

# Outstanding Problems and Suggestions of Training about General Practice Teachers in Primary Schools under the Background of Rural Revitalization

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**Abstract:** *General practice teachers in primary schools are typical groups that go directly to the front line of rural education after the national free orientation training and alleviate the teachers' dilemma faced by rural education. From effectively supplying the structural shortage of rural teachers to improving the service efficiency of rural schools, and then feeding back rural development to help rural revitalization, general practice teachers in primary schools have played a positive role. However, the investigation also found that general practice teachers have some phenomena such as "complete but not refined" teaching disciplines, unreasonable design of overall arrangement of practice links, strong psychological mobility, etc., which further reflected the deep-seated problems such as ideological and political education, curriculum setting and training mode in the training process of general practice teachers in primary schools. Therefore, the study puts forward that we should focus on the education of ideals and beliefs and strengthen the ideological and political education of general practice teachers; Based on teachers' core literacy, reconstruct the curriculum system of general practice teachers' training; Facing the connection between pre-service and post-service, exploring the effective practice system of general practice teachers; Help rural education to revitalize and establish an incentive mechanism for the continuous growth of general practice teachers.*

**Keywords:** *Rural revitalization; General practice teacher; Talent training; Curriculum system; Sustained growth*

## 1. Introduction

Since the 19th National Congress, the rural revitalization strategy has been implemented. With the introduction of policies related to rural revitalization, general practice teachers in primary schools have received much attention. Efficient empowerment has helped rural education revitalization, effectively supplied the structural shortage of rural teachers, and solved historical problems; Enhance rural school education efficiency and improve rural education ecology. However, facing the balanced and high-quality education, the high-quality development of education and the modernization of education in 2035, there are still many problems to be improved in the training process of general practice teachers in primary schools. Therefore, this paper studies how to adjust the training system of general practice teachers in primary schools from the perspectives of government, training institutions, grass-roots units and individuals, so that general practice teachers can continue to act as education ambassadors to help rural revitalization, fulfill the social responsibility of promoting Urban-rural Education Fairness's high-quality development, realize the professional responsibility of excellence and shape the era responsibility of all-round development[1].

## 2. The performance of primary school general practice teachers in helping rural revitalization

### 2.1. Effectively supply the structural shortage of rural teachers

General practice teachers in primary schools are a typical group that goes directly to the front line of rural education after the national free orientation training, and alleviates the teachers' dilemma faced by rural education. Rural general practice teachers in primary schools have gone through the process from quantity supplement to structural balance, and then to paying attention to quality. Hunan Province started the rural primary school training program earlier in China. Since 2006, it has officially trained multi-disciplinary primary school teachers for township and below primary schools free of charge. In 2012, the Ministry of Education issued "Opinions on Vigorously Promoting the Construction of

Teachers in Rural Compulsory Education" for the first time, which explicitly mentioned the training of general teachers in primary schools: "Adopt special enrollment methods such as directional entrusted training, and expand the training scale of bilingual teachers, music, sports, fine arts and other weak disciplines and general teachers in primary schools." In 2017, the Ministry of Education issued the "Administrative Measures for Part-time Teachers of Physical Education and Aesthetic Education in Schools", encouraging local integrated schools and society to supplement teachers of weak and scarce disciplines such as rural music, physical beauty and so on through measures such as general practice teacher training. In 2018, the Action Plan for the Revitalization of Teacher Education (2018-2022) jointly issued by the Ministry of Education and other five ministries and commissions proposed "to train and supplement general practice teachers for rural primary schools". At present, Henan, Hunan, Chongqing, Guangxi, Yunnan, Tibet, Qinghai and other provinces and cities continue to explore and train general practice normal students, giving full play to their structural benefits as "supplementary teachers" in rural education. Take Chongqing as an example. Since 2013, Chongqing has started to train general practice teachers in rural primary schools, and by 2021, it has trained 12,465 general practice normal students. From the perspective of targeted employment districts and counties, in 2017, the first batch of directional normal students in districts and counties in Chongqing who enjoy the support policy of "two exemptions and one subsidy" went to 30 non-main cities and counties such as Qianjiang District, Kaizhou District, Liangping county and Fengdu County, and only five normal colleges enrolled students in 2021. At the same time, after graduation, general normal students can teach not only Chinese, mathematics and English in primary schools, but also computer, music, art and physical education, which has significantly solved the historical problem of structural shortage of teachers in rural schools.

### ***2.2. Greatly improve the educational service efficiency of rural schools***

Over the years, the training direction of general practice teachers in all provinces and cities across the country has pointed to "being highly skilled and versatile", paying more attention to the cultivation of general practice students' ability to traverse, judge, think, practice and innovate, thus realizing "cross-disciplinary, curriculum integration and comprehensive ability development". Since 2014, the Ministry of Education launched the excellent teacher training program, focusing on exploring the training mode of general teachers in primary schools, and in 2018, the Ministry of Education issued the Opinions on the Implementation of Excellent Teacher Training Program 2.0. The role orientation of general teachers in primary schools has gradually changed from "a teacher with extensive knowledge and comprehensive ability who can meet the needs of multi-disciplinary education and teaching in primary schools" to "a teacher with comprehensive literacy and professional development". In order to further understand the performance of general practice teachers in serving rural education, the research group selected Chongqing, a typical municipality directly under the central government in the west, as a sample area, conducted a field sampling survey in 9 districts and counties and 28 rural primary schools, and conducted in-depth interviews with 125 rural primary school principals, 90 general practice teachers and 5 general practice teacher training institutions. According to the survey, more than 90% of schools generally believe that general practice teachers are superior to public recruitment graduates in education and teaching ability, comprehensive literacy and student management, and have a positive effect on improving school quality, leading demonstration by other school teachers and all-round development of students. Facts have proved that general practice teachers are people who love rural education, can adapt to small-scale teaching in rural schools, can break the boundaries between disciplines, can realize curriculum integration and implement integrated education, and can carry out panoramic education for students. With their understanding and recognition of rural culture, general practice teachers deeply influence children and families studying in rural areas, and even change the ecological environment of rural education.

### ***2.3. Education feeds back rural development and helps rural revitalization***

Since the 18th National Congress of the Communist Party of China, rural education has been continuously developed. After the rural revitalization strategy was put forward, the party and the state put more emphasis on infrastructure construction including public education in rural areas, and the education policy gradually tilted towards rural areas, which made the development of rural education achieve remarkable results and greatly improved the quality of rural education. Especially under the background of balanced development of urban-rural integration and the supervision and evaluation project of high-quality balanced development of compulsory education, rural schools have changed from the improvement of school-running conditions to the pursuit of connotation development.

According to the results of 420 general practice teachers' questionnaires, rural teachers, including general practice teachers, usually help rural revitalization in five ways, including local public welfare lectures on education and teaching, short-term or long-term support for other rural schools, assistance activities for rural poor families, participation in rural revitalization public welfare projects, agricultural activities and publicity activities to help rural revitalization, etc. At the same time, general practice teachers also proposed to make use of rural resources to let children know their hometown and have love for it, to cultivate children's sense of belonging, to actively publicize the local specialty culture and development plan, to constantly learn new educational and teaching concepts and bring them into rural schools, and to improve the quality of rural family education through home-school education[2-3].

### **3. The outstanding problems in the training of general practice teachers in primary schools**

In the past two years, the problem of "training general practice teachers in rural areas" has received great attention from the society. According to the preliminary investigation, grass-roots education administrative departments or rural schools in many places reflect that general practice teachers in rural primary schools show advantages in classroom teaching management, interdisciplinary integration, class management and participation in activities, but they also reflect many deep-seated problems.

#### ***3.1. The contradiction between the value orientation of "one specialty and many abilities" of general practice teachers and "none of the actual teaching disciplines is proficient" reflects the training mode and curriculum setting of normal colleges***

In the interview, the principal and the general practice teachers themselves reflected the problems of "incomplete general practice" and "proficient but not proficient". Principals generally believe that, on the one hand, general practice teachers have a high quality in Chinese and mathematics teaching, but their comprehensive quality in pronunciation, physique and aesthetics needs to be improved, and most general practice teachers are not competent in primary school pronunciation, physique and aesthetics teaching. Second, the general practice teachers themselves generally think that "they can know everything, but they can't compare with full-time teachers in different subjects in the teaching ability of Chinese, mathematics, especially English". Third, the general practice teachers' basic skills are insufficient, and some teachers' three-character writing and Putonghua are still far from the basic requirements of teachers. The main reasons for these problems are that training institutions have been exploring the training of general practice teachers. First, there are "diversification" and "division" phenomena in training modes. Taking five normal universities in Chongqing for example, they share the same training objectives and core curriculum, but the training modes are diversified. For example, CS started in 2018, and general practice teachers were trained by arts and sciences division. Implement the CW "1+2+1" talent training mode (one bishop in Chinese or mathematics, two majors in science, English, mathematics and Chinese, and one major in music, physical education and fine arts). CJ general practice normal students are trained by disciplines in 2017-2018, general practice in 2019, and separate disciplines in 2020. Second, the proportion of courses offered is unreasonable. For example, there are many theoretical courses offered, with general education, discipline education and teacher education each accounting for one third, and the credits of theoretical courses and practical courses accounting for 79.25% and 20.75%. The curriculum of class management and communication between home and school is weak, which leads to the lack of practical guidance in actual teaching. Third, the curriculum of comprehensive literacy, such as music, physical education and aesthetics, lacks systematicness and continuity, and gives students less time to study. Therefore, it is difficult to meet the needs of school teachers for music, physical education and aesthetics after employment, resulting in insufficient connection between "training curriculum" and "structural needs of rural primary school teachers".

#### ***3.2. The discipline taught by general practice teachers "after employment" is inconsistent with that taught during internship, which reflects the design problem of internship system***

The survey results show that the general practice teachers generally reflect that the internship practice is weak, first, the internship or probation time is too short, and some of them don't practice until the senior year. Teachers reflect that "the probation place is the primary school in the main city, from the end of the fourth semester to the end of the sixth semester, and the duration of each semester is 2 weeks. In fact, the time that can be learned in just two weeks is very limited, so there is no time for all kinds"; second, the internship discipline is out of touch with the employment discipline. "During the

internship, it is basically the number of words, but after the employment, it may be English" or other disciplines; Fourth, the discipline of beauty of sound and body has never entered the ranks of practice disciplines, so it lacks practical skills and experience in teaching beauty of sound and body. Through discussion and research with relevant universities, personnel departments of district and county education administrative departments, service schools, etc., it is found that the employment needs of general normal students or the needs of service schools are not taken into account in the practice arrangement of relevant subjects[4-6].

### ***3.3. The contradiction between the "free orientation training employment security policy dividend" before the job and the "lack or imperfection of professional quality development evaluation system" after the job***

The survey results show that general practice normal students sign directional employment contracts from entering the university campus, and have jobs after graduation. The national policy of "package allocation" for general practice teachers gives general practice teachers too much sense of superiority and relaxation, resulting in some general practice students holding the idea of "having a job no matter what", which leads to the mentality of slacking off in their studies, and their studies in college are not solid. 35.56% of general practice teachers said that "the main reason for choosing the present job is to have a stable job and income". This sense of superiority also led to the relaxation of career pursuit to a certain extent after employment. Most general practice teachers were confused about their personal development direction, lacked long-term sustainable professional development plans, and had a certain "psychological mobility". 35.16% of general practice teachers chose "if they had the opportunity to work in the city, Every year ",45.77% of general practice teachers think that entering a township or urban school has a better working environment and greater personal development opportunities, and 33.55% of general practice teachers want their children to get better educational resources or reunite with their families. Although the occupation of general practice teachers is stable, because the employment environment belongs to the countryside, some teachers intend to leave the targeted districts and counties at the end of their service period and take the position of urban teachers. The reason is that the current withdrawal mechanism of general practice teachers is not perfect, the implementation is not enough, and there is a lack of incentive evaluation mechanism for the professional development of general practice teachers. There is a certain conflict with the educational idea of "encouraging and supporting general practice teachers to stick to rural education"[7].

## **4. The training suggestions of primary school general practice teachers to help rural revitalization**

In recent years, compulsory education has shifted from "basic balance" to "high-quality balance", and the level of balanced development of school facilities in urban and rural areas has improved significantly. However, the professional growth and overall quality of rural teachers are still a serious problem. Facing the balanced and high-quality education, high-quality development of education and modernization of education in 2035, general practice teachers in primary schools, as a typical group of rural teachers, should improve their own ability level, seek professional development and the cultivation of sustainable achievement, and continue to act as education messengers to help rural revitalization.

### ***4.1. Focus on the education of ideals and beliefs, and strengthen the ideological and political education of general teachers***

The core quality of general subject teachers in primary schools is the professional quality composed of educational feelings, educational belief and educational mission based on the structure of knowledge, skills and ideas. In the interview, the education administration department and the principal said that, in view of the infiltration of core values such as the dedication of general teachers and the feelings of rural education, the cultivation of ideological and moral quality should be strengthened, more education of correct core values should be given to general teachers, and the social responsibility of general teachers should be cultivated to love their jobs and be dedicated to revitalize rural education. Make general students embrace the great career ideal, lofty career belief to join the rural education work.

#### ***4.2. Reconstruct the curriculum system of general education teacher training based on the core quality of teachers***

From the demand of the school and the trend of future education development, the characteristics of the whole subject teacher not only cover all subjects teaching, but also the ability of comprehensive, rooted position to serve the comprehensive development of students. This is not only the necessary measure for the integration of urban and rural education development, but also the trend of the future basic education and teacher education reform development. The training quality of general normal university students is related to the service quality after employment, so the training colleges should have a scientific and reasonable curriculum design. First, based on the policy mentioned in "to establish a curriculum system organically combining" general courses, subject basis courses, professional courses, teacher education courses and practical courses ", it is suggested to set up training contents including teaching courses, pedagogy courses and other courses of specific discipline direction; Two is to strengthen the basic skills curriculum, such as three strokes, Mandarin should be solid basic skills; The third is to strengthen the systematization and continuity of music, body, beauty and other art courses. It is suggested that general students should choose an art course independently according to their own interests and hobbies when entering the university campus, and develop it into a specialty. The opening period of art courses should be long. Fourth, it is necessary to strengthen the curriculum training setting of the integration ability of primary school general subjects teachers to adapt to the future trend of integration of education subjects. Strengthen basic skills training, "three words" to be strictly assessed; Pay attention to the systematization and continuity of the curriculum of sound, style and beauty; Increase class management, home-school communication and other management art learning and research learning content.

#### ***4.3. Explore an effective practice system for general education teachers for pre-service and post-service connection***

In view of the problems reported by teachers, such as short internship time and disconnection with employment disciplines, this paper explores the problems respectively from training institutions, internship or internship schools. From the perspective of training schools, it is suggested that: first, we should regularly investigate the employment situation in directional areas and counties, and comprehensively understand the contradiction between internship, internship and employment, so as to facilitate timely adjustment of school training programs; Second, we should reasonably arrange the time of education probation and internship, and pay attention to the combination of theory and practice. From the perspective of practice or trainee schools, it is suggested that: first, based on the cultivation of general literacy of primary school teachers, the practical tasks of practice and internship should be reasonably planned, including the primary school education management work, the work of class teachers, the work of young pioneers, teaching work and other four aspects; The second is to try to explore the "1+1" mode of internship or internship, such as trying to teach liberal arts plus one art course, or science plus one art course, to cultivate the ability of discipline integration. The third is to inspect the general students, give them the chance to test the course, evaluate the general students' test course, and put forward suggestions for improvement, so that the general students more down-to-earth, check the gaps and make up for the shortcomings.

#### ***4.4. We will help revitalize rural education and establish an incentive mechanism for the continuous growth of general education teachers***

Continuous achievement is an important factor affecting the effectiveness of general education teachers in rural areas, which must be paid attention to. First of all, rural schools should actively support general teachers to participate in professional skills improvement training, encourage on-the-job education master degree during the teaching service period, support multi-channel and multi-means to participate in the education and teaching field of national, municipal, district (county) level training, strengthen inter-school communication and interaction of general teachers, exchange and share experience, common growth and progress. Secondly, education administration departments, grassroots schools and third-party evaluation institutions should build a general teacher education research community to investigate the development status of general teachers, predict teachers' future learning needs and professional development needs, and cooperate with teachers in formulating individual professional development plans and annual plans. Formulate quality evaluation standards and guidelines based on the vitality of general teachers' professional development, and lead the reform, innovation and high-quality growth of general teachers' training. Thirdly, make preferential policies for

the career development and promotion of general teachers. Finally, strengthen the mental health education of primary school general teachers. After the expiration of their service, they will be encouraged and supported to teach in rural primary schools for a long time[8].

## 5. Conclusions

To promote education equity and improve the quality of education, more excellent talents need to go to rural areas and remote and poor areas to teach for a long time. Only teachers who have feelings for the countryside and children can voluntarily devote themselves to rural education. Facing the implementation of the national rural revitalization strategy, facing the urgent needs of the transformation and upgrading of the modern economy for the high-quality and balanced development of urban and rural education, and facing the high expectations of the rural people for education, it is the responsibility of the times to cultivate a group of general normal students who love the countryside, firmly adhere to the rural education ideal, and defend rural education. Although the rural schools are located in remote areas, the environment is difficult, and the working and living conditions are poor, and although there are still some weaknesses and deficiencies in the historical and objective factors such as the long-term urban-rural dual structure and the policy system, especially in terms of wages, social security, staffing, professional titles, etc., the vast majority of general subject teachers can "stay, stay and take root", This is bound to adhere to the era mission of rural education with the ideal belief and educational virtue of "superego". On April 14, 2022, the Plan for Strengthening Teachers in Basic Education in the New Era will promote the high-quality development of rural teachers in underdeveloped areas in the central and western regions as an important content, and put forward higher standards for high-quality training of general subject teachers. Therefore, based on the ideological and political education, curriculum design, training mode and other deep-seated issues in the process of training general subject teachers in primary schools, we should focus on the education of ideals and beliefs, and strengthen the ideological and political education of general subject teachers; Based on the core quality of teachers, reconstruct the curriculum system of general teacher training; To explore the effective practice system of general practice teachers for pre service and post service connection; We will help revitalize rural education and establish an incentive mechanism for the continuous growth of general practice teachers.

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