

Research on the Effective Ways of Education to Promote Rural Revitalization in Liaoning: Based on the Perspective of the Training Model of Outstanding Rural Teachers

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Abstract: *The training of outstanding rural teachers has become an important strategic deployment of Chinese rural teacher support plan and teacher education reform. "Outstanding rural teachers" means "training teachers with outstanding potential, teaching in rural areas and having rural education feelings". Grasp the key characteristics of outstanding rural teachers, explore theoretically constructing the outstanding rural teacher training system, expand and innovate training methods in practice, analyze the risks of outstanding rural teacher training and response plans in order to fully implement the training of outstanding rural teachers with opening new ideas and exploring new methods.*

Keywords: *City; Rural; Outstanding Teachers; Rural Revitalization in Liaoning; Training Mode*

1. Introduction

In 2012, the Ministry of Education promulgated "Several Opinions on Comprehensively Improving the Quality of Higher Education", which proposed to implement the outstanding teacher training plan and explore the training model of rural primary and secondary school teachers; in 2014, in order to promote the comprehensive reform of teacher education, comprehensively improve the quality of teacher training, the Ministry of Education issued the "Opinions on the Implementation of the Outstanding Teacher Training Plan", and training outstanding teachers has become the goal of teacher education in the new era. In recent years, the education circle has made fruitful explorations from the theoretical level to the practical level. However, the attention and research on the training of outstanding rural teachers has not been enough, and it is still an area that needs to be reclaimed urgently. At this stage, the related research results of outstanding teachers are mainly divided into theoretical discussion and practical exploration. Theoretical discussion focuses on the clarification of the concept of outstanding teachers, the grasp of key characteristics, and the construction of training models. Practical exploration research is mainly based on the practical reforms aimed at the training of outstanding teachers in various regions and universities.

Local normal colleges are the main front for cultivating rural teachers. In the context of rural revitalization, local normal colleges, as the "work machine" for the development of local education, play an important role in the training of outstanding teachers. The training of outstanding teachers requires not only national policy support, but also practical exploration of local normal colleges. Only with the joint efforts of policy support and practical exploration can we cultivate high-quality excellent teachers. The training of outstanding teachers in local normal colleges is the need of the rural revitalization strategy, which improves the quality of teacher students and the level of rural teachers, promotes the professionalization of rural teachers, and provides the new path for deepening teacher education reform and building the modern teacher education system. It opened up the new pattern of teacher education work and provided practical references for constructing the new type of teacher education culture.

2. The Unique Value Connotation and Characteristics of Outstanding Rural Teachers

2.1. Outstanding teachers and outstanding teacher team

The basic meaning of outstanding teachers refers to those quite outstanding teachers in the teaching team. The main characteristics are shown in moral style, spiritual realm and professional skills, the comprehensive temperament. Each element must reach the certain height to be called "outstanding." General Secretary Xi Jinping once pointed out: "The importance of teacher is that their job is to shape soul, shape life, and shape people. It is the luck of life for a person to meet a good teacher. It is the glory of a school to have a good teacher, and it is the hope of the nation that a group of good teachers are constantly emerging from a nation. "

Outstanding teacher team refers to the excellent teacher team. The outstanding teacher team does not particularly highlight individual excellence, but emphasizes that individuals have their own advantages in certain aspects. For example, teacher's teaching ability is not the strongest, but his management ability is very good. The common characteristics of these teachers are team awareness, cooperation ability and enterprising spirit. They can combine organically, complement each other's strengths, perform their own strengths, collaborate and innovate, thereby inspiring strong team strength. Such a team is the outstanding teacher team.

2.2. The core literacy of outstanding teachers

The core literacy of outstanding teachers is the "symbiosis" of "teacher ethics, academic literacy and practical wisdom". "Teacher's Ethics and Feelings" is to infiltrate the development of teacher ethics education in the whole process of teacher training, cultivate the professional ethics of normal school students, and improve their personal qualities; "learning literacy" means cultivating normal school students with solid subject teaching knowledge and extensive cultural literacy; "practical wisdom" means to cultivate the ability of normal school students to solve educational practical problems and their professional affection for education. Universities and related stakeholders should connect and communicate with each other to promote the deep integration of teacher students' professional affection and professional ability; they should also pay attention to the infiltration of teacher students' rural education feelings, the guidance of professional knowledge and the development of applied skills.

2.3. The connotation of outstanding rural teachers

This project explores the training of outstanding rural teachers. "Outstanding rural teachers" belong to the pre-service category. "Outstanding" is the pre-existing state, which means "training teachers with outstanding potential, teaching in rural areas and having rural education feelings". Train a large number of teachers with outstanding potential to lay the solid foundation for improving the quality of rural education.

2.4. Grasp the key characteristics of outstanding rural teachers

What are the value characteristics of outstanding teachers and what are the characteristics of outstanding teachers in rural areas? This is the questions that researchers need to clarify. First, have the educational feeling rooted in the countryside. The "Rural Teacher Support Plan" proposes: targeted policy, precise force, and strive to let rural teachers "get down, retain, and do well", and create the team of teachers with high quality, willingness to contribute, and roots in the countryside. Second, have the knowledge and ability structure of "one specialization, multiple abilities". The biggest problem with rural teachers is the structural shortage, not the simple lack of staff. Structural shortages exist for a long time, because the average size of students in rural schools is generally decreasing. There are too many grades, fewer classes, which are not enough to provide a team of teachers with complete subjects. Teachers in rural schools have the objective need for multi-subject teaching. Third, have the good understanding of naturalistic education. This is the powerful manifestation of the educational thoughts of outstanding rural teachers, and it is also the important value feature. Fourth, have strong rural education research. This is the booster for rural teachers to become outstanding, and it is also the inherent feature.

3. Constructing the Training Model for Outstanding Rural Teachers

3.1. Conceptually clarify ideas, set clear goals

(1) Clarify the connotation of outstanding teachers. The "Professional Standards for Teachers" in primary and secondary schools in China has four categories for teachers' professional levels: unrated, second-level, first-level, and advanced. There are no clear regulations on the level of outstanding teachers, and most of them are descriptive requirements without clear standards. In the training process, the professional standards for outstanding teachers should be defined. According to the characteristics of outstanding teachers in the world, and the requirements of society and education itself, outstanding teachers should emphasize teaching ability, comprehensive quality and professional ethics. They are the teachers with "professional spirit of simple and noble" "professional knowledge integration" and "outstanding professional ability".

(2) Rural primary schools in poor mountainous areas need to train outstanding teachers in general teaching. According to the survey, the shortage of teachers in rural schools is very common, especially for teachers in Music, PE and Art [1]. As the number of students in rural schools has decreased, the staffing of teachers has also been compressed. According to the current teacher-student ratio, it is difficult to equip teachers in all subjects, which directly affects the quality of education in rural schools. In fact, many rural school teachers have multiple subject teaching tasks and acted as "general teachers". These teachers have not received relevant professional training and are often incapable of teaching. The basic teaching quality is difficult to guarantee, and excellence is impossible to talk about. To this end, on the basis of clarifying the standards for outstanding teachers and based on the actual conditions of rural primary schools in poor mountainous areas, we should focus on cultivating outstanding teachers in all subjects who are "noble teachers, skilled profession", "reliable, retainable, and well-taught".

3.2. Learn from methods, improve efficiency

(1) Learn from the world's educational power. Many education powers in the world have implemented outstanding teacher training programs. The United States began to implement it as early as 1987. Teacher training has moved from the training model to the development model, from focusing on technical training to professional construction, focusing on potential development, and forming the practical teaching link. The interactive + introspective" educational practice model strengthens the action participation and reflection of the main body in the process of knowledge formation; Germany stipulates that teachers must pass the two stages of training and internship before entering the practice session, focusing on educational practice; Japan adopts the batch centralized education practice model, increase educational practice time, and carry out educational practice in the planned way throughout the study period; the UK focuses on pre-employment and post-employment training, with various implementation types and regional balance, focusing on practice and resource utilization.

(2) Absorb the training experience of domestic outstanding teachers. In the "Outstanding Primary School Teacher Training Reform Project" announced by the Ministry of Education, in response to the actual needs of rural primary school education, the focus is on exploring the training model of "all subject teachers" in primary schools [2]. For example, Northeast Normal University's outstanding general teacher training model for all subjects, Hangzhou Normal University's outstanding teacher training model for "teacher ethics, teacher ability, and teaching skills", and Teacher training projects of Qinghai Normal University's outstanding primary school in western agricultural and pastoral areas. Some projects focus on the mechanism of "collaborative education". For example, Shanxi Normal University is based on the construction of the outstanding teacher training system based on the "Trinity" collaborative education, and Zhejiang Normal University is based on the outstanding teachers of the UGS (University-Local Government-Primary and Secondary School) education community training; some projects focus on "educational practice", for example, Longnan Teachers College's training of outstanding primary school teachers based on "practical orientation".

3.3. Take root in action, put it into practice

It is a multi-stage and long-term process to grow to an outstanding teacher. For this purpose, with excellence as the goal of development, settle in the poor mountainous areas, and link up pre-employment training with post-employment training.

(1) Reform pre-employment training. The pre-service training of outstanding teachers is mainly

concentrated in the normal education and learning period. It is not appropriate to set the training target too high, and should focus on the core qualities of outstanding teachers [3].

Optimize the talent training model: based on the actual situation in the rural poor mountainous areas, with the goal of training outstanding primary school teachers in all subjects, and build the hierarchical in-depth training model in accordance with professional foundation, professional direction, electives or associations. The professional foundation pays attention to "multi-ability" and cultivates students' competence in subject teaching; the professional direction focuses on "one specialization" to lay the foundation for the subsequent professional growth of teachers; elective courses better meet the students' specialties and interests, and promote the improvement of students' comprehensive quality and personalized development [4].

Improve the collaborative education mechanism: the cultivation of outstanding teachers requires multi-party cooperation. Universities have been questioned because they are separated from the reality of primary education. The development trend for primary and secondary schools to participate in teacher training. At present, many universities and primary schools are trying to cooperate in the cultivation of outstanding teachers. Due to the lack of policy guidance and mechanism constraints, the effect is not satisfactory. The cooperation between the two stakeholders of universities and primary schools requires third-party coordination, regulation and services. The government and education authorities must issue relevant policies and regulations, stipulating that primary and secondary schools are the main body responsible for teacher education and have the responsibility and obligation to participate in teacher pre-service education; introduce incentive measures to attract high-quality primary and secondary schools to become solid educational practice bases for colleges and universities; clarify the role of universities, primary and secondary schools and individuals in the process of training outstanding teachers is to achieve collaborative training.

Four-in-one, diversified integration: teachers' colleges and universities have established and implemented the "four-in-one" training model of top teachers, holding hands by tutors, mutual assistance among peers, and self-growth to effectively promote the realization of training goals. The "four-in-one" training model highlights the student-oriented educational philosophy and focuses on cultivating self-development capabilities through the integration of various methods. The pre-service training of outstanding primary school teachers requires multiple integration, including the integration of excellence and general subjects, the integration of theoretical teaching and practical teaching, the integration of teaching content and information technology, the integration of famous primary school teachers and the courses of higher normal schools, and the "teaching, training and researching" in the training process with the integration of online and offline teaching.

Strengthen the construction of curriculum practice teaching system: teachers need strong practicality to grow and build the teaching system for practical ability training [5]. From the perspective of training methods, school practice strictly follows the vocational skills training standards for primary school teachers, conducts training on writing, painting, and singing, and conducts timely assessments; raises the proportion of off-school practice in the curriculum system, and organizes students to participate in teaching and research activities in the planned way. From the perspective of the form of training, it is necessary not only to go out, but also to invite in, hire outstanding primary school teachers to participate in practical guidance, guide students in basic skills training, integrate into the teaching practice of the new primary school curriculum reform, and realize the "seamless connection between student skills training and the primary school classroom". From the perspective of training time, the traditional centralized education internships are arranged separately, and practical experience runs through the whole process of teacher training [6].

(2) Reform pre-employment cultivation and strengthen post-employment training

Carry out on-the-job training systematically: the work process of teachers is the process of self-knowledge, self-affirmation and self-development. Advanced educational concepts, high-quality educational demonstrations and the guidance of outstanding teachers play the important role in enhancing educational competence and establishing the sense of excellence. Therefore, the training of outstanding teachers in impoverished mountainous areas cannot do without scientific, systematic and standardized on-the-job training. The selected training content should not only reflect the latest achievements of the subject, but also be in line with the local reality; in the form of training, the method of "centralization" + "fragmentation" is adopted, concentrated learning strives to be short and precise, and more use of teacher's fragmented time to carry out independent learning, self-reflection and group discussions.

Give full play to the leading role of outstanding teachers: the important factor restricting the

development of teachers in poor mountainous rural areas is geographical restrictions and it is difficult to access high-quality educational resources. For this reason, the guidance of famous teachers and the pairing of mentors and apprentices are important ways for the training of outstanding teachers in rural areas, and the education authority should build the platform for the implementation of mentoring and apprentice pairing for rural teachers. You can invite outstanding teachers from the whole country or the local area to regularly carry out thought exchanges, demonstrate high-quality classes, and carry out effective guidance to guide teachers in rural poverty-stricken mountainous areas to actively develop excellence; also use modern Internet technology to build the network platform and use the platform to educate exchanges and cooperation in scientific research, teaching methods and educational concepts.

3.4. Appropriate inclination in policies, retain talents

To develop high-quality educational resources in impoverished mountainous areas, it is necessary to enhance the attractiveness of the job, conform to the personal career development vision, and realize the value of teachers' self-growth in order to retain outstanding teachers. Thereby, the government must take reasonable and effective measures to favor policies.

(1) Improve economic benefits. This is the common voice of many scholars and rural teachers. At present, many regions implement relevant policies, and appropriate economic subsidies are given according to the location of the teacher's school. The survey found that subsidies have little effect on enhancing the attractiveness of rural teachers in poor mountainous areas. It is necessary to appropriately widen the distance between rural teachers and urban teachers to attract outstanding talents who are willing to stay in the rural areas.

(2) Increase the attractiveness of rural teachers in poor mountainous areas, preferential policies should also be given in terms of job title promotion. For example, urban teachers must have at least 2-3 years of work experience in rural areas when assessing senior titles; especially outstanding rural teachers can be promoted exceptionally; under the same conditions, priority will be given to outstanding teachers in poor mountainous areas for promotion.

(3) The government optimizes the teaching environment for teachers and improves the quality of life of teachers in impoverished mountainous areas. In the survey, some young teachers said that because they are unable to synchronize with the surrounding farmers in terms of cultural level, life ideals and pursuits, they always feel that they are lonely spiritually, because they are afraid that their youth and dreams will be lost in the barren rural cultural environment. It was exhausted, so more choices were made to escape.

Therefore, the government must pay attention to the economic treatment of teachers in impoverished mountainous areas, improve the quality of life, build the good rural living atmosphere, and allow teachers to experience the sense of self-achievement, which is beneficial to the training of outstanding teachers.

4. Conclusions

In the context of rural revitalization, local normal colleges, as the "work machine" for the development of local education, play the irreplaceable role in the training of outstanding teachers. The training of outstanding teachers not only requires policy support, but also requires practical exploration by local normal colleges. The training of outstanding teachers in rural primary schools in poor mountainous areas has its own characteristics, and the training model of cities cannot be copied. Therefore, only by conscientiously carrying out localization research, starting from the three levels of the government, higher normal colleges and rural schools, establishing the pre-service and post-employment integration mechanism, and proposing the path for the training of outstanding rural teachers, can it be possible to train outstanding local teachers who are good and able to keep.

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