

Based on the Lack of Rural Primary School Teachers in the County Thinking on the Training of Primary Education Professionals—— Takes Puyang Vocational and Technical College (Five-Year Primary Education) as an Example

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Abstract: The foundation of the country, education first, the foundation of education, teacher first. From the perspective of the county, the rural education is still relatively lagging behind, mainly manifested in fewer young teachers, less professional teachers, and fewer teachers with high education and high professional titles, which affects the development of the education in China to a certain extent. Therefore, in the process of primary school education professional personnel training, with the help of the "interpersonal proximity law" to improve their ideological realm, scientifically formulate training programs to improve their teachers' professional skills, solve the lack of rural teachers in the county as soon as possible, and realize the balanced allocation of educational resources.

1. Introduction

Education will always be a hot issue closely related to social development and people's livelihood. In order to adapt to the development of the society, the state has carried out various attempt reforms on the educational objectives, curriculum standards and the development of teacher education at all stages of education. In the stage of primary education, the state and local governments have issued relevant policies to support the multidisciplinary teaching and training of teachers. And repeatedly stressed that we should pay great attention to the development of rural

basic education.

The Three-year Primary School Education Professional Curriculum Program (Trial) (Teacher Division No.4, 2003) clearly stipulates that teaching in primary schools must be capable of teaching in multiple disciplines and achieve "one specialty and multiple abilities". The Opinions on Further Promoting the Balanced Development of Compulsory Education requires governments at all levels, competent departments and universities to encourage outstanding graduated normal university students to actively teach in poor rural areas, so that rural children can also enjoy high-quality educational resources. In 2012, the Ministry of Education and other 5 departments issued the "on vigorously promoting the construction of rural compulsory education teachers" (teachers [2012] no. 9) pointed out that according to the requirements of the new curriculum standard (2011), the rural primary school music, sports, art, English, information technology, science courses, shortage subject teachers, at the same time, but also pay attention to the rural left-behind children, timely add psychological counseling teachers. By 2020, the prominent problem of the lack of rural primary school teachers will be fundamentally solved.[1]

To better and faster to promote the development of rural primary school education in Henan province, Henan rural primary school teacher resources to further optimize the allocation, on October 13,2015, Henan province education department, finance, human resources and social security hall, provincial 5 departments issued the about printing <Henan rural primary school teacher training work implementation plan> (trial) notice (teacher 881,2015), and instruct Zhengzhou normal university and other five colleges and universities for rural primary school free to cultivate a batch of multidisciplinary teachers. This has obviously highlighted the importance the society attaches to the multidisciplinary teaching and training of primary school teachers, and more highlighted the multidisciplinary teaching of primary school teachers has gradually become the trend of teacher education development in China.[2]

2. The Status Quo of Rural Primary School Education in the County Level

With the deepening of various national policy reforms, the conditions in rural areas have been significantly improved, and the quality of education has also been significantly improved. However, due to the limitation of many guest, subjective adverse factors such as geography, traffic and concept, the current situation of rural primary schools (especially teaching points) education is not optimistic.

In 2015, the local economic and social investigation team in Henan Province conducted a special survey of 120 rural primary schools in 40 counties (cities and districts) out of 17 cities. The survey covers 353 administrative villages, among which 85 primary schools in plain areas, accounting for 70.8%, and 35 primary schools in hilly and mountainous areas, accounting for 29.2%.[3]In 2016, the Hebi Rural Social and Economic Investigation Team conducted a special questionnaire survey on the principals of 6 rural primary schools and young teachers under 30 in the jurisdiction of Junxian and Qi counties.[4]From the age structure of rural Primary school teachers (Table 1)

Table 1. Age structure table of rural primary school teachers in Henan Province

Age	Number of people	Scale (%)
Under 30 years of age	240	14
31—40	727	42.5
41—50	341	20
51—60	396	23.2
61	5	0.3

Note: Data source: Henan Provincial Bureau of Statistics
From the cultural level of rural primary school teachers (Table 2)

Table 2. Table of cultural degree structure of rural primary school teachers in Henan Province

Record of formal schooling	Number of people	Scale (%)
Bachelor degree or above	645	37.7
Junior college	771	45.1
Secondary normal school	270	15.8
High school and below	23	1.4

Note: Data source: Henan Provincial Bureau of Statistics
From the professional title structure of rural primary school teachers (Table 3)

Table 3. Professional title structure table of rural primary school teachers in Henan Province

Professional ranks and titles	Number of people	Scale
Junior professional title	646	37.8
Medium grade professional title	833	48.7
Senior professional title	193	11.3
Special title	0	0
No title	37	2.2

Note: Data source: Henan Provincial Bureau of Statistics

Through the above two surveys, it is not difficult to find that in Henan, as a major agricultural province, rural primary school teachers in the county are "three less", "one" and "one old", that is, fewer young teachers, fewer highly educated teachers; the overall age is older, aging knowledge structure, rural basic education primary schools are "cliff".

Second, according to the feedback of the questionnaire survey, there were fewer teachers in rural primary schools, and fewer professional teachers. There was only one professional teacher in the six schools surveyed with one professional teacher, and many schools did not have professional physical education, music and art teachers. And some schools adopt the class package system of working teachers, with one person with multiple courses, which directly affects the teaching quality of the school.

Third, the survey also found that these schools generally weakened teachers' vocational skills, such as Chinese characters in wrong order, not correct, irregular, "Henan Mandarin"; the lack of teachers who can play, sing and draw and dance.

In addition, in the face of the current new curriculum reform, rural areas need a large number of young teachers with the sense of reform, innovative spirit and full of vitality. However, due to the remote rural location, poor conditions and low treatment, it is difficult for new teachers to supplement, which is the key factor troubling the stable development of rural basic education.

3. The Current Status Quo of the Training of Primary School Education Professionals

Take Puyang Vocational and Technical College as an example. At present, there are more than 4,000 primary education majors enrolled every year, and the students mainly come from various cities and counties in Henan Province. After graduation, it mainly serves the basic primary school education in counties and towns.

First, a questionnaire survey was conducted on the sense of professional identity of rural primary school teachers. In the survey papers, in order to make the results more comprehensive and more real, select boys 600, girls 1400, 700 freshman students, sophomore, junior students 650, arts and

sciences 1000, and specially selected 300 and family economic superior students 52,2000 papers, back effective paper 1998, the questionnaire designed three aspects of the problem:

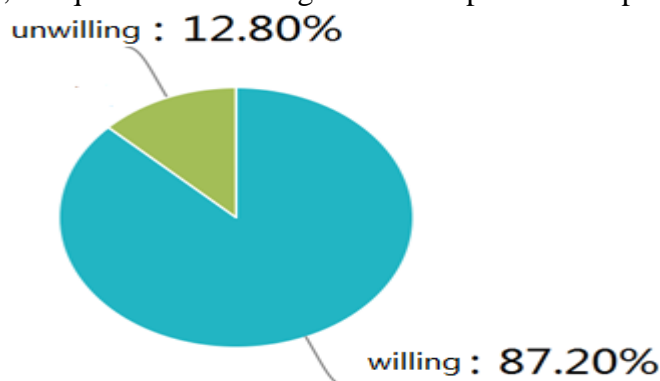


Figure 1. Would you like to be a teacher?

From chart 4, willing to be a teacher of 87.2%, most normal students (female) or more recognized teacher this profession, some students said "the teacher is the student guiding light, hope to become friends with them, although not met my lovely students, but I will guide them" "when the teacher work stable, and holidays, suitable for girls" "the teacher is sacred, pure career" "because like children, can with them to teach them knowledge will be very happy, very happy" "when the teacher impart knowledge, I will have a sense of achievement, very happy"

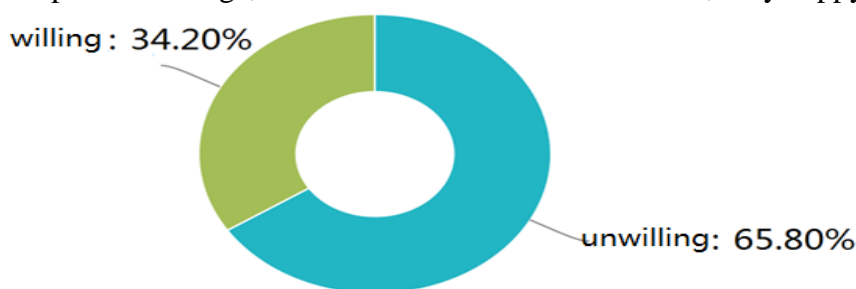


Figure 2. Would you want to be a teacher in the countryside?

As can be seen from Figure 2, Up to 65.8 percent were not willing to be teachers in the countryside, They think that " because I am from the countryside myself, Hope the working conditions are better in the future, "and" Considering many practical problems, Not willing to want to go to the countryside as a teacher, Still, I wish to be in town, but, Also consider it if you spend a year or two, Experience different environments. "" Rural conditions are worse than those in cities, There are lots of inconveniences "" that can exercise in the countryside for several years, Wait until you have enough qualifications, I will still go to the city. "; Also, 34.2 percent of the students said: " Although the countryside is relatively backward, The conditions are slightly harder, But you can hone your will, Can also be rich in teaching experience, Rural children need high-quality education even more, I am willing to pass on the advanced knowledge I have learned to the rural children. "" because I am a rural child, Teaching in the countryside can feel the warmth of home, I would want to go there. ".

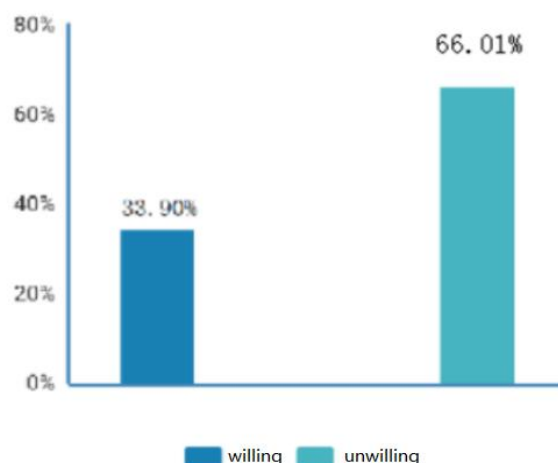


Figure 3. Will you work as a lifelong teacher in the countryside?

As for the survey of whether to be a lifelong teacher in the countryside, 66.01% of the students are reluctant to stay in the countryside all their lives. They think: "to tell the truth, if I have more opportunities in the future, I am willing to go out, after all, is a boy," "if in the countryside for a few years, but in reality is few people want to stay there for life, maybe consider it, or willing to go to the big cities to develop."

According to the survey data, 87.2% of students are still willing to be teachers, but 65.8% do not want to be teachers in rural areas. Even if some students become teachers in rural areas due to some factors, they will not be teachers in rural areas for their lives. It can be seen that normal university students have too weak sense of professional identity for rural teachers, low expectations and will is not strong, and they will shift the pursuit of "professional values" to the pursuit of "economic values".

In the face of the "fault" of rural basic education, it is necessary to strengthen the ideological education of normal university students before taking the job, cultivate the correct "three views", so that they can have social responsibility and responsibility, so that they can not only go down, but also stay.

Secondly, from the perspective of professional skills training in primary school education, due to the limitation of training conditions and the traditional training scheme, I deliberately emphasize theory over training in the design. The training method still follows the training method of one mouth, one chalk and a textbook, and the intensity and time of vocational skills training are weakened.

4. The Primary School Education Professional Personnel Training and Rethinking

Based on the above situation, we will strengthen the construction of rural primary school teachers, input fresh blood, stimulate new vitality, and open up a high level to rural basic education. In the process of training primary school education professionals, it is effective to go step by step, not to be impatient, to formulate scientific and reasonable training programs, to pay attention to cultivate their sense of identity to teachers' professional skills, and to strengthen their teachers' vocational skills training[5].

Pay attention to cultivating the identity of primary education students to the teacher profession

Thought is the source of power of behavior. The primary task of pre-vocational training of primary education professionals is to pay attention to their sense of identity of the teacher profession (especially the professional identity of rural teachers). First of all, let it understand the profession of teachers, like to engage in the teacher profession, release all kinds of psychological pressure, resolve the complex contradictions in reality, after graduation, they will be with a more positive attitude happily, no distractions into the cause of education to go.

4.1. The State has Taken Effective Measures to Increase the Attractiveness of the Teacher Profession

Different economic levels in different regions, and teachers' salary is also different. It is suggested that government functional departments attach importance to rural education, implement effective measures to improve the treatment of rural teachers, so that they can obtain reasonable benefits, and enhance the professional attraction of rural teachers. Comprehensively dispel the questions and concerns about whether normal university students will affect their lives after teaching in rural areas, so that they feel at ease in rural basic education. In addition, the state should further improve the policy to provide normal university students with future development opportunities after teaching in rural areas, such as city and county demonstration primary schools, teachers between schools and so on. Let normal university students see that teaching in the countryside can also develop, promising and promising, and encourage them to become an excellent and outstanding rural primary school teacher or educator who can go, stay and teach well, so as to achieve the purpose of the country and the people to train them.

4.2. Colleges and Universities Should Improve the Educational Courses and Emphasize the Effectiveness of Training

Training units should take overall planning into consideration, not only to increase the proportion of public education courses, but also to strengthen the construction of professional education courses. Cultivate professional knowledge theory and skills, establish a harmonious teacher-student relationship, so that they can master the necessary educational theoretical knowledge and skilled teaching skills, ensure that normal university students can develop a good habit of lifelong benefit during the school period, and complete their studies with high quality. In terms of class management, suggested to please come in channel, invite struggle in the rural teaching line of normal students lectures, or through video to watch the deeds of excellent teachers, cultivate its love of rural education emotion, create a good teaching style, study style, class style and house wind, guide normal students set up correct ideas, clear learning purpose, firm to the service of basic will and determination of rural education.

4.3. Individuals to Improve Self-Efficiency, Firm Professional Will

From the individual dimension, normal university students should be based on the reality, to determine an appropriate direction for themselves according to the actual situation, and put it into action. Build up self-confidence, in the face of difficulties, can actively seek relief, correctly treat setbacks, enhance self-efficacy. In the process of self-cultivation, it is necessary to timely guide and help the correct "three views", and focus on penetrating the development advantages of rural education. As the current task and future development direction of a normal university student, I

can happily accept and confirm the teacher profession he will engage in from the bottom of the heart, and gradually experience the role of a teacher in practice, and can make a positive and positive evaluation of it.

4.4. Increase the Proportion of Practical Class Hours to Achieve the Goal of "Interpersonal Proximity Law"

It is understood that after graduation, the trained objects would rather take low wages in the city than return to the rural staff, the reasons: one is poor rural conditions; the second is difficult to find objects; the third is to worry about the future development of offspring. In this case, to give them opportunities to contact with the countryside, let them know the countryside, understand the countryside, can be realized by increasing the proportion of practical practice courses. The traditional practice practice plan is implemented in the last semester of the junior year. It can be imagined, that is, it should be arranged to practice in rural primary schools every year or every semester. Through the proximity of space, the rural children's simplicity, kindness and desire for new knowledge can touch their soul, produce interpersonal suction, and realize the effect of "interpersonal proximity law". Give them a sense of existence, need, sense of value and responsibility. Have a strong desire to serve the rural education.

Enhance the vocational skills of teachers of primary education majors

Skills are the key and guarantee of the success or failure of a career. Teachers' vocational skills generally include the following three aspects:

One is the skills to control the Chinese language. It is directly related to the effect of education and teaching and the prestige of teachers.

The second is the skills to deal with teaching work. It is directly related to the quantity and quality of teaching tasks completed.

Third, the skills to manage the class work. It is directly related to the child's habit formation and future growth.[6]

To this end, I did the following thinking:

(1) Scientific design and training scheme

Table 4. List of courses related to vocational skills of primary school education major (five-year) teachers

School year	Curriculum	Teaching time (year)	Class/week	Remarks
1	Mandarin & reading training / pinyin & literacy teaching / teacher oral class / eloquence & speech / stick stroke / sports / three word training / music	3	4	1. sports for 2 class hours / week; 2. the ratio of teaching hours and practice hours is 1:2
2				
3				
4	Educational teaching teaching law / computer-aided teaching / educational psychology / physical education / educational practice	2	6	1. sports for 2 class hours / week; 2. educational practice can carry out educational internship and educational practice
5				

According to the needs of teachers' professional skills, 13 courses are set scientifically (Table 4), combined with the current situation of the shortage of some subject teachers in rural primary schools, taking courses such as "Three Word Training", "Oral Teacher", "Music", "Sports", "and" stick strokes " as core skills courses to appropriately increase the number of teaching hours and strengthen the training time and intensity.

(2) Timely integration of teachers

Need to emphasize that to ensure the education of primary education professionals training high quality and efficient, suggested universities and elementary friendly cooperation, for some core skills courses, if the school teachers are not competent, it is necessary to hire primary school skills, technical hard teachers, education teachers (home) to colleges and universities, play a demonstration leading role (Table 5).

(3) Use the training method flexibly

Table 5. Table for course and training content

project	course title	Training content		Training skills
Skills to control the language	Mandarin and Reading / Pinyin and Literacy / Teacher Speaking / eloquence and Speech	in class	Speech / reading / impromptu dialogue / retelling, description, overview, comment, commentary, etc.) /	1. Mandarin; 2. Oral expression; 3. Standardize the writing of Chinese characters; 4. Common style and style writing.
		extracurricular	Watch TV news / voice / persuasion, comment, guidance	
		appreciate	Famous Recitation / celebrity speech	
		match	Recitation (speech) competition / community activities	
	Three-pen training	in class	Write the commonly used steel (powder, hair) words	
		extracurricular	Calligraphy exchange / running board newspaper / hand copy newspaper	
		appreciate	Famous post / famous work / standard door head (advertising slogan) / viewing exhibition	
		match	Calligraphy competition / homework display	
Teaching skills	music	Visual singing / singing / children's song and dancing / piano method		1. Teaching design; 2. Use of teaching media; 3. Classroom teaching; 4. Organize and guide the extracurricular activities of subjects; 5. Teaching and research.
	stick figure	Fine art word / board newspaper design		
	physical culture	Command password / queue formation / children's game / children's gymnastics		
	Education teaching method	Teaching design / teaching / classroom teaching / presentation / organizing and guiding subject extracurricular activities / teaching research		
	CAI	Courseware making / media use		
Work skills in the head teacher	educational psychology	Mental health education / symposium / parents meeting / class meeting / educational trainee / educational internship		1. Collective education; 2. Individual education 3. Communicate with people
	Educational practice			

In the training process, according to the characteristics of different courses, training is the length of time, place choice, method should be flexibly grasp. At the same time, but also for the source of students "clinical diagnosis", "activation" training mode. For example, students from various towns and villages in the county, Mandarin, music, stick strokes, dance are their "short board", so, in the training process, instructors to explore new methods of research and training, might as well take advantage of the "special students", form a pair, help each other.

In short, it is necessary to actively explore the methods to improve teachers' professional skills,

design scientific and effective programs in line with the truth, enhance their sense of identity with teachers' career, improve their teachers' professional ability, in order to meet their future growth needs on the road of sustainable development of teachers' career.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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