



Research on the Cultivation of Outstanding Primary School General Teachers Against the Background of Rural Revitalization

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Abstract. The training quality of primary school general teachers directly affects the realization of rural education revitalization. Recognizing the problems faced by outstanding primary school general teachers in the context of rural revitalization and putting forward corresponding countermeasures has important practical significance for improving the quality of primary school personnel training. Aiming at the problems of insufficient policy support, complex curriculum system, weak practical ability of students, and imperfect joint training mechanism in the training of primary school general teachers, this paper analyzes the causes of the problem, and puts forward corresponding countermeasures from the aspects of policy regulation, curriculum system, training mechanism, etc., to provide a certain reference for the training of outstanding primary school general teachers under the background of rural revitalization.

Keywords: Rural revitalization · Excellent training · Primary school general teachers

1 Introduction

Education must go first in rural revitalization. In January 2018, the Central Committee of the Communist Party of China and the State Council issued the “Opinions on Implementing the Rural Revitalization Strategy”, which emphasizes that rural revitalization should “prioritize the development of rural education and attach great importance to the development of rural compulsory education”. General Secretary Xi Jinping pointed out that rural revitalization ultimately depends on talents, and the cultivation of talents depends on education. In the implementation of the rural revitalization strategy, it is the political mission of education to serve rural revitalization to accelerate the urban-rural integration of compulsory education with high-quality education and to promote education equity.

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Teachers are the key to educational development. At present, there are problems in rural education such as “the shortage of high-quality educational resources and the urgent need to improve the quality of education”, and there are problems such as “un-balanced professional structure” among rural teachers [1]. With the implementation and advancement of the rural revitalization strategy, the in-depth integration of urban and rural primary education resources and concepts is inevitable. The development of rural education from “having teachers to teach” and “having schools to attend” to “cultivating good people” and “having good schools to attend” is bound to put forward higher requirements for the training of primary school teachers [2].

At present, primary and secondary school teachers in developed countries such as the United Kingdom, the United States, and France are general teachers with comprehensive subject knowledge and comprehensive practical ability, and general teaching teachers have gradually become the development trend of basic education around the world. Learning from the educational experience of developed countries and exploring the training strategies for general teachers have also become the top priority for the development of teacher education in China. In 2014, the “Opinions on Implementing the Excellent Teacher Training Program” issued by the Ministry of Education proposed “focusing on exploring the training mode of general teachers and training excellent primary school teachers who can meet the needs of multi-disciplinary education and teaching in primary schools”. In 2018, the “Opinions on the Implementing the Excellent Teacher Training Program 2.0” issued by the Ministry of Education proposed “focusing on exploring and learning from the international general teacher training experience to cultivate excellent primary school teachers with comprehensive literacy and expertise development”. The relationship between general teachers and excellent primary school teachers at the policy level is already very obvious. The proposal of the excellent teacher training plan is actually a forward-looking positioning of the future primary school teachers’ professional requirements, training paths and role functions [3]. The two documents present a basic logic, that is, the current primary school teachers and their training have not yet reached the level of excellence, and the future outstanding primary school teachers will more agree with general subject training and international development.

Colleges and universities are the main body of teacher training. With the support and promotion of policies, Hunan, Guangxi, Guangdong, Chongqing, Henan and other provinces and cities in China have successively carried out the training of general teachers in primary schools [4]. In the past ten years, colleges and universities have trained thousands of general teachers, which has greatly promoted the development of rural education. Taking Shaanxi Province as an example, there are currently 13 colleges and universities that offer undergraduate majors in primary education, and most of their talent training programs emphasize “competency in multidisciplinary education and teaching” in terms of occupational characteristics and talent orientation, which is consistent with the “comprehensiveness” and “integrity” emphasized in the training of primary school teachers. It can be seen that colleges and universities have taken the first step in the training of general subjects in the training of primary school teachers, which reflects the positive response of colleges and universities to the requirements of the Ministry of Education. However, it can be seen from the results of the combing that colleges and universities fail to fully understand the training connotation of outstanding primary

school teachers in terms of talent training, the orientation of talent training objectives tends to be similar or the same, and there is no talent training mode that reflects its own characteristics in practice. Recognizing the problems faced in the training of primary school general teachers under the new situation and putting forward corresponding countermeasures has important practical significance for improving the training quality of general teachers and promoting the connotation development of primary education.

2 Problems Existing in the Training of General Teachers in Primary Schools

2.1 Policy Support is not Enough

Primary school general teachers need policy support and guidance from enrollment, training, and employment qualification identification. However, from the current training situation, the support of policies at all levels is still lacking. From the perspective of enrollment, the “Opinions on Implementing the Excellent Teacher Training Program” proposes to cultivate excellent primary school teachers who can meet the needs of multidisciplinary education and teaching in primary schools. From this, it can be seen that the positioning of primary school general teachers is “excellent”, but the admission scores of general teachers in various regions are mostly just above the second line, which reflects the low requirements for the basic literacy of the enrollment targets. From the perspective of training, in recent years, the state has successively issued policies and regulations on teacher education, but the relevant policies for the training of general teachers are not perfect [5]. For example, there is a lack of medium and long-term development plans for general normal students, the graduation approval system for general normal students needs to be improved, and the process evaluation of general normal students’ academic studies is not sound enough.

2.2 The Curriculum System is Complicated

The “Opinions on Implementing the Excellent Teacher Training Program” proposed that “it is necessary to cultivate a group of excellent primary school teachers who love the cause of primary education, have extensive knowledge and comprehensive abilities, and are capable of meeting the needs of multidisciplinary education and teaching in primary schools”. In order to achieve this goal, it is a must to break the “old three” curriculum structure of pedagogy, psychology, and subject teaching method, and build a curriculum system with reasonable structure, deep integration of theory and practice, consisting of public basic courses, subject professional courses, and teacher education courses. The construction of the curriculum system should reflect the characteristics of the general subject [6]. Through the analysis of the curriculum system, content and structure in the primary education major training programs of some colleges and universities in Shaanxi Province, it can be seen that each college strives to achieve broad subject knowledge, refined educational theory and strong practical skills in the construction of curriculum. But at the same time, there is a phenomenon that the curriculum system is complicated and complicated. More attention is paid to the variety and breadth of the curriculum,

but the integration is ignored. For example, the curriculum content appears repeatedly in different courses, the curriculum content lacks depth, emptiness, and the theory and practice are disconnected, etc.. Such a curriculum system will inevitably affect the learning interest and training quality of general normal students.

2.3 Students' Practical Ability is Weak

The key to the training of general teachers of primary schools lies in cultivating their practical teaching ability [7]. The "Opinions on Implementing the Excellent Teacher Training Program" puts forward clear requirements for the whole process of "before practice - during practice - after practice". After communicating with front-line teachers and students in primary schools, it can be learned that there are more theoretical courses and less practical courses in the curriculum arrangement in the existing talent training plan, and the ratio of the two is unreasonable. At the same time, most of the practical courses are arranged in the last four semesters, and the first four semesters are focused on studying general courses and educational courses, and the theoretical knowledge learned cannot guide practice well. Some students think that the skill training in the classroom is only a lifeless simulation training, lacking real situations, and the practice time of trainee and internship is relatively short. The interviewed students hope that the school will give them more opportunities for educational practice, and they hope that the guidance given by the teachers will be more specific. It can be seen from the feedback from the students that the practical teaching does not run through the whole process of training, but is arranged after the theoretical course, and the students cannot carry out practical training in a timely and effective manner. Solving the problem of effective connection between theoretical study and practical training, so that the "three-in-one" collaborative training mechanism can effectively play a role, is an important problem faced in the training of general teachers in primary schools.

3 Analysis on the Causes of Problems in the Training of Teachers of General Subjects in Primary Education

3.1 Policy Interpretation is not in Place

Relatively speaking, primary school general teachers are still a new thing. The relevant policies issued by the state on the training of public-funded normal students could not be communicated in time, which affected the implementation and execution of the project to a certain extent. According to the survey, many general teachers apply for the exam blindly without a thorough understanding of relevant policies and what is a general teacher. As a result, during the training process, students have ideological and learning problems such as lack of professional belonging, insufficient learning motivation, and unclear goals. The fundamental reason is that the government and colleges and universities did not fully publicize and interpret the admissions and training policies before admissions.

According to the survey, only 31% of the students who have a good understanding of relevant policies account for only 31% of the total number of interviews, and less

than 15% of them know very well. These data and interview materials fully demonstrate that the government and colleges and universities are lacking in the publicity of the admissions and training policies for general normal students. In addition, the students' high schools did not interpret the policies of the students, resulting in many students and parents only pay attention to the words "free", "job" and "organized" out of a utilitarian mentality, not because of their love for rural education when choosing this major. This is also contrary to the original intention of cultivating excellent primary school general teachers. The value orientation based on personal interests also directly leads to students' lost goals and lack of motivation during their studies in school, which directly affects the training quality of primary school general teachers.

3.2 The Course Construction is not Perfect

Reasonable curriculum setting is the premise and guarantee for cultivating high-quality talents. According to the policy requirements, the training of primary school teachers in general subjects should reflect the characteristics of "comprehensive knowledge and skills" and "one specialization and multiple abilities" in the curriculum setting. "Comprehensive knowledge and skills" refers to an integrated interdisciplinary education, and can undertake teaching tasks in multiple disciplines after graduation. "One specialization and multiple abilities" refers to having a "specialized" knowledge and skill system on the basis of interdisciplinary knowledge literacy and skills. Then the curriculum setting of general teachers should be different from the old three courses of "pedagogy, psychology and teaching method", reflecting the characteristics of comprehensiveness and professionalism. However, by analyzing the talent training programs for general teachers in several colleges and universities, it can be seen that most schools pay attention to "comprehensiveness" and ignore "specialization" when arranging courses. It is often adjusted on the basis of the original primary education professional curriculum, and it has become a multi-disciplinary "mix and match curriculum", of which the content is broad and wild, numerous and complex, lacking integration and not systematic. Such curriculum setting fails to reflect the characteristics and advantages of general training. In the selection of teachers, although most schools cooperate with primary schools to implement the "dual-teacher system", the knowledge that teachers impart to students is more fragmented knowledge within their own professional scope, and they have not well integrated the knowledge of various disciplines or even the repetition of the same course content in different courses, which has a certain impact on the training quality of general teachers. It can be seen that the curriculum construction of general teachers should closely follow the curriculum standards of general teachers, soften the edge of the discipline, and reflect the characteristics of comprehensiveness and professionalism.

3.3 The Training Mechanism is not Perfect

Colleges, governments, and primary schools are the three synergies for the training of general teachers, and they are jointly responsible for the training of general teachers in primary schools. For a long time, the training of primary school teachers has attached great importance to the cooperation between colleges and primary schools, and has

promoted the improvement of teaching practice ability of normal students through various methods such as apprenticeship, study, practice and “dual tutor” system in primary schools. However, the differences in educational philosophy and teaching work between colleges and primary schools have led to the fact that primary schools rarely participate in the daily education and teaching activities of colleges and universities, and the traineeship and internship of normal students to primary schools has even become a burden that affects the daily teaching of primary schools. When the government formulates and distributes relevant education policies, it is mainly aimed at colleges and universities, making the role of primary schools in the process of general subject teacher training and the work they should undertake become invisible. Based on this, colleges and primary schools are faced with a dilemma, which hinders the training of general teachers to a certain extent.

4 Strategies for Training General Teachers in Primary Education

Through the analysis of the problems and causes in the training of general teachers in primary schools, it can be realized that the current training of general teachers cannot meet the actual needs of rural primary schools. Pointing to the problem, based on the reasons, the corresponding countermeasures are put forward from three aspects: strengthening policy regulation, optimizing the curriculum system, and improving the training mechanism, so as to solve the problems faced in the training process of primary school teachers.

4.1 Improving and Implementing the General Teacher Training Policy

In order to further solve the problem of rural basic education teachers, since 2012, the state has successively issued the “Opinions on Vigorously Promoting the Construction of Rural Compulsory Education Teachers”, “Opinions on Implementing the Excellent Teacher Training Program”, and “Rural Teacher Support Program”. The release of the documents has a good guiding and leading role in the training of primary school teachers of general subjects, but in the actual training process, they also revealed that the policies are not perfect and the implementation is not in place. Therefore, the state should further formulate mid- to long-term and short-term development plans for the training of primary school general teachers, indicating specific directions for local governments and education departments. Local governments and education departments should also, under the guidance of the national education development policy, formulate policies for the training and development of primary school general teachers that reflect local characteristics. As a direct training institution for general teachers, colleges and universities should be guided by national and local policies, issue specific admissions and employment policies, and continuously improve discipline construction and student apprenticeship, study and practice systems.

At the same time, universities and local governments need to actively publicize and implement policies, so that managers, primary school managers, head teachers, teachers, students and parents of all targeted districts and counties can comprehensively understand and understand the policies for the recruitment, training, distribution, employment and

future development of general teachers in rural primary schools, so that they can clarify the specific meaning of important information such as “general subjects”, “free” and “orientation”. Only in this way can the students truly understand their own motivation for applying for the exam, so as to eliminate the utilitarian mentality of applying for the exam, make the right choice, and avoid the failure to apply for the exam due to lack of understanding or misunderstanding of the policy. In addition, the promotion and implementation of various policies will also help colleges and universities to truly select students who love rural education, bear hardships and stand hard work, and are willing to take root in rural areas, providing a strong guarantee for the quality of rural primary education teachers.

4.2 Optimizing the Curriculum System

When constructing a curriculum system for general teachers, colleges and universities need to take social needs as the starting point, proceed from the actual situation of rural primary schools and students, and understand through research what teachers are really needed in rural basic education. It should reflect the organic combination of general courses, subject professional courses, and teacher education courses, as well as the organic combination of theoretical courses and practical courses, and compulsory courses and elective courses. There is a necessity to run through the OBE education concept, build an excellent primary school teacher talent training curriculum system based on “core literacy” and a hybrid teaching model based on “SPOC + flipped classroom”, that is, to integrate the ideological and political elements of the curriculum guided by the OBE education concept, and to reflect the requirements of students’ “moral literacy, knowledge literacy, ability literacy and emotional literacy” [8]. According to the characteristics of primary school teachers’ training and the laws of students’ physical and mental development, it is necessary to attach importance to cultivating students’ curriculum integration ability, highlighting the cultivation of teachers’ moral education, professional core competencies and vocational core competencies, and research and build an excellent primary school teacher talent training curriculum system with “moral education first and dual core”.

Guided by output, with the help of teaching software such as Chaoxing platform and Xuexitong, starting from the four aspects of course content, course teaching, course evaluation system and personalized learning strategy, it can achieve a comprehensive “deep integration” of information technology and education, study and construct a “student-centered” blended teaching model based on “SPOC + flipped classroom”.

The “Teacher Education Curriculum Standards” stipulates that the areas of study for pre-service teachers in primary schools include six areas: child development and learning, basics of primary education, subject education and activity guidance in primary schools, mental health and moral education, and educational practice. The curriculum system for general teachers should be based on the six areas and the professional development requirements of teachers, as well as the actual needs of rural basic education, to build and reflect the characteristics of “comprehensive training, learning with expertise”, including the curriculum system of general education courses, subject professional courses, teacher education courses, practical teaching and innovation and entrepreneurship courses. Among them, there will be a must to increase the professional training

of science and art in the subject professional courses, divide into three modules of Chinese, mathematics and foreign language, and increase the practical training link at the same time to achieve the goal of everyone having their own specialties; teacher education courses include compulsory and elective courses; practical teaching and innovation and entrepreneurship courses include three modules: educational internship, educational internship, graduation thesis design, normal student skills compliance and comprehensive training of educational internship. In this way, the curriculum system built by the combination of “platform + module” focuses on the learning of multi-disciplinary knowledge and the training of practical skills, which can better cultivate general-type primary school teachers who are suitable for rural education.

4.3 Improving the Training Mechanism

The training of primary school teachers is a systematic work. As a community of talent training, the government, universities, and primary schools should strengthen cooperation, form a joint force, and share information and resources. They need to jointly build a “U-G-I-S-S” five-in-one excellent primary school general teacher talent collaborative training mechanism with “universities as the main body, government supervision and coordination, institute training and guidance, local primary schools actively participating, and social institutions supporting and assisting”, to realize the integration of colleges and the society, and cultivate talents for excellent primary school teachers [9].

In such a community, the government is the leader. Relevant government departments should strengthen the supervision and inspection of the training process of general teachers, follow up the implementation of the project, formulate development plans, improve relevant policies, coordinate the tripartite relationship, and increase capital investment in pre-employment training, post-employment training, and project research and development of general teachers to meet the development of talent training; as a talent training unit, colleges and universities should carefully study the setting of course content and structure, the implementation of teaching practice, the evaluation of course quality, etc., and pay more attention to the discipline construction and scientific research strength to the training of general normal students, and establish an all-round talent training evaluation system, construct a comprehensive ability evaluation standard for normal students in general subjects, and shift from a single academic performance evaluation to a teacher’s vocational skills evaluation. It is necessary to focus on cultivating general teachers’ educational beliefs, educational ideals, educational feelings, as well as broad basic knowledge and comprehensive ability and literacy, and comprehensively measure the development level of students; as a collaborator in the training of general teachers, primary schools are also the employers of general teachers. They should actively participate in the training of general teachers. Many colleges and universities have signed cooperation agreements with local primary schools, but there is still a lot of room for in-depth cooperation between the two. Through hard work, the cooperation agreement should take root, build a platform, and increase the guidance for normal students’ traineeship and internship. Through the “dual tutor system”, outstanding first-line primary school teachers bring their practical experience in primary school education and teaching into university classrooms, teachers and teaching methods in colleges and universities can be brought in primary school classrooms, and teachers in primary schools and colleges

jointly carry out basic education research, feedback teaching with scientific research, and provide strong theoretical support for the reform of primary school classrooms.

5 Conclusion

“Education is the foundation of a century-long project”. To develop education, the key lies in teachers. The training quality of general teachers is directly related to the foundation of rural basic education. Therefore, it is necessary to speed up the construction of a collaborative education mechanism for all-subject teachers led by local governments, led by colleges and universities, and participated by high-quality primary schools. Starting from strengthening policy regulation, optimizing the curriculum system, and improving the training mechanism, it is also necessary to cooperate with each other and meet each other halfway, so as to cultivate an excellent team of primary school general teachers with local complexes, firm educational ideals, and strong academic integration capabilities that can fundamentally meet the needs of rural education for teachers, promote education fairness, and help the revitalization of rural education.

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