

Research on the Support System of Rural Teachers' Team Construction in Yunnan Province against the Background of Accurate Poverty Alleviation through Education

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Abstract. Accurate poverty alleviation through education is the focus of social attention in recent years. There is still a shortage of teachers in rural areas of Yunnan Province against the background of accurate poverty alleviation through education. Teachers' posts in rural areas are not attractive enough to normal students. There are problems in Teachers' Professional Training. The proportion of teachers coming from non-normal majors is higher. This article puts forward the Countermeasures of anti - poverty in Education. Improving the attraction of rural schools and treatment of rural teachers. Enhancing the professional attraction of teachers. Optimizing the Structure of Teachers and making strict access standards for teachers.

Background of the Subject

The object of poverty alleviation through education is mainly in remote mountainous areas and ethnic minority areas. In the past, The state has taken many measures to lift poverty out of education in poverty-stricken areas, such as, building standardized campus, granting to poor students, free normal students policy, Recruitment "specially contracted teachers", Directional training of bilingual teachers, etc. These measures have greatly improved the quality of basic education in rural areas of Yunnan Province. It has made great contributions to serving the local economic and social development. It can be seen that the measures of precise poverty alleviation in education mainly focus on the hardware construction of educational resources and the improvement of teachers. But in fact, it is necessary to adjust the policy of precise poverty alleviation. Taking Yunnan as an example, the rural area is far away from the city, the living environment is far from the city, and the teaching staff is very unstable. Therefore, we should stabilize and optimize the construction of rural teachers in Yunnan, and build a team of teachers with ideals, aspirations and willingness to take root in rural areas. Without such a team of teachers, the quality of education in rural areas of Yunnan can not be effectively guaranteed, and poverty alleviation in education can not be well achieved.[1]

The Problems in the Construction of Rural Teachers in Yunnan

Insufficient Number of Teachers. The main reason for the shortage of teachers is the shortage of staff. The unified management of the establishment of teachers in public institutions classified as counties. County-level institutions overstaffed and squeezed the quota of teachers, resulting in insufficient number of Teachers. In primary and secondary schools surveyed, the biggest problem is the serious shortage of teachers, especially subject teachers, such as English and computer teachers. The phenomenon that teachers teach part-time courses is quite common, and there is a phenomenon that teachers' subjects are not in line with their majors.[2]

Teachers' posts in Rural Areas is not Attractive Enough to Normal Students. Universities recruit free normal students to Yunnan Province every year. The main direction of "orientation" is rural areas. But judging from the employment situation of graduates in the past two years, some normal students have stayed in the suburbs with better conditions through the special post teacher recruitment examination, and some students who are directed to cultivate choose to break the

contract. The first reason is that the countryside is remote, inconvenient in transportation, hard life and lack of living resources. Many students find it difficult to accept such living conditions. Secondly, wages are not attractive enough. The salary level of teachers in rural areas is generally not high, which does not match the heavy work of teachers and can not keep teachers.

The Proportion of Teachers Coming from Non-Normal Majors is Higher. The amount of training in general colleges and universities has increased, and "non-teachers and students" have gradually come to the platform. Teachers are a popular occupation nowadays. Many non-normal students are taking teacher certificates. Many people think like this: Normal majors do not seem to be much different from non-normal majors. A girl majoring in normal education in a university in Yunnan told reporters that her major is basically to impart knowledge, which is no different from other general liberal arts majors in the university. Some schools don't care whether they recruit teachers from comprehensive or normal universities. They value the comprehensive quality of graduates. Staff members of the Education Bureau of a county in Yunnan Province said that in the recruitment of schools directly under the Bureau of Education, whether or not the graduates of the normal education category are of no importance. Such teachers'professional level is uneven, which is undoubtedly a hidden danger to the relatively slow development of rural education.[4]

Problems in Teachers' Professional Training. There is a lot of teacher training in rural areas. In addition to the "national training" plan, the "provincial training" plan and other projects, the most common is the annual winter and summer holidays during the continuing education of teachers. However, due to various reasons, the teacher training conducted by the county and municipal education bureaus in some areas can not be well guaranteed and supported in terms of teachers, ideas and pertinence, resulting in the overall level of training is not high, and the help for teachers'professional upgrading and growth is limited. In some places, because the training funds are not in place, many teachers have to pay for their own training when they go out. This is not a small expense for teachers with low income, which further weakens the initiative of teachers to participate in training.

Approaches to the Construction of Rural Teachers in Yunnan

Improving the Attraction of Rural Schools. Teachers are the foundation of teaching and the source of revitalizing teaching. At present, a large part of Yunnan's teaching sites are located in rural areas. The Education Foundation in rural areas is weak, the development of education among regions and nationalities is unbalanced, and the development of minority education and rural compulsory education is relatively backward. Only by strengthening the construction of new countryside, making the countryside rich, narrowing the gap with the city in culture, life, transportation, accommodation and medical treatment, and improving living conditions in the countryside, can excellent teachers be better attracted to teach in the countryside.[3]

Improving the Treatment of Rural Teachers and Enhancing the Professional Attraction of Teachers. We will increase government investment in education at all levels and subsidize teachers'wages in rural areas, especially in ethnic minority areas and increase subsidies and formulate flexible and effective incentive policies. Attention should be paid to education, medical treatment, housing and other aspects related to the survival and development of rural teachers. Free normal students in schools should be given more assistance and assistance to normal students. While guaranteeing these students to complete their normal academic life, we should strengthen ideological education, strengthen their belief in serving the countryside and take root in the countryside.

Optimize the Teacher Structure and Strictly Enter Teachers. Further optimize the structure of teachers to meet the needs of rural education and teaching. Strictly implement the system of teachers'professional access, strictly control the entrance of teachers' profession, and improve the overall quality of teachers. We should further standardize the identification of teachers'qualifications, strictly enforce the threshold of admission, and regard teachers' ethics and style as the primary conditions for the identification of new teachers and teachers'qualifications. In

the recruitment of teachers, we should try our best to recruit students from teachers'colleges to improve the overall professional level of newly recruited rural teachers.[4]

Improving the Quality of Teachers' Training. We should Face the current situation that some rural teachers'training lacks pertinence, takes the form, goes through the stage, and regards training as a way for educational institutions to earn money. Firstly, teachers'training should be reformed to ensure that rural teachers' training must be undertaken and carried out by higher-level normal universities or colleges in order to improve the overall quality of training. Secondly, the content of training should strengthen the practical part, so that the training has timeliness. Thirdly, the education department should raise funds and undertake training funds in many ways, so as to alleviate the economic pressure on rural teachers and improve the enthusiasm of training.[5]

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