

# Research on the Construction of Rural Preschool Teachers in Zigong City under the Background of Rural Revitalization

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**Abstract:** Rural preschool teachers are an important part of rural education, and the construction of rural preschool teachers is the time. At present, the rural preschool teachers in Zigong City have some problems, such as unbalanced title structure, less training opportunities, single supplement channels and lack of local feelings. In order to accelerate the construction of preschool education legislation, improve the training of rural preschool teachers, expand the supplementary mechanism of rural preschool teachers, and cultivate rural preschool teachers' local feelings, we should promote the construction of rural preschool teachers.

**Keywords:** Rural revitalization; Rural preschool teachers; Teaching staff construction

## 1. Introduction

The report of the 20th National Congress of the Communist Party of China clearly pointed out: accelerate the construction of an agricultural power, and solidly promote the revitalization of rural industries, talents, culture, ecology and organizations; Clear requirements: accelerate the high-quality and balanced development of compulsory education, urban-rural integration, optimize the allocation of regional education resources, strengthen pre-chemical education, and inclusive development of special education. Rural areas should be revitalized, preschool education should be developed, preschool education should be universal, and preschool teachers should be the key. Building a sufficient number of preschool teachers with reasonable structure, excellent quality and rooted in rural areas is the premise and key to the high-quality development of rural preschool education, and it is also the basic task and solid move of rural revitalization.

## 2. The needs of the times for the construction of rural preschool teachers

### 2.1. The construction of rural preschool teachers is an important part of the rural revitalization strategy

In January 2018, the "Opinions of the CPC Central Committee and the State Council on the Implementation of the Rural Revitalization Strategy" put forward: we should give priority to the development of rural education, attach great importance to the development of rural compulsory education, and promote the establishment of a compulsory education development mechanism that takes urban and rural areas, promotes as a whole, integrates urban and rural areas, and develops in a balanced manner... Coordinate the allocation of urban and rural teachers, lean towards the countryside, and build a strong rural teacher team.<sup>[1]</sup> The rural revitalization strategy highlights the value positioning of rural education, the Party and the state attach great importance to rural education, and vigorously support the construction of rural teachers. Preschool education is the initial stage of school education, rural preschool education is the cornerstone of rural compulsory education, the development of rural preschool education is the primary task of revitalizing rural education, and rural preschool teachers are the backbone of the development of rural preschool education, but also constitute the core element of rural preschool teachers, the key to promoting rural preschool education is to build a rural preschool teacher team. Therefore, in the context of rural revitalization, the construction of rural preschool teachers is the inevitable development of today's era.

## ***2.2. The construction of rural kindergarten teachers is the prerequisite for the reform and development of rural preschool education in my country***

The reform and development of preschool education are inseparable from the development of rural preschool education, and the team of rural children's teachers is the basis for improving the quality of rural preschool education. With stimulating the internal force of the system as the core, the means of balanced of urban and rural education resources, guided the people's needs for high -quality education, and the main characteristics of high quality and quality of rural preschool education with high characteristics and high quality. Highlight rural ecology and cultural characteristics.<sup>[2]</sup> In December 2021, in the "Fourteenth Five -Year Plan" Preschool Education Development and Promotion Plan promulgated by the education department, it made clear requirements for rural preschool education: "Encourage localities to increase the training of teachers in kindergarten teachers in rural areas and lack of development, Deepen the reform of preschool education <sup>[3]</sup>. The promulgation of this policy document has made the construction of children's teachers in rural areas a focus in the reform of preschool education. The promulgation of relevant policy documents has made the construction of preschool teachers in rural areas the focus of the reform of preschool education. With the demands of preschool education in rural areas as the basis point and the goal of narrowing the development difference between urban and rural preschool education, the training and construction of rural preschool teachers are aimed at promoting the reform and development of preschool education in my country.

## ***2.3. The construction of rural kindergarten teachers is the basis for the improvement of the quality of rural preschool education in my country***

Rural preschool education is an important part of the field of education in my country, and it is also a weak link in the education system. The current construction of rural kindergarten teachers is closely related to the development of rural preschool education. In 2020, the "Opinions on Strengthening the Construction of Rural Teacher Teachers in the New Era of the New Age" issued by the Ministry of Education and other six departments stated that: strengthen the construction of rural teachers in the new era, and strive to create a rural teacher who loves the countryside, sufficient quantity, excellent quality, and vibrant vitality Team is the basis for the overall implementation of "Chinese Education Modernization 2035" to realize the modernization of education and enter the ranks of education. Promoting the high -quality and high quality of education at all levels includes the improvement of the popularity of preschool education with the focus of rural areas, which is a strategic task for education modernization [6]. The stability of the rural children's teacher team is the need to meet the physical and mental development of rural young children. It is the key to the development of rural preschool education in my country and the basis for the improvement of the quality of education in my country.

## **3. Present situation of rural preschool teachers in Zigong City**

Zigong is located in the south of Sichuan Basin. The city has an area of 4,381 square kilometers. It has governed 4 districts and 2 counties, 2 townships, 63 towns, 25 streets, and 987 villages (communities), by the end of 2021. The "Fourteenth Five-Year Plan of Education Development of Zigong City (2021-2025)" requires that by 2025, the education of three years of school before school will basically build a public service system covering urban and rural areas, reasonable layout, and high-quality inclusive education. Preschool education has a gross entry rate of more than 96%, inclusive kindergartens accounted for more than 90%of children in the garden, and public parks accounted for more than 55%in garden children. As of 2022, there were 450 kindergartens in Zigong City, with 5, 9949 young children in the garden, and a three -year gross garden rate in the city's three -year education in the city reached more than 90%. Among them, there were 116 public parks, accounting for 26%, including 83 township kindergartens; 334 private kindergartens, accounting for 74%, including 266 inclusive private kindergartens. With the continuous advancement of the "Fourteenth Five -Year Plan" plan for the development of Education in Zigong, the number of rural kindergartens and inclusive private kindergartens is increasing, and the number of children's teachers is also increasing. In order to reach 2025, the "14th Five -Year Plan" education development goals and tasks have been fully completed, the ability of education to serve economic and social development is significantly improved, and the results of education and poverty alleviation have more consolidated and expanded. The construction of rural kindergarten teachers is imperative.

### ***3.1. Undefended structure of rural kindergarten teachers' titles***

The titles of children's teachers are the symbol of their academic status. The title represents the academic status of teachers in the preschool education sequence of different levels<sup>[4]</sup>. The comprehensive quality and professional technical level of kindergarten teachers are the main basis and important foundation for evaluating the title of the title. The evaluation of professional titles is closely linked to teachers' preparation. Preparation can ensure the basic rights and interests of children's teachers. The evaluation of job title is easier than compilation teachers. Among the 375 full-time teachers in the rural kindergarten in Zigong City, 306 unregistered teachers, accounting for 81.6%. Most teachers under the age of 24, with 18.4% of early childhood teachers who evaluated their titles. Among them, there are 4 deputy senior teachers, with teachers aged 50-54 years old; 26 intermediate teachers, their age are over 30 years old; 28 assistant teachers and 29 member teachers. Most of the young teachers. From the existing titles of full-time teachers, it can be seen that the proportion of rural early childhood teachers who have not appraised the titles are far greater than the rural young children teachers who evaluate their titles. It can be seen that the construction of professional titles in the construction of rural children's teachers is unreasonable, which reflects that there are fewer preparation of young children in rural areas and low coverage. A series of issues such as treatment, social security, vocational titles, and teacher training in rural areas are closely related to preparation<sup>[5]</sup>. For a long time, the main reason for the loss of early childhood teachers in rural areas is the problem of preparation. The preparation of problems seriously affects the enthusiasm and sense of responsibility of rural children's teachers, and it is also the main reason for the shortage of childhood teachers in rural areas.

### ***3.2. There are fewer training opportunities for rural children's teachers***

Training is an important way for rural early childhood teachers to improve their education and teaching level and comprehensive quality. The director of the Personnel Section of Zigong Education and Sports Bureau learned that the rural children of Zigong City are mainly based on three forms of national training, provincial training, and municipal training. The training of kindergartens is supplemented by training. The training content lacks targeted and systemic. In the "National Pei Plan (2021)" -The central and western project Zigong city -level rural child backbone training, with a total of 58 teachers, including 43 teachers, accounting for 74.1%, and 74.1%, There are 39 teachers with professional titles, accounting for 67.2%. In the provincial training in 2022, a total of 37 teachers were trained, including the outstanding municipal director, preschool bureau director, municipal backbone garden chief, kindergarten party organization secretary, etc. 27 teachers with professional titles, accounting for 73%; In 2022, Zigong invested 150,000 yuan in funds, and 50 people participated in the 10-day county-level rural teacher training. The training target was the backbone teachers of the township public kindergarten with more than 3 years of age. 50 people participated in the county-level backbone school (park) long ability improvement project. The training targets were mainly principals and principals of various schools at all levels at levels at the county level. From the above data, it is not difficult to see that the training of national training, provincial training, and municipal levels is mainly for training in schools (parks) of various schools and various schools at all levels. There are relatively few opportunities, and most of them have no titles and non-editing teachers, but such teachers are the majority of rural children's teachers.

### ***3.3. Rural preschool teachers have only one supplementary channel***

At present, there are three ways to supplement the channels of rural children in Zigong City. First, the examinations that are publicly recruited by the government, the government, the Agency of Human Resources and Social Security, and the Education Bureau are uniformly organized by the society and the "special post teacher" plan. This type of teacher has solid professionalism, academic qualifications and qualifications meet the current position needs, and have compilation. Teachers' work returns and professional development opportunities are relatively many. High education, rich teaching experience, solid professional knowledge, guaranteeing guarantee, and strong stability of teachers; third, temporary hiring teachers, such teachers occupy the majority of rural kindergarten teachers. Do not match, do not match the education, and have no teacher qualification certificate. Take 375 full-time teachers in Zigong as an example. Among them, 89 teachers under the college are, accounting for 24%. Temporary hired teachers usually resign from problems such as salary and teaching pressure, so that such teachers have strong liquidity. The quantity and quality of rural young children are the real factors of the current development of rural preschool education. The key to building a team of rural kindergarten teachers need to expand the replenishment channels for rural child teachers.

### ***3.4. Lack of local sentimental feelings for young children in rural areas***

At present, some early childhood teachers in rural areas lack local sentiments and have the crisis of identity. Due to the influence of the dual structure of urban and rural areas, the professional development of urban and rural children's teachers has a large convergence. Neglect of vernacular culture has resulted in "vernacular" perceptions and "off-the-beaten-path" behaviors among young rural children.<sup>[6]</sup> Many high -ranking students who have gone out of rural areas rarely return to their hometowns after graduation. More young people choose to stay in the city for development. The lack of local sentiments has caused the phenomenon of rural talents to be serious. Local talents. Some rural children's teachers have taught rural areas for reasons such as employment pressure and other reasons, and they lack their understanding of local culture. There are differences in preschool education between urban and rural areas. It is difficult for young children to teach in village to teach, relatively low sense of teaching achievements, and weakened their status compared to urban young children. The sense of recognition and belonging is low, and it is difficult to establish local feelings.

## **4. Rural Children's Teachers Team Construction Path**

### ***4.1. Accelerate the establishment of legislative establishment of preschool education to ensure the development of rural early childhood teachers***

The vigorous development of rural preschool education is an effective measure to balance urban and rural education, alleviate the development differences between urban and rural children, and deepen the reform of preschool education. Building a well -quality rural kindergarten teacher team is an important starting point for revitalizing rural education. The old saying once said: "The Fa, the measure of the world, and the criterion of the human Lord." Law is the standard for measuring right and wrong. Although preschool education has already included the regulations of the "Kindergarten Management Regulations", "Kindergarten Education Guidance Outline", "3-6-year-old Children's Learning and Development Guide" and other relevant departments. its authority is relatively lacking, and it is not adaptable to my country's preschool education in China, The actual needs of reform and development check whether a national education system is perfect, and important measurement standards are reflected in whether it has a sound and complete educational legislation.<sup>[7]</sup> The reform and development of preschool education can build a guarantee system through the improvement of the Preschool Education Law. The establishment of the Preschool Education Law can ensure the salary of non -editing children's teachers, and its training opportunities and promotion opportunities have been implemented, so as to maintain the stability of the rural children's teachers and the improvement of the quality of teachers. In the "Draft Preschool Education Law", the preparation of administrative departments of various local governments and institutions at all levels also implemented dynamic regulation measures on the preparation of public kindergarten teachers in the region in accordance with the basic standards and teachers' allocation specifications to alleviate the preparation of kindergarten teachers, Inadequate problem.<sup>[8]</sup>The treatment of kindergarten teachers is the same as that of primary and secondary school teachers, gradually relieve the shackles received in the evaluation of the on -the -job title of rural kindergarten, determine the significance of vocational training to the development of the professional skills of early childhood teachers, and propose to diversify the kindergarten principals and children's teachers. Multi -level cultivation will achieve the self -growth and development of teachers.<sup>[8]</sup> Preschool education legislative construction is the top -level design of the construction of a rural child teacher team, and it is also a guarantee for the development of rural early childhood teachers.

### ***4.2. Improve the training of rural kindergarten teachers***

Providing fair and abundant training opportunities for rural preschool teachers is conducive to improving the training of rural preschool teachers, so as to achieve the purpose of building high quality teachers. The current national training, provincial training, and municipal training have certain requirements for the training objects, while rural front -line teachers and non -editing teachers have less opportunities and difficulty in training. In response to this phenomenon, first of all, the district and county establishes a rural kindergarten training alliance for the training of rural early childhood teachers. Providing rich and varied training opportunities for rural preschool teachers can realize and promote the improvement of the overall quality of rural preschool teachers.<sup>[9]</sup> Secondly, the urban kindergarten has a two -way alliance with rural kindergartens to set up assistance relationships in

kindergartens in different regions and kindergartens in rural areas to achieve education integration, sharing of educational resources in multiple regions, exchange of experience and delivery of high-quality teachers. Furthermore, the form of primary and secondary school teachers can be applied to the construction of rural early childhood teachers, encouraging excellent children's teachers to actively "accept apprentices" and inspire rural young children to actively "worship the teacher". Finally, according to the establishment of the current urban kindergarten master studio, the task can be divided, and a system of "famous teachers leading village children" can be built, and the famous teacher studio can be used as the connection point to carry out training for rural preschool teachers. Strengthening post-service training of rural non-regular teachers is an important content to promote the professional development of rural preschool teachers and improve the quality of preschool teachers in rural areas.

#### ***4.3. Expand the mechanism for supplementing rural preschool teachers***

Rural preschool teachers are an integral part of the rural preschool teacher team, and the construction of rural preschool teachers needs to expand the supplement of rural preschool teachers. The replenishment of preschool teachers in rural areas can be carried out from the following three aspects: First, implement the policy of public education for preschool education teacher training students, establish the belief that students serve rural education and take root in rural education in the training, and adopt the form of targeted employment to solve the practical needs of the lack of excellent preschool teachers in rural areas. At the same time, the proportion of male teachers in pre-school teacher training students in public education has been increased, thereby increasing the proportion of male teachers in rural areas. The second is to introduce talents in preschool education, introduce outstanding talents into rural preschool education, and develop rural preschool education in the form of discovering problems and solving problems. At the same time, the introduction of talents can lay the foundation for subsequent rural teacher training and the establishment of teachers. The third is to increase the proportion of pre-secondary school teachers in the "rural special post teacher training system", in order to optimize the academic structure, subject structure and age structure of rural preschool teachers, and improve the overall resource allocation of rural preschool teachers.<sup>[10]</sup>Through the above methods, we can not only increase the number of preschool teachers in rural areas, alleviate the problem of rural preschool teacher establishment, but also improve the quality of rural preschool teachers and promote the development of rural preschool education.

#### ***4.4. Cultivate rural preschool teachers' local feelings and unite educational forces***

Tao Xingzhi said: "To complete the mission of rural education, what plans and methods are secondary is the most important thing is whether comrades are willing to dedicate their whole hearts to the rural people and children." True education is heart-to-heart activity. Only what comes out of the heart can it hit the depths of the heart."<sup>[11]</sup>The local feelings of preschool teachers are an intrinsic positive emotional emotion, which is the love and attachment of preschool teachers to the countryside; It is the foundation for preschool teachers to stick to the countryside and take root in rural education; It is the intrinsic driving force for preschool teachers to care for young children and carry out education and teaching.<sup>[12]</sup>Cultivate the local feelings of rural preschool teachers, so that preschool teachers recognize the cause of rural preschool education and are willing to take root and devote themselves to rural preschool education. Zigong City has always had three unique features, well salt, dinosaurs and lantern festivals, so that preschool teachers can have an in-depth understanding of these three Zigong characteristics, enhance their understanding of local culture, and strengthen local emotions. In the training of preschool teachers, we will add elements of local culture, link local culture with the garden-based culture in kindergartens, provide research opportunities and build a research platform for preschool teachers, and make preschool teachers aware of the research value and significance of local culture. At the same time, the research results of preschool teachers are affirmed accordingly, and preschool teachers are encouraged and supported to carry out educational research work, so that preschool teachers can obtain professional happiness in their work, so as to stimulate the enthusiasm of preschool teachers for rural education and promote the professional growth and development of preschool teachers, so as to reduce the willingness of rural preschool teachers to leave and enhance the stability of rural preschool teachers.

## **5. Conclusion**

The construction of rural preschool teachers is a response to the "rural revitalization strategy",

diversified and all-round construction of teachers is of great significance to promote the development of rural preschool education and promote the balance of rural education, the construction of rural preschool teachers should be based on the actual needs of rural preschool education as the premise, highlight the regional characteristics of rural preschool teachers, and promote the development of rural preschool education.

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