

The Predicament and Countermeasures of Teacher Training under the High-Quality Development of Rural Education

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Abstract: Under the background of comprehensively promoting the high-quality development of rural education, the construction of rural teachers in our country has been further promoted. Combined with the present situation of the construction of teachers in rural schools, this paper evaluates and analyzes its structural characteristics, professional level and teachers' development cognition, obtains the problems existing in the training of rural teachers, and puts forward the corresponding strategies through attribution analysis. That is, from "change the leadership practice, enhance school care; based on professional ability, establish and improve the mechanism of teacher education and training." Pay attention to the needs of teachers' development and create supportive conditions to realize the innovation of rural teacher management, and also create its foundation for the sustainable development of follow-up teachers.

Keywords: Teacher training; Rural area; Education; High quality development

1. Introduction

Teachers are the foundation of establishing education and the source of promoting education. They undertake the important mission of educating people for the country and the organization, and are the main body to carry out the fundamental task of establishing morality and cultivating people. The report of the 20th CPC National Congress mapped out the path of building a socialist country in an all-round way and made important arrangements for building a powerful country through education, science and technology, and talents. Teachers are the first resource for high-quality development and an important guarantee for the construction of a contingent of talents to implement the spirit of the 20th CPC National Congress, it is necessary to build a contingent of high-quality teachers in the new era [1].

2. Existing problems of rural teachers

2.1. The structure of teachers is unreasonable

For a long time, the continuation of the unreasonable structure of teachers in rural schools has seriously lagged behind the development of rural schools, which is reflected in the prominent phenomenon of aging of rural teachers. Under the influence of local policies, working environment and growth opportunities, on the one hand, excellent normal graduates are unwilling to teach in rural schools; on the other hand, our excellent teachers flow to high-quality schools with better resource treatment. "The shortage of external sources and the outflow of internal sources" makes the teachers in rural schools out of date.

2.2. The conversion rate of teaching ability is low

The transformation of teaching ability means that teachers synthesize, ferment and transform theoretical knowledge, research results and teaching experience in the process of teaching, so that they can form in accordance with the cognitive law of students and can be effectively integrated with the previous knowledge system. The ability of teaching content with strong logic and enlightenment. Rural schools are trapped in the aging structure of their teaching staff, and the teaching methods of old teachers have inherited the previous experience, and the teaching thinking and methods have not been

updated in time. In addition, due to the lack of teachers in rural schools, young teachers account for relatively few groups and the lack of inquiry awareness of teaching ability, the overall transformation rate of rural school teachers' teaching ability is on the low side.

2.3. Teachers' cognition of development is limited

Restricted by the weak development strength of rural schools, when their own professional ability is not linked with advanced teaching theory in time, their own development will be low, and their professional affection is also in a slack state. It is unable to establish a conscious understanding of the high-quality development of rural education, but also powerless to their own professional development. Generally speaking, the vision of rural teacher development is in the doldrums.

3. Multiple Attribution of the Dilemma of Rural teacher training

3.1. The school leadership system makes the implementation of teacher training deviate.

Institutional practice not only needs the design of the system and the policy support as an institutional tool, but also depends on the practical level of the subject of the system [2]. Facts have proved that effective institutional practice is directly related to the relevant institutional knowledge and professional knowledge of the subject of institutional change [3]. In view of this, the coupling between rural teacher training system and practice can be internalized into the matching of rural school leadership model and teacher training needs.

Based on the authority of the long-term departmental leadership system in primary and secondary schools in China, all the behaviors of teachers are subject to the vertical control of their superiors, which makes the teachers with higher teaching ability and practical teaching experience have less say [4]. The development prospect and process of the school are dominated by empirical leadership behavior, and the needs of teachers' self-development are obscured, resulting in internal friction in the development of the school, which makes teacher training become a stubborn disease in the revitalization of rural schools.

3.2. The failure of Rural teacher training practice

The implementation Plan of Poverty Alleviation of Education in Deep Poverty areas (2018-2020) proposes to deeply implement the support plan for rural teachers and increase the support of policies such as national training plan and special post plan for rural education [4-5]. Although rural education has paid attention to the construction and training of teachers, there are still problems in teacher training in rural schools at the present stage, which are embodied in the following two aspects.

First, the training is too standardized, there are many training programs and a wide range of training programs, which cannot play a good policy role. Second, there is a dislocation between the existing training forms and contents and the actual needs of rural teachers. Some teacher training activities are divorced from the actual needs of rural education, training methods and evaluation are only a mere formality, lack of deep inspiration and training, and have little effect on the development of rural education [6].

3.3. Mismatch between teacher development and support conditions

Rural schools have always been weak organizations with low academic ability and weak teachers [7]. Due to the lack of educational resources and the lack of development conditions, teachers' own development needs show a two-level differentiation trend, that is, the demand for self-development is low and the demand cannot be met. The former is due to the absence of incentive and guiding measures, while the latter is mainly due to the non-synchronization and dislocation between teachers' growth conditions and teachers' own development needs. To sum up, the satisfaction of teachers' own development needs needs to be coupled with the supportive conditions of teachers' growth. It can be carried out from the implementation direction of "changing leadership practice, promoting school care, attaching importance to teachers' professional development, establishing an incentive mechanism to serve teachers' lifelong professional growth, and establishing a reasonable salary structure to attract excellent teachers to stay for a long time" [8].

4. Following the practice of Rural teacher training

Focusing on the predicament of rural teacher training at the present stage, taking "the implementation of rural teacher training system" as the logical basic point, following the logical road of "leading value-goal orientation-standardizing practice" [9]. We can promote the deepening of rural teacher training from the implementation direction of "changing leadership practice and promoting school care; establishing and perfecting teacher education and training mechanism based on professional ability; paying attention to teachers' development needs and creating supporting conditions".

4.1. Change the practice of leadership and enhance school care

Based on the basic connotation of transformational leadership, in the process of rural school management, teachers' participation consciousness and work enthusiasm should be enhanced by formulating common pursuit and lofty moral goals. First of all, we should emphasize the long-term goal of the organization and establish a common vision. This requires school administrators to encourage teachers to give full play to their innovative ability, change and adjust the organizational system, expand the right of teachers to participate in school management, and guide teachers to establish the concept of rural education development. Work together for the vision of school development. Secondly, we should pay attention to the high-level needs of teachers and emphasize the leaders' concern for teachers. Go deep into the group of teachers, understand its core demands, on the basis of creating conditions, give a high degree of concern to the group of teachers, and then guide them to become the mainstay in the development of rural schools.

4.2. Establish and improve the mechanism of education and training based on professional ability

The professional development of rural teachers "needs to be embedded in the supportive system and mechanism in order to obtain the foundation and power of development". At present, the implementation of rural teacher education and training in our country is blocked, in the final analysis, it lies in the absence of governance mechanism. Through the top-level design, we should give full play to the leading role of teacher education and training departments in rural education and training, promote the upgrading and development of local rural teacher education and training, and establish a set of rural teacher training mechanism system to improve the quality and ability of rural teachers.

First, enrich the training forms of rural teachers. With the help of information means, we should establish a rural teacher information database to improve the training accuracy of rural teacher education, so as to better carry out targeted training and dynamically grasp the specific situation of rural teachers. To make good use of digital education resources, on the one hand, we should flexibly use online and offline resources to carry out education and training for rural teachers, so as to enable rural teachers to participate in rural education and training more directly and effectively; on the other hand, to provide rural teachers with flexible and effective methods to use digital teaching resources, so that digital educational resources have become a magic weapon to serve and carry out subject education and quality education.

Second, based on the reality of rural education, to maximize the effectiveness of rural teacher education. To carry out the education and training of rural teachers, we should be based on the reality of rural education, fully understand the laws of rural education and the law of rural teachers' teaching growth, and provide rural teachers with the ideas and skills of carrying out a new type of quality education and teaching, which provides methods and skills to teach students in accordance with their aptitude, provide learning ways and methods for multi-disciplinary systematic planning teaching and multi-skill teaching, and build a team of rural teachers with high quality, strong teaching and many skills.

4.3. Pay attention to the needs of teachers' development and create supportive conditions

Quality teachers are usually the resources that all kinds of schools attract and compete for. Some urban schools are rich in material resources and relatively strong financial resources, and they absorb excellent teachers from rural schools all the year round. This problem must be solved reasonably. At present, China has issued a series of policies to retain talents by improving teachers' sense of honor, promoting the rising space of teachers' profession, and improving teachers' income and welfare, which also require schools to further undertake high-quality resources and expand propaganda, to attract

teachers to stay for a long time from many aspects.

The school can also enhance its academic ability by attracting new teacher resources, absorb high-quality graduates from normal colleges and universities, and improve the teaching staff of our school. In addition, schools can also regularly hold teaching skills competitions and teacher training activities, establish mutual aid alliances with high-quality schools, absorb advanced teaching methods from high-quality schools, set up a blue project, and use high-quality old teachers to drive new teachers. From the level of teachers' skills, we can further improve teachers' teaching level, update teachers' understanding of teaching work, and improve the comprehensive teaching strength of our school [10].

5. Conclusions

Under the background of implementing poverty alleviation of education in the new era and promoting the high-quality development of rural education, it is necessary to train a group of high-quality and motivated teachers in the new era. We should strengthen the top-level planning and go deep into teachers' work and life as a starting point to form a rural teacher training system with internal and external linkage and multi-participation, so as to realize the integration of rural teacher training and accumulate strength for the high-quality development of rural education.

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