

Brief Discussion on Teacher Cultivation Mode in Western Rural Middle Schools under the Background of Overall Urban and Rural Development

Xia Li

Chongqing University of Education, Chongqing, 400065, China

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Abstract. Although certain achievements have been made in the construction of teachers in the western rural middle schools, the cultivation mode is difficult to adapt to the economic and social development in West China and the requirements for overall urban and rural development in education. Only by continuously reforming the teacher cultivation mode of middle schools can we meet the demands for middle school teacher qualification in the overall urban and rural education development in west China and realize the balanced development of urban and rural education.

Introduction

The thought of "overall urban and rural development" was first proposed in the report of the 16th National Congress of the CPC, and it is an important content of the Scientific Outlook on Development. It was proposed in the Decision of the Third Plenary Session of the 16th National Congress of CPC that the market economy should be based on the requirements of five overall characteristics, i.e. overall urban and rural development, overall regional development, overall economic and social development, overall harmonious development between man and nature and overall arrangement between domestic development and opening up. The overall urban and rural education development is an important content of overall urban and rural development, which is both the reorganization of the social public resources, and also the reconstruction of human resources. Overall urban and rural education development means that it is required to realize the equal overall arrangement "as far as possible" in the development planning of urban and rural education, external input of education condition, effective allocation of education resources, and the power guarantee of ability construction and the system support of policy measures. In West China, there is an outstanding conflict of urban-rural dual structure that "large cities drive the large urban areas" and "large industry drives large-scale agriculture". Therefore, it is the top importance for the overall rural and urban education development to improve the quality of urban teachers and shorten the education gap between the rural and urban areas. Making efforts to construct a high-quality and professional team of teachers is an important strategic measures to realize the urban and rural overall development in West China. The regional economic development level and supply-demand relation of teachers are the two major reference conditions for the education mode of teachers. It has become urgent to reform the cultivation mode of teachers, course structure and teacher and profession setting, highlight the profession of teacher education and explore a middle school teacher cultivation mode appropriate for the overall urban and rural education development in west China.

Current situation and problems of middle school teacher cultivation in West China

The education activities are inevitably restricted by the economic and social development level, and teacher education is also without exception. The overall urban and rural development of economy and society in West China has a fundamental influence on the cultivation of middle school teachers, and this condition will inevitably influence the differential demands of different regions on the education of middle school teachers. The social and economic development level is the fundamental cause for the reform of teacher cultivation mode, while the supply-demand relation of teachers is the direct motive power for the reform of teacher cultivation mode.

According to the investigation, the existing teacher support system in rural areas of West China is mainly concentrated in two levels, one is the county level dominated county-level teacher training institutions, and the other is the school level dominated by the schools where the teachers are located, in which the county level is dominated. There exists the following outstanding problems in the cultivation mode of middle school teachers in West China:

First, it does not adapt to the realistic demands for economic and social development in West China. Currently, science and technology lead the development of economy, while economy promotes or restricts the development of education, education also has a great influence on the development of economy and society. To realize the social and economic rising in West China, it is required to realize a great development in the education field dominated by basic education, and especially, it is required to obtain substantial breakthrough in the urban and rural overall education development, and this requires to pay attention to the teacher education and professional development of teachers. At present, the current situation of teachers in the western rural areas does not match with the requirements for the overall urban and rural development, and there exists full staffing in quantity and the actual lack of staffing; the teachers' professional spirit, professional knowledge, professional ability and comprehensive quantity and other professional development levels are imbalanced; the rural teachers do not have a high professional degree of identity, not strong planning awareness and a majority of the teachers do not have clear occupational planning.

Second, it does not adapt to the actual demand for education and teaching reform of middle schools in West China. With the continuous promotion of reform of basic education course, the teachers' profession is generally concerned, and it is urgent to realize the professional demand of teacher education. The growth of teachers is a continuous and dynamic development process. The professional development of teachers is also a long-time process from pre-occupation education to post-education further education and runs through each stage of teacher education. Currently, in some rural middle schools in West China, the basic ability of teacher education is insufficient, teachers cannot skillfully use various advanced teaching methods and modern education means; they are lack of independent professional awareness, i.e. awareness to the past professional development process, awareness to the stage of present professional development state and level and the awareness to the planning on future professional development, which both seriously restricts the profession of teachers, and is easy to cause occupational burnout of teachers. In the professional training to teachers, on one hand, it is required to examine in time. The time for professional training of teachers is too short. Generally, it is only to have a short teacher training or short-term off-job further study while recruiting the new teachers, and the training and further study for the several stages such as consolidation, update and maturity after professional development of teachers are not enough. On the other hand, some teachers are from non-normal colleges without systematic education theory and method training, and even if they participate in the pre-occupation training, most of the trainings are become a mere formality, and it is very difficult to deal with the challenges proposed by the current education reform to the teachers' profession.

Third, the teacher education system is to be further improved. Since the comprehensive implementation of teacher qualification certification in 2001, the professional construction of teachers has entered the practical operation stage, but it is required to further make clear and perfect: (1) "Teacher qualification system". The Ministry of Education expressly specifies that it is required to introduce competition mechanism, perfect teacher employment system, get rid of life-long occupational system of teachers and establish the employment mechanism adapting to the market economy. Higher requirements have been proposed for teachers in teachers' morality, cultural quality and teaching level. However, in the implementation of teacher qualification system, almost all teachers can realize "natural transition", with access too low and qualification certification becoming a mere formality. (2) On-job "further study system". There exists a deviation of emphasizing theoretical knowledge, especially the professional subject theoretical knowledge while ignoring the practical teaching ability in the further study objective of teachers, and this trend cannot adapt to the requirements of quality-oriented education for the teachers' quality.

Fourth, it fails to reflect the realistic difference among different regions in the western provinces and municipalities. Due to the influence of many factors such as productivity development level, industrial structure, population condition, geographical condition, historical tradition, promotion level, and cultural and educational basis in the provinces, autonomous regions and municipalities in West China like Shaanxi, Chongqing, Guizhou, Yunnan, Sichuan, Gansu, Ningxia, Qinghai, Xinjiang, Tibet, Inner Mongolia and Guangxi, there exists an outstanding characteristics of imbalanced development among provinces and municipalities. In enrollment rate, grading level, education structure, teaching condition, education input, education receiving level and complete education development and other relevant factors are also different in reality among provinces. Such imbalance of social and economic development and education input among different regions decides that it is required to adopt the policy of conforming to the local conditions and classified guidance in the overall national guiding policy. At present, there exists a single of teacher cultivation mode in West China, and the realistic differences among provinces and municipalities are not presented.

Thought on rural teacher cultivation mode in West China

Layered overall development of cultivation objective of middle school teachers

Under the condition of market economy, the requirements of the society for the specifications of talents is mainly reflected through the market, as the demands of the market for talents are diversified, while the strengths on which the universities rely to cultivate talents also differ, the specific talents cultivation objective of the universities must be society-adaptive and forward-looking. The talents cultivation objective established for the teacher education of universities is to analyze the demands of the society for teachers and the result selected based on the own running ability of the schools. As the primary and middle schools which the graduates of higher normal institutions directly serve are of different levels (kindergarten, primary middle school, junior middle school and senior middle school) and regions (large cities, towns and rural areas), while establishing the talents cultivation objective, various institutions will determine the levels and regions of the schools which the graduates will serve. In the aspect of talents cultivation strength, by contrast, the strength of normal institutions is relatively weak, the key normal universities have the strongest power, while the ordinary normal universities are between the two. Therefore, normal institutions generally position the cultivation of talents to the service to the local and rural schools; the ordinary normal universities position the talents cultivation objective to the cultivation of teachers serving the small and medium-sized cities in the provinces where they are located, and most of the graduates will teacher in the ordinary middle schools; while the key normal universities position the objective of talents cultivation to the cultivation of graduates with high-level middle school qualification serving the medium and large cities, and the most of the graduates will teach in the high-quality middle schools.

Middle school teacher cultivation system in flexible overall arrangement

Under the international trend of profession of teacher education and the overall trend of domestic new course reform, it is the inevitable choice for the professional teacher cultivation from "mixing" to "isolation". At present, China mainly adopts the modes of "4+X", "3+X" and "2+X" etc. There exist the following problems in the higher institutions cultivating middle school teachers in Chongqing: first, not all normal institutions have the conditions for cultivation of master; second, the above academic system of four-year teacher cultivation mode is too long, which brining great economic pressure and academic burdens to students, and the demands of the society for the qualified teachers also cannot be met timely. Based on the actual demand of education teachers in rural middle schools of West China, it is required to make an overall arrangement of middle school teacher cultivation system, according to the strength of higher institutions. For the four-year undergraduate normal institutions, it is possible to adopt 4+4 mode [2], i.e. four years' professional course learning plus four years' teacher occupational skill course learning, with synchronous proceeding, mutual promotion and joint improving of the two kinds of courses. The professional courses are appropriately compressed and the teachers' occupational skill courses are integrated, making the students master the professional core knowledge system and teacher occupational skill in the four years' normal

education, so as to meet the demand of teachers in rural middle schools in West China. For the key universities like Southwest University, the cultivation mode of "undergraduate course + education master" is emphasized, and more high-level elite teachers are provided to the rural areas.

Overall arrangement of teacher education course system

The perfection of teacher education course system is the key to teacher education, higher institutions must take the enhancement of students' innovation spirit and practical ability as the core to promote the reform of middle school teacher education course system. It is required to pay attention to the following in the construction of middle school teacher education system: first, to increase the proportion of general course and educational and psychological courses while ensuring that the students have sufficient professional courses, and strive to make the two kinds of courses account for 1/3 of the total courses, so as to make full preparation for the students to engage in teaching in the future; second, to reduce the proportion of compulsory courses and increase that of the elective courses and make students select the appropriate courses according to their own characteristics; third, to enhance the educational practice course and cultivate the teaching practical ability of normal graduates; fourth, to ensure that the cultivation of middle school teachers reflects the local characteristics of Chongqing by appropriately expanding the comprehensive courses and local courses and fifth, to transit from "skills of three kinds of writings and Mandarin Chinese" to "6 ones project", so as to improve the students' comprehensive quality. [3]

Based on the actual condition of overall urban and rural education development in West China and to meet the demands for teachers in rural areas in West China, the teacher education course of Germany [4] is worth for taking reference. For the students of local normal universities, in course setting, adopt the major and auxiliary courses to be competent for the teaching of two courses, and strengthen the connection with the interdisciplinary subjects. Such course setting can meet the demands for comprehensive science and arts teachers in middle schools on one hand, and meanwhile can also solve the problem of subject structure of middle school teachers in the rural areas, improve the adaptation of teachers objectively and gradually solve the contradiction of urban and rural teacher allocation.

To highlight the practicability of cultivation of middle school teachers with "middle schools as the base"

The "professional development school" and "school-based model" emerging in the 1980s provide references for the cultivation of middle school teachers of China. Strengthening the partnership between cultivation of teachers in higher institutions and the middle schools can even said to be fully consider the demands of "users" and more emphasize the role of middle schools in cultivation of teachers. America opens up the third road for teacher education: school-stationed mode of teacher interval between the new teachers and a qualified, so as to achieve a "zero adaption period". From the western provinces and municipalities, the higher institutions are distributed in the developed urban areas, and sporadically in the prefecture-level cities. The developed urban areas have both middle schools with relatively high scale and level and rural middle schools locate at the boundary between rural and urban areas, which provide a realistic condition for "taking schools as the base" in the cultivation of middle school teachers in the western rural areas.

The policy of free normal students should be inclined to the local ordinary institutions

In 2007, China began to implement the policy of free normal students for the purpose of improving the education of remote areas including the rural areas. The actual condition is that the free normal students of universities direct under the Ministry of Education do not have a great proportion in the rural and remote areas, which is contrary to the preliminary intention for implementing this policy. According to relevant investigation, 95% of the teachers in rural middle schools are cultivated by the local institutions. [5] At present, some local institutions under the teacher education will implement the cultivation of free normal students soon, the key points for policy of free normal students in the western provinces and municipalities should be inclined to the local ordinary normal institutions, and it is needed to actively implement and perfect the cultivation mechanism of free normal students. For the cultivation of rural middle school teachers, the local institutions have unique advantages in the student recruitment scale, major setting and employment service etc. Therefore, it is required to take

the free education of normal students as a "necessary" measures for middle school teacher cultivation in Chongqing and implement it rapidly with great efforts.

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