

Reflection on the Implementation of the Policy of Directional Normal University Students in Hunan Province

Hanxiang Mo^{1, †}, Yaling Wang^{2, *, †}, Kexin Yu^{3, †}, Siyang Yu^{4, †}

¹Heilongjiang Institute of Technology, Harbin, Heilongjiang, 150000, China

²University of Bristol, Bristol, BS1 3EQ, United Kingdom

³Macao University of Science and Technology, Macao, 999078, China

⁴South China Normal University, Guangzhou, Guangdong, 510631, China

*Corresponding author. Email: 1709853mu011005@student.must.edu.mo

†Those authors contributed equally.

ABSTRACT

In recent years, rural education has become the focus of attention of the whole society. The government of Hunan province in China has put forward a policy of directional teacher-training students to improve local rural education in accordance with the national direction. This research is based on two major aspects in the policy implementation process: enrolment and training, and analyses from different dimensions such as professional development, quality inspection, talent selection and gatekeeping, content information and guidance routes, personal and social contacts and cooperation. This paper utilized literature review to observe previous data and literature, discuss and explain how to improve the quality of rural teacher directional training in response to several severe problems faced by rural teacher groups such as insufficient quantity, low quality, and poor stability of rural teachers and the deficiencies in the implementation of policies. This paper also puts forward optimization suggestions and development trends in terms of policy enrolment, college training, safeguard measures and other aspects, which wish to provide implications for the education field.

Keywords: Directional culture, Rural education, Training system, Teacher quality

1. INTRODUCTION

Directional teacher students are formulated by local governments to solve the current situation of the shortage of teachers in compulsory education in rural areas, especially in remote and difficult areas, and are funded by the government to train teachers for compulsory education in rural areas. Its overall name is the "Three Directions" policy for cultivating rural primary school teachers. These "three directions" refer to "directed enrollment, directed training, and directed employment". Under the current background of rural education, the number of rural teachers is small, the supply and demand of teacher resources and students are unbalanced, and the teacher pre-service training mechanism is not perfect. The quality of education reflects the level of education and the degree of effectiveness, which is ultimately reflected in the quality of the training objects. About the standards for measurement are divided into educational goals and

training goals of all levels and types of schools. The purpose of education is to enable trainees to meet certain quality requirements, which is the fundamental requirement; and the training goals of schools at all levels and types of schools are to enable trainees to meet certain specific requirements, which is also a quality specification that measures whether talents are qualified.

In addition, whether rural teachers are employed stably, the cooperation between colleges and the rural areas is also an existing problem. The current situation of local rural education has attracted great attention from the government. Replenishing teachers for rural primary schools has become an urgent issue, and various regions have begun to explore new channels for supplementing rural teachers. The overall goal of the policy is to improve the overall quality and level of education in China by training and providing high-quality teachers in rural areas. However, there are still many studies showing that this

policy is facing severe challenges, and China's rural education is still lagging behind.

In terms of organization, this article first describes the background information and related standards of the policy, then finds out the shortcomings of the policy itself in terms of enrollment and training in different dimensions; finally proposes ways to improve the deficiencies to provide new solutions to ensure the stable implementation of policies, improve the quality of education in rural China, and consolidate the stable investment of educational resources.

2. LITERATURE REVIEW

As one of the input channels of rural teachers, targeted training has characteristics different from other systems. It has advantages such as rationality, but also includes shortcomings such as restriction. Therefore, this research not only summarizes the related issues of rural teacher directional training, but also makes a brief introduction and comprehensive judgment on the effects and problems of supplementary channels for rural teachers in combination with existing research. Judging from the literature reviewed so far, there are many news reports on the directional training of rural teachers. They mainly introduce the implementation of policies in various regions and the progress of various provinces and cities, such as enrolment regulations and models, but for the education itself, teachers, and teaching levels. There are few specialized types of research on educational resources. This study will summarize the definition of the concept, meaning and purpose, training and enrolment, and suggestions for improvement of rural teacher-directional training.

3. ANALYSIS BASED ON EXISTING PROBLEMS

During the implementation of the policy, there are two main problems in the way of recruiting students and the mode of training. First, the enrollment quality of normal universities will greatly affect the effect of policy implementation. Data analysis and research statistics revealed that currently enrolled prospective teachers lack professional enthusiasm. In addition, the training mode of directional normal university students is also a factor affecting the policy effect. Through the analysis of long-term teaching results in rural areas, the training results of high-quality directional normal university students are not optimistic. It is because there is no fierce competition between the training institutions of directional normal university students, and the training institutions are not closely connected with the corresponding rural primary and secondary schools, and the coordination efficiency is not high. Next, we will discuss the reasons for these problems in the implementation of the policy of directed normal university students from two aspects.

3.1 Enrollment Part of the Policy

3.1.1 Information and Guidance about Routes and Choices

The provincial document only mentioned "strengthening policy publicity and guidance" and did not implement countermeasures in the case of insufficient publicity and guidance [1]. All families, including the students themselves, do not understand the specific training methods and employment directions of the policy, their career orientation is vague, and they are not psychologically prepared to contribute to rural education in future life.

Based on the survey data. In general, the local education administrative department of Hunan Province has not done enough to promote the enrollment of normal students [2]. In the enrollment process, there is a lack of targeted publicity policies for the training of targeted normal students, but merely on publicizing preferential conditions for students, such as work and employment subsidies, tuition reduction or exemption, etc. The result is that many students are unaware of the enrollment policies, training programs, and job positions of targeted normal students, which has negatively affected the training of targeted normal students. It is possible that the lack of understanding of policies will affect long-term career planning. Some students, for example, do not possess the preparation for a lifelong teaching career and do not care much about rural education; yet they are only interested in preferential policies within a policy [3]. Understanding the policy of overly one-sided choice not only affects the professional level of teachers themselves, but also the high-quality input of local rural educational resources. Some directional normal school students only use their rural teacher position only as a springboard for their lives, they do not make a plan to devote themselves to rural education but leave the rural teacher post once they find a suitable job. According to the data, students said that if there is a better unit, they can break the contract and even be willing to pay higher compensation for breach of contract.

3.1.2 Selection and Gatekeeping

The enrolment will be based on the admission policy of ordinary colleges and universities, that is, the standardized entrance exam results. Regardless of the starting point of junior high school or senior high school, government-funded directional normal university students will be admitted according to their academic test scores on the basis of "advance approval".

From the aspect of selection and gatekeeping [4], insufficient policy propaganda and imperfect enrolment system has a bad effect on the suitability and quality of admitted students so that the implement of the policy cannot effectively achieve the goal of improving the quality of education.

A comprehensive assessment mechanism is not available that examines a candidate's career ideals, qualities, hobbies, and other concepts when he or she enrolls in a training institution, which does not improve the fit of admitted students for future employment, which is not conducive to improving the future employment suitability of admitted students. Many local colleges and universities have not set up a system of directional teacher interviews and enrollment [2]. They only refer to students' test scores for directional admission and pay insufficient attention to non-intellectual factors such as students' career orientation and life ideals.

3.1.3 Allied Social Measures

There are four "incentives". Two of them mention "subsidies," "grants," and "allowances" -- all of which aim to attract more students from subsidized families to the program, rather than focusing on academic performance or other outstanding achievements.

According to statistics, it is mainly middle- and lower-class families who choose targeted training programs. From the perspective of motivation, students are more likely to be willing to teach in big cities since they offer better employment opportunities. Some students apply for induction teacher training courses to reduce the financial burden on their families. However, if there were no policy requirements, they would not choose this route.

Another factor that promotes student registration is family. Due to the restrictions of the current orientation policy, the composition of the teaching staff of rural primary and secondary schools has become simplistic[5]. The survey results show that most of the students who signed up for the orientation normal school came from single-parent families, poor families, and rural families [3]. Some of the children said that they chose to apply for the Orientation Teacher Training Program to reduce the financial burden of the family. They generally will not consider becoming teachers in rural areas unless there are strict policy requirements. Even if they are already a teacher, they will choose other professions after the expiration of the service period[6]. Students of this type understand the policy of targeting normal students only from the stable income of the teaching profession, and their family background has also influenced their decision to an extent. These factors indirectly affect the final employment in the rural areas.

3.2. Training Part of the Policy

3.2.1 Curriculum Content and Pedagogy

The province's public-funded directional normal students are divided into four modes of training. At the beginning of junior middle school, the training mode of "2·4 sections," two years of secondary vocational education plus four years of undergraduate education is

adopted. The five-year training mode is adopted for the public, which is funded oriented normal college students from junior middle schools while the undergraduate level starting at high school has the same training mode of four-year undergraduate system as ordinary universities. Training management only mentions the basic mode and does not add follow-up policies and measures.

The content of the curriculum during the policy implement is not conducive to the improvement of students' ability and teaching skills and cannot meet the policy standards for the training quality of directed normal university students.

Based on the analysis of the policy text of the targeted teacher training students in Hunan Province, the Statistics Department has identified the schools that will undertake the targeted teacher training policy tasks. At the same time, once the training institutions are determined, there is a long-term lack of evaluation, withdrawal and supplementary mechanisms, which is the reason why there is no competitive pressure between training institutions[6]. Due to the unequal distribution of students in rural areas, rural teaching requires teachers of different subjects and different grades. However, due to a lack of rural teachers and the limited ability of teachers, many rural areas cannot get balanced teaching resources. There are several problems that need to be resolved urgently. These include the single discipline setting of training institutes, the inadequate construction of teaching staff, the imperfect curriculum, and a lack of supervision. Especially after the application for the construction of disciplines and majors is completed, the training institutions cannot adjust the majors and disciplines in time to meet the needs of rural teaching, but only based on the existing training capabilities of the training units.

3.2.2 Low Attention to Practice Teaching Process

It is mentioned in the document that "in accordance with the principle of having both political integrity and ability, one major and multiple abilities, oriented to the countryside" and "the accumulative educational practice time of the provincial government-funded oriented normal university students should not be less than one semester". However, it lacks the quality evaluation of the training program.

In addition, looking directly at the current training model of directional normal students, directional normal students share the talent training plan with ordinary normal students according to their professional direction, which lead to a lack of pertinence in their curriculum settings and inability to fully reflect the characteristics of rural education and the needs of rural teachers [2]. According to the survey results of the curriculum setting, more than 30% of students think that the curriculum setting is unreasonable and unreasonable. Overall, local

colleges and universities are more accustomed to the "programmed" talent training model. In addition to keeping in touch with rural primary and middle schools during student internships, they are basically engaged in activities such as daily teaching, curriculum design, selection of teaching content, and teaching evaluation. Schools remain "isolated" from rural primary and secondary schools, and many college teachers "look down" on rural primary and secondary education deep down, they are more accustomed to delving into "advanced" academic and theoretical issues.

In the process of talent training, simple teaching aids are used. The county-level teacher development center lacks the awareness of matchmaking and active actions and does not pay much attention to the practical teaching process. It fails to take the lead in building a diversified and participating-directional teacher-student training internship and interactive platform, leaving it unable to establish a relationship between rural primary and secondary schools, and local colleges and universities. Effective linkage has affected the quality of directional teacher training students to a certain extent[3].

3.2.3 Professional Development

Implement the 'dual tutor' system, arrange famous teachers from primary and secondary schools and high-level teachers from colleges and universities to give lectures to government-funded directional normal university students in the province. The reality is that some of the famous teachers in the province have limited understanding of the actual requirements of rural education on government-funded oriented university students, and it is still questionable whether the guidance of tutors can help government-funded oriented normal university students devote themselves to rural education or not.

As indicated by the schools implementing the directional teacher training policy, some schools adopt the mentor guidance system, and the guidance of the mentor needs to be strengthened [3]. The original intention of cultivating colleges and universities to implement the tutorial system is good. Teachers who serve as directors also hope to guide students well. However, actual work is complicated due to the instructor's lack of understanding of rural education and more courses. For other reasons, there are not many teachers who indeed give students specific guidance in the training process, and the effect is difficult to satisfy the students. Therefore, training colleges should conduct appropriate centralized training for instructors of rural directional teacher students, so that instructors can truly take on the responsibility of guidance.

Besides, the teacher education majors in local colleges and universities are marginalized, and the teachers of pedagogy, psychology, pedagogy, and other courses are insufficient, and they cannot well meet the needs of

teacher training in rural primary and secondary schools. Many teachers' teaching methods are outdated, and most of them use indoctrination and lecture methods to carry out teaching activities. This uniform teaching method is not conducive to the training of targeted teacher students and the teaching evaluation standards of some local universities are unreasonable [2]. The evaluation method is also not suitable for targeted teacher students Cultivate demand.

In the process of policy implementation, there are problems in the lack of competition among training institutions and the operation of collaborative training mode, the drawbacks regarding institutional forms and structure are not conducive to the improvement of education quality.

3.2.4 Institutional Forms, Structures, and Inspection

Only the causes about senior high school (secondary vocational) starting point undergraduate level directional normal university students mentioned "related higher vocational colleges as well as enterprises joint training". The other three training modes completely entrust the training and education of public normal university students to relevant colleges and universities and ignore the notification requirements and further evaluation system of joint training with other cooperative subjects, for example, primary and secondary schools.

The cultivation process needs to be optimized. According to the survey results, the training program for rural directional teachers still needs improvement. In terms of practice, there are still relatively few connections between training colleges and primary and secondary schools, and there are fewer systematic training measures [3]. In essence, the training of targeted teacher students in local universities is an order-based talent training model that requires the participation of rural primary and secondary schools and county-level teacher development centers to improve the pertinence and effectiveness of training. However, many local colleges and universities lack a coordination mechanism for directional teacher training and have not arranged rural primary and secondary schools and county-level teacher development centers to effectively participate in activities such as the formulation of training programs, the design of professional courses, and the evaluation of education and teaching. Affected by traditional education concepts, many local colleges and universities still carry out directional normal student training in a "closed door" way. They have not cooperated with county-level teacher development centers and rural primary and secondary schools to participate in training activities. Therefore, it is difficult to achieve the desired training effect. Although some rural education administrative departments and schools took part in students' internships and employment guidance, they did not play an active role in the

formulation of talent training programs, selection of educational content, or methods of student academic evaluation, and in the end, it was difficult to deliver the established training. Many rural primary and secondary schools have a small number of students, a small school scale, and a weak student base. This status quo put forward higher requirements for the general teaching ability and student management ability of rural teachers. However, local colleges and universities are directional to train normal students. These practical issues have not been fully considered in the cultivation process, which undoubtedly weakens the pertinence of directional teacher training [2].

In addition, the training situation of different universities is quite different [3]. The survey results show that there are significant differences in the current training status and professional identity of rural-directional teacher students among different training schools. Each training college and each training major has its own training characteristics. In addition to making good use of its traditional advantages in the training of rural-directional teacher students, each enrollment major also needs to make up for shortcomings and reduce differences in training. For the time being, there is a lack in the aspect of communication and cooperation with each other, a platform for coordinating communication and learning, and regular organization of special rural special events in cooperation with the Education Department.

4. SUGGESTIVE SOLUTIONS

4.1 Enrollment

During the enrollment process, it is proposed to establish a recruitment system based on more than academic performance for directional normal university students. Conducting an interview is crucial to the recruiting process [2]. Students' moral qualities and their commitment to rural education should be considered during the interview process. The interview process also plays a role to measure students' interest in becoming directional teachers and their potential in teaching.

Moreover, it is necessary to increase enrollment publicity. The enrollment department is suggested to step up publicity in a variety of ways such as expanding the publicity channels and interpreting the relevant policies of directed normal university students in detail. Increasing publicity is expected to improve the public's understanding of the policy, helping them to clarify the responsibilities and obligations of directional normal university students. The publicity is beneficial to avoid the problem of applying for the directional normal university students without a destination due to insufficient understanding of the policy.

In addition, there should be clear provisions on students' household registration and graduation

allocation in the selection process [2]. To become a directional normal university student, student must sign an agreement before they enter the school. The agreement should specify the contents, methods, graduation destination, and compensation for breach of contract.

4.2 Cultivation

4.2.1 Construct a co-cultivation mode for directional normal university students

Since directional normal university students are jointly trained by the training universities, primary and secondary schools in which they will be employed in the future, and county-level teacher development centers, it is essential to construct a co-cultivation mode.

Suggestions are given to the three parties involved in the co-cultivation mode. Training universities are suggested to attach importance to the formulation of training programs which should be formulated in accordance with the situation of the training subject and the objectives of the training. According to the training situation of the previous session and the suggestions of students, the annual training plan is supposed to be updated and adjusted. Moreover, County-level teacher development centers should focus on building platforms that facilitate exchanges and collaborative training between universities and local primary and secondary schools and establish resource sharing databases [3]. In the process of training, county-level teacher development centers should arrange activities according to various stages of training. The activities can be designed to develop professional emotion, improve teaching quality, improve professional knowledge. In addition, Primary and secondary schools should strengthen pre-entry training [3]. The pre-entry training ought to be more flexible and varied to increase students' teaching practice ability. It is important to ensure that training programs not only arrange lectures, but also facilitate communication and resource sharing.

It is also supposed to take measures to ensure the operation of co-cultivation mode. On the one aspect, it is better to improve the supervision system and the consultation system. Under the supervision system, the quality assessment group is required to assess the training status of directional normal university students regularly[3]. The quality assessment group should not only assess whether the training unit has ensured the quality of the training in terms of academic tutors and courses, but also assess whether the three parties have participated in the collaborative training. The establishment of a consultation system is vital in strengthening the communication between the three parties, exchanging the situation of collaborative training, and solving the problems jointly in the training process [3]. Not only the two systems, but the governments must also increase their investment in co-cultivation mode [7].

On the other aspect, it is suggested of improving the sharing of teaching resources. It is better to ensure the inclusion of local high-quality teaching resources and establish a communication system between universities and primary and secondary schools and the teaching resources can be shared through study groups. More communication and cooperation between training universities are also needed to narrow differences in training.

4.2.2 Improve the Curriculum Design

Curriculum system is comprised of general education courses, professional courses, and teacher education courses. To arrange the proportion of different courses reasonably, it is appropriate to redesign the course structure. Rather than offering outdated theoretical teaching courses, universities should integrate relevant courses that match the training goal. A variety of general education courses should be offered because they provide the foundation for specialized courses[8]. Specialized courses should focus on improving specific teaching skills.

In addition, it is necessary to add courses with a rural focus [9]. Adding courses connected with rural basic education will cultivate students' sense of belonging to the countryside. It is necessary to have this type of course to prepare students to teach in rural areas after graduation. In addition, teaching practice should be increased in the teaching process since that the training goal of directional normal university students requires not only mastery of teaching skills and knowledge system, but also flexibility in using modern learning technology. Therefore, the combination of theoretical courses and practical courses can help students improve their teaching accomplishments and teaching skills to achieve the training goal.

4.2.3 Improve Professionalism of Teacher Resources

The professionalism of teacher resources is an important factor that directly influences the quality of cultivation so it is essential to improve the professionalism of teacher resources. In the training process, it is also suggested to strengthen the mentor guidance in the way of improving their understanding of rural education and relevant knowledge.

4.2.4 Internships

It is suggested that internship should be emphasized, and teaching practice should run through the training process. The internship improves students' teaching abilities and deepens their cognition of the teaching profession[10]. It is necessary to increase the frequency of internships and arrange different forms of internships in different grades.

5. CONCLUSION

The directional policy for normal students is an important policy for the construction of rural teachers and a supplementary channel for rural teachers. Due to the existing problems of teachers in the implementation of the current policy and the insignificant improvement of the quality of rural education, this study analyzes the problems and causes in different dimensions of two aspects of training and enrollment in the implementation of the policy. It not only explores and reflects on the supplementary issues of rural teachers, but also expands and deepens the research content of rural teacher training to make up for the shortcomings in the implementation of current policies.

Under the policy of direction training of normal students, the quality of teachers affects the quality of rural education, and teachers are an indispensable and important role in promoting rural education. To ensure the quality of teachers, the government, colleges and universities, and teachers themselves must actively do various tasks, maintain correct coordination with the rural areas, cultivate a group of rural teachers who can "stay in the countryside for a long time and teach well", promote the balance of urban and rural education, and jointly promote the quality of rural areas. Investment in education. Let rural children have books to read and read well. And to some extent, these ways promote fairness in education.

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