

The Status Quo of the Rural-oriented Normal Students' Training under the Background of the Rural Revitalization Strategy

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Abstract: The training of rural oriented teacher students is an educational work plan formulated by our government agencies to solve the problem of teacher resources shortage in rural areas of compulsory education. During the training of rural oriented teacher students, it is funded by the Chinese government to train correspondingly for compulsory education in rural areas. Educational talents in order to help strengthen the strength of the teaching staff in rural areas and optimize the level of education. In social development, the training level of rural orientation teacher students also determines the development level and effectiveness of our country's rural revitalization strategy in the future. Therefore, it is necessary to make detailed research and exploration on the status quo of this work. This article takes the development situation of oriented teacher training in rural areas under the strategy of rural revitalization as an entry point, and puts forward the problems and measures faced by the training of oriented teacher students in rural areas under the background of rural revitalization strategy for reference.

1. Introduction

In win battle poverty, build a well-off society in an all-round way in the background, the central government asked to do "the second half of the article," good to consolidate the crucial results out of poverty and made the overall deployment effective connection with country revitalization. In the development of rural revitalization strategy, education is one of the key links. The quality of education can not only determine the overall quality of talents in the society, but also provide a steady stream of outstanding talents for the development of rural revitalization strategies. In education, the training of oriented rural teacher students is a key work content. Whether education can effectively play the role of education and strengthen the development level of rural revitalization strategy is closely related to the effectiveness of the work.

2. Overview of the training and development of rural oriented teacher students under the background of the rural revitalization strategy

In order to solve the problem of shortage of teacher resources in rural areas, the Chinese government has formulated an educational work program, which funds compulsory education in rural areas at the training stage of targeted rural teacher students. Strengthening the construction of teachers in rural areas and optimizing the education level. In the development of society, the training level of the Rural Directional normal students also decides the development level and effect of the rural revitalization strategy in the future. Therefore, it is necessary to conduct a detailed study and exploration of the status quo of this work. ^[1]

2.1 Large-scale development of the training of oriented teachers in rural areas

2.2 The problem of rural teachers' professional identity needs to be solved urgently

At present, under the background of vigorously developing rural revitalization strategy in our country, rural education is also advancing in an all-round way. Education can train a batch of excellent talents for rural revitalization strategy, so it is convenient to train rural teachers. In essence,

rural revitalization strategy needs a large number of rural teachers who are rooted in rural areas, willing to contribute, specialized and versatile, with excellent quality. Therefore, to carry on the targeted training to the normal school student, has become the fundamental help of the rural revitalization strategy development. In order to train rural-oriented teachers, China has gradually begun to explore and practice the form of this work, to respond positively to the call of the government, the government's development plans and measures into practical action. At the same time, normal students are also actively involved in this work, the community and colleges and universities have also given great help to the rural normal student training scale and development has had a positive impact. ^[2]

For rural teachers, due to their professional nature, it also determines that rural teachers need to be rooted in the countryside almost all of their time. However, in practice, rural teachers' remuneration is not high, and the working environment is relative to urban schools. It is also relatively poor, so many of the demands of rural teachers have not been met, so on this basis, the problem of rural teachers' professional identity has arisen, which has a certain impact on the rural oriented teacher student training plan under the background of China's rural strategy. There may be serious problems such as insufficient talents among rural teachers, low teaching enthusiasm, and inability to retain outstanding teachers. The existence of this situation is obviously not conducive to the long-term development of the rural revitalization strategy, and may also lead to rural education work. There is a problem of brain drain.

3. Problems faced by the training of targeted rural normal students under the background of rural revitalization strategy

3.1 The training goal is not clear

At present, the main problem of rural orientation teacher training is that the training goal is not clear, which also affects the quality and efficiency of work to some extent. The main performance at this stage is that although targeted standards for teachers' professional skills have been formulated, insufficient consideration has been given to the actual situation of rural education, as a result, the professional training of rural teachers is not suitable for the current rural education. The improvement of the quality and efficiency of educational work is obviously disadvantageous. For example, there is a great difference between rural education and urban education, which is not only reflected in the matching of teaching resources, but also reflected in the quality of teachers and students' group cognition. Therefore, in the development of rural-oriented normal students training process, we should also pay attention to the actual needs of rural education. However, in practice, this indicator is ignored in the training of rural normal students. This situation is obviously not conducive to high-quality work, but also leads to the lack of training objectives for rural normal students.

3.2 The students' sense of professionalism is not strong

The lack of professional awareness of students is also a significant type of problem in the current training of oriented teacher students in rural areas, which has caused certain restrictions and obstacles to the improvement of teachers' professional ability and comprehensive quality. The main manifestation is that there is a certain lack of professionalism and professional cognition of students. The training stage of oriented normal students in school only pays attention to the courses the students are learning and whether they pass the exams, which also leads to insufficient quality of education and poor effectiveness. At the same time, it did not encourage students to form professional cognition, and students did not make long-term plans for their follow-up career development. Even in the education work, some students closely follow the teacher's teaching ideas to guide the process of knowledge learning, but do not have a clear learning goal. At the same time, they are also confused about their follow-up career development direction and do not know what a teacher needs. Which professional qualities, therefore, also reduces the effectiveness of the training of oriented teacher students in rural areas.

3.3 Curriculum needs to be improved

The setting of curriculum system is of great significance to the training of rural teachers. Whether the curriculum system is reasonable or not also determines the effectiveness of rural-oriented teacher training. At this stage of talent training, there is a teaching course. Unreasonable problems greatly reduce the effectiveness of rural orientation teacher training. For example, the current training courses for rural-oriented teachers are divided into compulsory courses and elective courses. However, there are some defects in the sequence of joining courses, and the learning of various knowledge has not reached a smooth transition. Therefore, the knowledge teaching process is a little sudden, which is not conducive to normal students' full mastery of professional skills and professional cognition. In addition, students' practical ability is also neglected in the above-mentioned curriculum system, a student's academic record in the course of study is only the main basis for obtaining a diploma. In such an educational environment, it often leads to students' professional competence after learning. Poverty, lack of professional knowledge and poor professional quality have no obvious impact on the rapid development of rural education.

3.4 Inadequate training of teaching skills

Inadequate training of teaching skills is also a key issue in the oriented training of rural teacher students, which affects the results of this work. It is mainly manifested in the development of rural oriented teacher training in schools, which only pays attention to the teaching of theoretical courses. , And hope that students can master a wealth of educational concepts in the study of theoretical knowledge, so that normal students can devote themselves to education with a good mental outlook after graduation. However, the existence of this situation is obviously not in line with the rural orientation of normal students. The requirements of training work, lack of the training process for students' teaching skills in the teaching link, and at the same time did not lead the students to gradually experience teaching and good professional cognition in practice. The existence of this situation is obviously for the rural-oriented teacher students The high-quality completion of the training work does not have any promoting effect.

4. Conclusion

The rural education environment is difficult. Through a series of preferential measures, we can give full play to the guidance and leadership of the policy. The training of oriented teacher students is an inclination and support for rural education. For oriented teacher students, more incentives and preferential treatment should be given, so as to allow a group of teachers who love rural education and have high moral quality and professional standards to enter. The ranks of rural teachers, with their passion and educational wisdom, nourish rural youths to thrive.

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