

The Problems and Countermeasures of Teacher Training in Rural Middle Schools

Dan Zhang, Shayne Klarisse E. Dinamling

University of the Cordilleras, Baguio, 2600, Philippines

Abstract: Teachers play a leading role in education and teaching, and the level of teaching directly affects the quality of education. In recent years, the state has gradually increased its emphasis on rural teacher training and adopted various measures to support the training of rural middle school teachers, which has played a good role in promoting the professional development of rural middle school teachers. The study of rural middle school teacher training is significant to rural education and rural teacher development. However, due to the lack of in-depth research on the training needs of rural middle school teachers and the lack of professional training teams, the content and form of training for rural middle school teachers conflict with their needs, which makes the training effect on rural middle school teachers not good. Taking L city as an example, this study investigated rural middle school teachers who participated in the training by combining questionnaire surveys and interviews and found problems in the exercise of rural middle school teachers. There was a direct gap between the training expectations of rural teachers and the actual training content, and the training objectives were not clear. Problems such as poor sharing of training resources, lack of in-depth understanding of teachers' needs, and imperfect evaluation mechanisms are put forward according to the existing issues, to help the training units to do an excellent job in teacher training and enhance the satisfaction of teacher training.

Keywords: Teacher training; Villages; problems; Countermeasures

1. Introduction

In the context of the rural revitalization strategy, education in rural areas plays a vital role. Only when education thrives, does development thrive? In recent years, how to build a team of high-quality, professional, and innovative rural teachers who satisfy the people has been a concern for all walks of life. Xu Jinming, Yang Jin, and Yu Yan^[1] concluded that the supply of teacher training could not meet the demand for teacher training; The training needs of trainee teachers are diversified and individualized. Chen Xiangming and Wang Zhiming^[2] concluded that there are significant differences in the composition of trainers in different types and levels of teacher training. Wang Yumiao^[3] pointed out that China's teacher training management has not taken professional development as the core content. At the same time, there are conflicts in the content and form of teacher training in China. Through the investigation of the current training situation of rural teachers in L City, it is found that the training content is inconsistent with the needs of teachers, the training method is single, the training unit has no systematic training courses and other problems, which will significantly affect the professional development of teachers in the long run. Previous research has done a lot of the related analysis and research, less involved in training status quo of the study; the main object of this research is L in rural high school teachers, delving into the L city of problems existing in the teacher training, analyze the reasons behind the teacher training problems, based on the research to improve the training quality and develop the corresponding teacher training improvement strategy. In rural areas, especially in the western areas of rural primary and secondary schools. China's basic education is very important. Schools in these areas have certain problems in teaching conditions, teachers' level, teaching management and teaching evaluation, and among many factors affecting teaching quality, teachers' level has the greatest influence. Therefore, this paper starts with the current situation of rural middle school teacher training, improves and analyzes the existing problems, and gives some suggestions and support.

2. Methodology

This paper's writing mainly uses the method of literature review, questionnaire survey method, inter-

view method. The references are mainly used to collect the keyword "teacher training", download the data, based on the analysis and summary, the understanding of the current rural middle school teachers' training situation, to explore the requirements of teacher training and the shortcomings of the existing research and value, At the same time, questionnaires were randomly distributed to rural teachers in the form of network questionnaires. By collecting data on the training of 100 rural teachers, the needs and current situation of rural middle school teacher training were analyzed to find out the existing training problems. By sorting out the questionnaire data, it is found that teachers' satisfaction and overall performance of the training unit are not very good. Then, five rural middle school teachers in L city were randomly selected for compelling interviews to learn their attitudes and views on teacher training and their doubts. The interview method was used to understand interviewees' actual statements and facilitate information acquisition. The training evaluation is shown in Table 1.

Table 1: Statistical tables in the evaluation of training units

Problem description	Statistical			
	All have	Basic have	Not sure	No
1) Whether the training unit understands the different needs of the trainee teachers	8.1%	50.2%	10.2%	31.5%
2) Whether the training unit collects relevant information from the trainee teachers	30.2%	45.1%	20.5%	4.2%
3) Whether the training unit can meet the different needs of trainee teachers	17.4%	45.1%	17.5%	20.0%
4) Whether the training unit can collect feedback on the training work	15.1%	31.1%	32.1%	21.7%
5) Whether the training unit actively explores and improves the problems in the training work	8.6%	15.8%	26.7%	48.9%
6) Does the training unit have clear training objectives	11.2%	40.3%	35.6%	12.9%
7) Whether the training unit can scientifically design the training plan	16.8%	37.5%	20.8%	24.9%
8) Whether the training unit makes reasonable use of training resources to optimize the allocation	9.5%	39.6%	35.7%	15.2%
9) Whether the training unit employs excellent training teachers	20.1%	44.4%	29.6%	5.9%

According to the survey on the skills training of mathematics teachers in rural middle schools, the following Figure 1 is summarized.

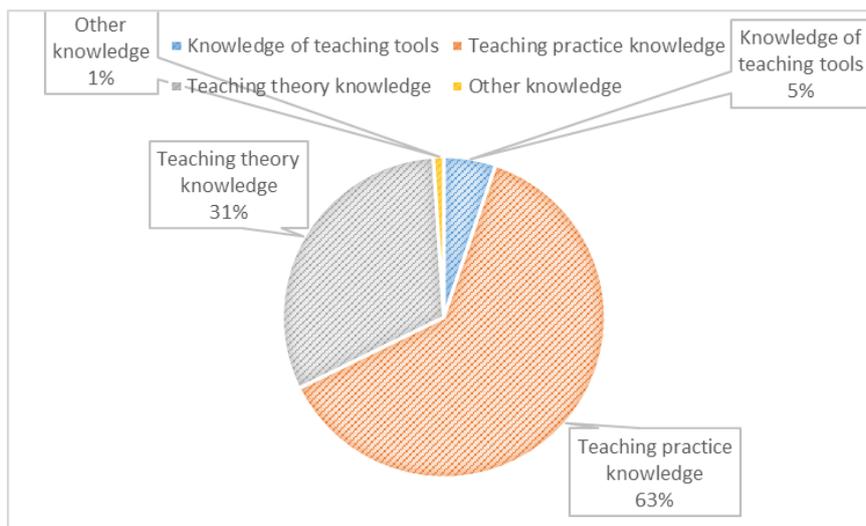


Figure 1: Teacher teaching knowledge training content

3. Results

Through the chart, we can see that the importance of training demand analysis has not been seriously rising, and without knowing the participation of teachers' training needs under the premise of teacher training, just gathering information, not for data analysis and the training goal and plan the overall work, in the process of training, no positive innovation and explore the forms and methods of exercise. At present, rural middle school teachers hope to improve their knowledge and ability of subject education and teaching and develop their comprehensive quality through teacher training, but the survey results are not very ideal. In many places, teacher training is undertaken by the training units. The teachers in the training units only complete the tasks assigned by the superior, without serious response, and lack enthusiasm for the innovation of the training content. In rural areas, insufficient workforce and material resources are spent on teacher training, resulting in outdated content, weak pertinence, and mere formality. Training units do not attach importance to teachers' participation in the formulation of training plans, training plans do not combine teachers' needs with reality, are not democratic and scientific enough, and ignore teachers' personalized training and development. The current rural middle school teachers' training teachers structure unreasonable phenomena exist, not a combination of theory and practice of teacher training team, the lack of a specialized teacher training team, only responsible for training the teacher lecture courses, seminar, such as teaching contents, lack of communication with the actual problem-solving class instruction.

After the investigation and analysis of teaching skills training knowledge, it is found that "teaching practice knowledge" has more training content, as high as 60%; "teaching theory knowledge" training content accounts for less, only 30%; The training content is even less. It shows that teaching skill training knowledge pays more attention to practical knowledge learning, and middle school mathematics teachers need to apply more practical knowledge to teaching. "Teaching theory knowledge" is mainly obtained by listening to lectures and reading, and most of them stay in the words and minds of the participating teachers. Proficiency in theoretical knowledge and other related knowledge is the basis and source of teachers' continuous learning, and solid theoretical knowledge can better guide teaching practice; with the progress of the times, the application and development of modern information technology, the comprehensive training of students playing an increasingly important role, teachers need to continuously learn the theoretical knowledge of information technology and apply it to the implementation of teaching skills, which will not only help physical education teachers better complete the teaching goals, but also promote the improvement of teaching methods, but also can better cultivate students' innovative spirit and practical ability, and improve the quality of teaching. "Teaching practical knowledge" refers to the knowledge that middle school mathematics teachers actually express and use in the practice of teaching skills. It is manifested in the usual work practice. For physical education teachers, practical knowledge is always more important than theoretical knowledge. It not only dominates the teaching behavior in daily education, but also has a certain influence on the use and absorption of theoretical knowledge by middle school mathematics teachers, and it is also the most important guarantee for the educational work of middle school mathematics teachers.

According to the interview materials, one teacher said: "The leaders are usually the ones who train us to convey and guide the learning spirit. Some university teachers tell us some theoretical knowledge, and some famous front-line teachers teach us experience. I prefer to listen to front-line teachers teach me teaching experience." At present, all provinces and cities have merged some continuing education colleges that are mainly responsible for teacher training, and then the burden of teacher training has been delegated to colleges and universities. Training institutions are selected publicly in the form of bidding, and then the training institutions can refine and assign training tasks. According to the relevant survey, the current task of teacher training is mainly undertaken by teachers' colleges in some colleges and universities, and then these colleges and universities will send teachers from secondary colleges or hire some first-line teachers or full-time trainers from outside the school for training. However, most of these training teachers do not really know about training, nor do they know much about the professional growth of the trained teachers. The research on the basic framework of teacher training and participants is not deep; The team of trainers is unstable and mobile. In addition, at present, there is no standardized selection standard for teacher trainers in China, and the selection standard for trainers is very simple and general. The training of trainers is still in the initial exploration stage, and there are no teachers specialized in teacher training in institutions that have not yet formed a scale. A reasonable teaching staff should be arranged by the trainee according to the actual needs of the trained teachers and the comprehensive consideration of the training content. For example, in terms of education theory, university teachers have a deep research on such content, so it is best to select some teachers who have a certain understanding of rural teachers as training teachers; The training content is the content of classroom teaching, and it is more appropriate to have

first-line famous teachers as the training teachers, because such teachers have rich teaching experience and are more grounded in teaching.

4. Discussion

According to the above investigation and research, it is found that there are the following problems in rural teacher training: First, there is a direct gap between rural teachers' expectation of activity and the actual training content. As for the content of teacher training, the biggest problem reflected in teacher training is the lack of pertinence or practicability of the training content. There is a big gap between the supply of training content and the needs of rural schools. According to some teachers' feedback, some training units will issue preliminary demand questionnaires to students in online questionnaires. Still, these questionnaires are generally empty, or directly apply the questionnaire template that has been used before, and opinions on the collected questionnaires are also different. Even some training programs should be in the prophase of demand questionnaire was sent to students after students for registration, so the training unit to prepare the training content generally does not change, the early doesn't play the role of demand questionnaire, questionnaire in training seems to be some formal, rural teachers' actual demand is not satisfied. The most expected training content of rural primary and secondary school teachers is the professional knowledge theory of each discipline, and they hope to receive training in the form of observing practical cases. The assessment method of teaching demonstration classes is the most popular. Second, the activity level is not precise, training objectives are not clear. The current training of rural middle school teachers does not consider the specific needs of teachers of different teaching ages. The training time, training period, training level, training content, and training form adopt a one-size-fits-all approach. There is no targeted training according to the teaching age, and the law of stages of teacher professional development is ignored. Third, the sharing of training resources is poor. The sharing of teacher training resources between regions is lacking. Informationization in rural teacher training popularity and utilization rate is low, makes the current training courses, advanced education concept, teachers' teaching and teacher training learning resources liquidity, common resource sharing, while national education informatization has made a lot of efforts, the township primary school, between the school and the school, regional economic conditions, technical level, The actual situation of teachers is different in many aspects, making the popularization and utilization of resources and platforms are not the same, the group of teachers and the information technology are not the same, making the fluency of information resources, sharing produced sharing barriers, communication and sharing is not smooth. Fourth, no actual evaluation mechanism has been established. As far as the evaluation subject is concerned, the trained teachers are still used as the evaluation subject, and the overall satisfaction is used to measure the training effect. The trained rural teachers feel that everyone is completing the task, not participating in the training, so that the role of evaluation distortion, the rural teachers are not responsible for the training units, the training teachers, or their training. In terms of evaluation methods, teachers' satisfaction with the activity is usually counted by issuing questionnaires. A comprehensive evaluation was not carried out in-depth, and there was no feedback to address the problems.

5. Conclusion

According to the above conclusions, specific improvement strategies are put forward as follows:

First, training units should analyze the need of teacher training. The analysis of teacher training needs is the premise to determine the target, content, method, teachers, management, and evaluation of teacher training. Therefore, the importance of analyzing teacher training needs can be seen. The positioning and matter of teacher training demand analysis are clarified. It is necessary to understand that the specific requirements of participating teachers for teacher training cannot be regarded as teacher training needs in the analysis. By representing the trainee teachers' particular requirements for teacher training, this paper focuses on analyzing the problems existing in the teaching practice of the trainee teachers. At present, the research on training needs in teacher training only focuses on the micro self-needs of participating teachers, rather than the macro social needs. Second, based on the development of teachers in this region, do a good job in the analysis of training groups. For every teacher training, a detailed analysis of the trained teachers' age, level, and teaching situation should be carried out in advance. Second, strengthen the faculty of training units and improve the training model. The perfection of the training mode guarantees the continuous development of teacher training, which enhances the quality and comprehensive level of teacher training. Therefore, it is necessary to establish a systematic and standardized training mode. To improve

the teaching level, teaching methods, and teaching forms of teachers in training units, and enhance the course training system. Third, improve the evaluation system of rural teacher training. The traditional training content is uniform and lacks novelty, rigidity, hierarchy, and systematicness. The training content should be analyzed by local teachers based on actual local needs and operability to determine "what to train". Through careful design, earnestly implement the training content to meet the real needs of teachers, and choose a practical example, content, and problems of universality, representative layer, the system of training teachers, has reached the nature of teacher training can analyze a problem, guide the practice, the significance of training programs and strategies for the status of the teachers do, It provides the necessary support for the in-service development of rural teachers. Fourth, strengthen the reward mechanism for teacher training. When teacher training results are closely related to rewards and punishments, the participating teachers will pay more attention to teacher training. Their enthusiasm to participate in teacher training is relatively high. On the contrary, when teacher training results have nothing to do with rewards and punishments, the participating teachers will not pay attention to teacher training. Their enthusiasm to participate in teacher training is relatively low. One of the critical factors for the remarkable quality and high effectiveness of teacher training in developed countries is that teacher training has a perfect reward system as a powerful guarantee. Developed countries reward teacher training in two ways: one is to raise the salary level of teachers who participate in teacher training; the other is to provide promotion opportunities for teachers who participate in teacher training. At the same time, based on the impact of the COVID-19 epidemic, we can adopt the mode of online training. With the development of the Internet, it has penetrated into every aspect of people's life and also brought great convenience, including promoting the training of rural teachers. There are abundant teaching resources on the Internet, and teachers can choose the appropriate content according to their own needs. Secondly, the network can access information at any time 24 hours, watching teacher training videos or live teacher training, network training for rural teacher training has brought great improvement. Every teacher has his own teaching characteristics and can choose the content he is interested in according to his own characteristics and the needs of all aspects. Teacher A expressed his own views on network training. "The development of the network is the trend of the society. Teachers should also know how to keep pace with The Times and make use of the convenience of the network to promote their own development. Although I am older, I also know how to use the resources on the Internet to meet their needs. For example, I like reading books at ordinary times, I can find all kinds of books on the Internet, which provide convenience for my daily life. Including the choice of training content, I can also find the right teaching content according to my own needs." Network teaching is feasible, including the training of rural teachers, which can also solve many problems, such as time conflicts. If network teaching is available, teachers can open the network for learning and training in their spare time, and there is no limit to the time of network, as long as you are free, you can conduct relevant learning and training. Teacher B expressed his opinion on this issue: "Training on the network can bring great convenience. Every time I need training, I don't need to spend a lot of time and energy to go to other places for training, but I can get relevant knowledge training at home, which is very convenient, and I can control the content of training at any time. Although network training has great advantages, there are still some problems in the practical application. These problems are generated from the perspective of teachers themselves. For example, in the training, there is no binding force and teachers are free to do their own things.

References

- [1] Xu Jinming, Yang Jin, Yu Yan. *The development of teacher training in colleges and universities in China. Teacher Education Research*. 2004, 16 (4), 14-20.
- [2] Chen Xiangming, Wang Zhiming. *Investigation on teacher training in compulsory education: current situation, problems, and suggestions. Open Education Research*. 2013, 19(4), 15-19.
- [3] Wang Yumiao. *On the effectiveness of teacher training in vocational education. Adult Education*. 2006, 4(3), 15-16.