

Research on Pre-service Training of General Practitioners in Rural Primary Schools under the Background of Poverty Alleviation through Education

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Abstract: Under the background of training primary school general teachers, we should optimize the practical teaching of primary school education major. The training of general teachers in rural primary schools is an important measure for normal colleges to change the traditional talent training mode and train high-level talents that meet the actual needs in rural areas. The training of primary school general practitioners before practical teaching has the value of acquiring practical knowledge, generating practical wisdom, enriching professional experience and improving professional ability. Personnel training is one of the most important tasks of colleges and universities. Its process is complete, dynamic and gradual. In order to achieve the training goal, we must constantly modify the process, form and content of personnel training according to the existing state of knowledge and ability. Training general teachers in rural primary schools can speed up the connection between China's education and international education, and further improve the severe problems faced by pre service training in rural primary schools under the background of poverty alleviation through education..

1. Introduction

Compared with urban education, rural education lags behind the city not only in terms of hardware facilities but also in terms of software. One of the most important manifestations in software is the lack of teachers. In view of the severe shortage of teachers in rural primary schools, it is really necessary to train qualified teachers for small-scale schools in rural areas as soon as possible, and general practitioners are the best choice at present [1]. The inseparability of education and social practice is the eternal law that restricts education. From the perspective of teachers, that is, they are often more willing to go to the city to teach than to the countryside. Therefore, rural schools have formed a state of too few teachers and too many students [2]. Judging from the reform and development trend of basic education abroad, primary school general teachers have become the mainstream and have accumulated some experience in training. Talent cultivation is one of the primary tasks of colleges and universities. Its process is complete, dynamic and progressive. To achieve the cultivation goal, the process, form and content of talent cultivation must be continuously revised according to the existing knowledge and ability of talents [3]. Any research involving human beings has certain complexity, while education involves all mankind. The training of general teachers in rural primary schools is an important measure for normal colleges to change the traditional talent training mode and train high-level talents that meet the actual needs in rural areas [4].

The training of general practitioners in rural primary schools is an important measure for normal colleges to change the traditional talent training mode and train high-level talents that meet the actual needs in rural areas [5]. The aging of primary school teachers in rural areas is serious, with the majority over 40 years old. Today's society is developing rapidly. The students are in urgent need of fresh blood, and the older generation of teachers are old in both knowledge structure and teaching methods, so it is still difficult for such students to integrate into society after coming out [6]. The basic characteristics of general teachers in rural primary schools include the profundity of rural emotion, the comprehensiveness of professional knowledge and the comprehensiveness of

ability and quality. The cultivation of teachers' ethics is an important part of teacher training, and it is more necessary to conduct in-depth research, especially for the rural primary school general teachers, a new group of teachers [7]. The existing state of knowledge and ability of talents can only be revealed in practice. Practical teaching links are the best carrier and measurement index to reflect students' learning effectiveness. In the process of cultivating primary school general teachers, many problems also appeared, including those from pre-service training and post-service training [8]. Constructing a multi-cooperative and coordinated cultivation system for teacher ethics, setting up supporting courses for cultivating teacher ethics, highlighting the content of cultivating moral ethics, and strengthening the moral education method of practical experience are the effective ways of cultivating the teacher ethics of all primary teachers in rural elementary schools before work.

2. The Importance of Pre-service Training of General Practitioners in Rural Primary Schools

2.1. Strengthening the Professional Competence of General Practitioners in Rural Primary Schools

For the district and county education bureaus, the recruitment examination can be carried out before college students graduate, thus strengthening the supervision and evaluation of the process and improving the motivation of students to learn to the greatest extent. For educational research and training institutions, it is necessary to improve the training and guidance of students' internship or probation, so as to ensure the effectiveness of students' internship and probation. The goal of training general teachers in rural primary schools is to be competent for multi-disciplinary education and teaching in primary schools. To be qualified for the profession of general practitioner in rural primary schools, one needs not only a general practitioner's knowledge background including moral education, but also noble professional ethics. Colleges and universities need to formulate strict assessment plans, and at the same time regularly feed back assessment information to districts and counties in a timely manner, so as to ensure that the district and county education bureaus can grasp the students' performance in a timely manner, so as to be knowledgeable and responsible. In addition, it is necessary to build a suitable educational research platform to study the training plan for primary school teachers in general practice [9]. In order to train a senior high school graduate with relatively mature world outlook and values into a qualified general practitioner in a rural primary school, formative practical teaching activities aiming at a general practitioner in a rural primary school can be designed to cultivate college students' deep feelings towards the teachers in the rural primary school, so that college students can gradually transform the external influence into the motive force in the process of their professional development.

2.2. It is Beneficial for Primary General Education Teachers to Gain Professional Respect

Some scholars divide teacher's knowledge structure into subject knowledge, conditional knowledge and practical knowledge. It should be said that the necessary subject knowledge and theoretical knowledge such as pedagogy and psychology are important parts of teachers' knowledge structure, but as primary school teachers, the more important should be practical knowledge. Any profession should be respected by the society, and respecting teachers and teaching is the fine tradition of our country. However, to gain professional respect, we should not only rely on external forces, but also rely on the efforts of the subject itself. The acquisition of practical knowledge is closely related to the practice of education and teaching, which requires students to infiltrate in the fresh educational practice and field through repeated training and experience. In the face of the rural primary school hard working environment, complex work tasks and primary school students who are mainly left behind children, do not abandon, do not give up, and do well, naturally will get due professional respect and understanding, improve teachers' professional happiness and sense of achievement. For the training of general education teachers in pre service primary schools, students not only need to master rich subject knowledge and scientific theory of primary education and teaching, but also need to build their own practical knowledge.

3. On the Cultivation of Teachers' Morality for Rural Primary School Teachers in Normal Universities

As the general teachers in rural primary schools need comprehensive multidisciplinary knowledge, they need to break down the disciplinary barriers in curriculum setting and boldly integrate and reconstruct the same disciplinary knowledge or interdisciplinary knowledge centering on the practical problems in the teaching of various disciplines in rural primary schools or the problems in education and teaching. Practical teaching is a teaching form corresponding to theoretical teaching. Throughout the history of higher education, the relationship between theoretical teaching and practical teaching has been discussed for a long time. How to deal with the relationship between the two has greatly affected the development of higher education. General teachers in rural primary schools need to have comprehensive knowledge. Therefore, in terms of curriculum setting, they need to break the barriers of previous disciplines, focus on practical problems encountered in teaching, integrate and reconstruct the same discipline or different disciplines, and finally form a complete and reasonable disciplinary knowledge system [10]. Accumulating practical experience and improving practical ability are the only way to train primary school general teachers. Therefore, practicality has become an important feature of primary school education major, and the value of practical teaching is thus reflected. College teachers should go further into rural primary schools to understand the current situation of rural education, especially the current situation of the construction of teachers in rural primary schools, so as to continuously enrich the teaching content and reform the teaching mode. To train a college graduate to be a qualified general practitioner in a rural primary school, one can design the formative practical teaching activities of the general practitioner in a rural primary school, cultivate the feelings of college students towards the teachers in the rural primary school, and have the thinking mode and ability characteristics required by a general practitioner in a primary school.

Studying the educational model is helpful to deal with various educational relations and optimize the structure of educational activities. The orientation and uniqueness of educational mode are determined by certain educational theories or thoughts. Due to the impact of western values and the integration of multiple cultures, everyone in today's society has a standard to measure value, resulting in great differences in the judgment of value. Figure 1 shows the network structure system of talent education management.



Figure 1 Talent education management network structure system

During the pre-service training of primary school general teachers, there is a certain distance between the theoretical knowledge of education and teaching acquired by the students and the actual teaching. If this distance is to be shortened, practical teaching must be strengthened. As a profession, teachers are respected by people because of their nature of educating people. However, if teachers themselves do not cultivate moral character and are not exemplary, they cannot gain the trust of students, the recognition of parents and the recognition of society. Outside the school,

students go deep into primary schools through systematic and planned professional probation and practice, and face real, vivid and unique educational objects, which further enhance their cognition of primary education specialty [11]. Local normal colleges and universities are not only an important place for the cultivation of teachers' ethics for primary school general normal students, but also an important base for primary school general normal students to acquire primary school moral education skills. Teachers' wisdom is a kind of practical wisdom, which can only be cultivated in practice. At present, one of the important changes in educational theories at home and abroad is the shift from emphasizing knowledge to emphasizing ability. Having certain professional ability is an inevitable requirement for the professional development of primary school general teachers. In the training of general teachers in rural primary schools, courses should be set up according to the training objectives and specifications, breaking the separation between traditional courses and blurring the boundaries of courses in different disciplines.

4. Conclusions

Primary education belongs to our country's basic education, which to a certain extent affects the quality of our future young people. The new development of primary school general practitioners will greatly promote the basic education in our country, especially in rural areas. Students not only need to master rich subject knowledge and scientific theories of primary school education and teaching, but also need to construct their own practical knowledge. Making life experience life through moral education practice is an important means to improve the actual effect of moral education. The practice of training general teachers in rural primary schools requires that the practice and experience should be strengthened in the process of cultivating teachers' ethics. There is a certain distance between the theoretical knowledge of education and teaching acquired by students and the actual teaching in the process of pre service training of general practitioners in primary schools. If we want to shorten this distance, we must strengthen practical teaching. The pre service training system of primary general education teachers can not be established in a short period of time. It needs long-term practice under the guidance of relevant theories, and finally polished. For the training of general education teachers in pre service primary schools, students not only need to master rich subject knowledge and scientific theory of primary education and teaching, but also need to build their own practical knowledge.

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