modernization [J]. Industry and Technology Forum, 2022, 21(10): 283-284.
- [7] Zhao Dong, Zhang Caiyun. The Practice and Path of Cultivating Xinxiangxian Rural Teachers under the Background of Rural Revitalization [J]. Journal of Jiangsu Vocational and Technical College of Architecture, 2023, 23(1):4.
- [8] Zhao Xia. Order Transformation and Value Reconstruction of Rural Culture [D]. Hebei Normal University [2023-06-22]. DOI: CNKI: CDMD:1.1013.108456.
- [9] Han Tianwei. Exploration on the Talent Training Path of Rural Teachers under the Background of the Rural Revitalization Strategy [J]. Teachers [2023-06-22].
- [10] Hu Tao. A Comparative Study on Chinese Reading Ability of Fourth Grade Primary School Students in Urban and Rural Areas [D]. South Central University for Nationalities, 2019.
- [11] Liu Huquan. Exploration of Rural Teacher Team Construction in my country under the Background of Rural Revitalization [J]. New Curriculum Review [2023-06-22].
- [12] Gao Yani. Research on the Change and Adjustment of the Professional Role of Rural Teachers in Contemporary China [D]. Southwest University [2023-06-22]. DOI: CNKI: CDMD: 2.1018.857461.
- [13] Yu Fayou, Ren Shenghong, Lin Zhihui, etc. Several aspects of promoting the modernization of rural education in my country in the new era (written talk) [J]. Journal of Jishou University: Social Science Edition [2023-06-22].
- [14] Liu Xing. Professional growth of rural teachers under the background of rural revitalization strategy: fundamental attributes, particularities, and paths [J]. Educational Theory and Practice, 2018, 38(23): 3. DOI: CNKI:SUN:JYLL .0.2018-23-013.