

## **Perspective on the Deficiency of Rural Teachers' Trainings from the Application programs**

### **-- Taking 141 Programs of Rural teachers' Trainings in Province J as the Analysis Objects**

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**Keywords:** Rural Teachers' Trainings; Training Programmes; Quasi-Urbanization; Weak Pertinence

**Abstract:** Post-service training of rural teachers is an important link to strengthen the construction of rural teachers, and a significant means to balance urban and rural education resources. However, there are some problems in the trainings of rural teachers, such as quasi - urbanization tendency and weak pertinence. ROST was used to analyze the data of 141 training application in J province, and the main problems were found in the following aspects: the lack of discourse power of rural teachers in the training team and the dominance of urban teachers; The weakness of local culture leads to the lack of local culture in the training curriculum content and resources and weakens the centripetal force of rural teachers for the local spirit. Training and practice bases rarely exist in rural schools; Most of the training demand surveys are too simple, and teachers are not given hierarchical training. No teachers choose courses independently, ignoring their shortcomings. Therefore, it is necessary to establish the inner cultural confidence of rural teachers, and strengthen the research on training needs and hierarchical training.

#### **1. Introduction**

The connotation of countryside is hidden under the framework of taking urban development as the center. But as the main body of rural culture communication and development, rural teachers should be given higher expectations. Therefore, the training for rural teachers not only needs to meet the vocational needs, but also should reflect the spirit of urban-rural integration and the cultural self-confidence and also the rural development spirits advocated by the 19th national congress. In order to improve the effectiveness of teacher trainings, the training advice emphasize the need to constantly improve the pertinence and effectiveness of trainings. Since the issuance of the Rural Teacher Supported Plan (2015-2020) in 2015, the Ministry of Education has focused on strengthening the training of primary and middle school teachers in rural areas by adopting the application system to select institutions to undertake the task. The scientificity and rationality of the training programs determine the success of the training activities, which is the concentrated embodiment of the essence of training ideas, the deeper understanding and grasp of the national training direction and the guidance for the selected institutions. In the programs' design, the common problems mainly focus on the training needs, training contents and training resources. However, the analysis of training teams and training practice bases should also be added for the regional differens in the main body of rural teachers.

#### **2. Research Questions and Hypothesis**

By using the data statistics analysis to analyze the training needs, training team, training contents, training practice base and a few items mentioned in 141 J provincial rural teacher training schemes submitted by 17 institutions, including 4 high quality distance education network services and 13 well-known colleges and universities

##### **2.1 Research Questions**

This study will ask and answer the following research questions: (1) Is there any problem of urbanization and lack of pertinence in the training program? (2) How can we solve these problems to improve the effectiveness of teacher training?

##### **2.2 Research Hypotheses**

In this study, the hypotheses will be tested will be:

(1) Rural teachers' training programs present the tendency of quasi-urbanization and weak pertinence in the design of rural teacher training programs.

(2) We can building up the inner cultural self-confidence of rural teachers and strengthening the surveys of rural teachers' training needs and hierarchical trainings to solve these.

#### **3. Research Design**

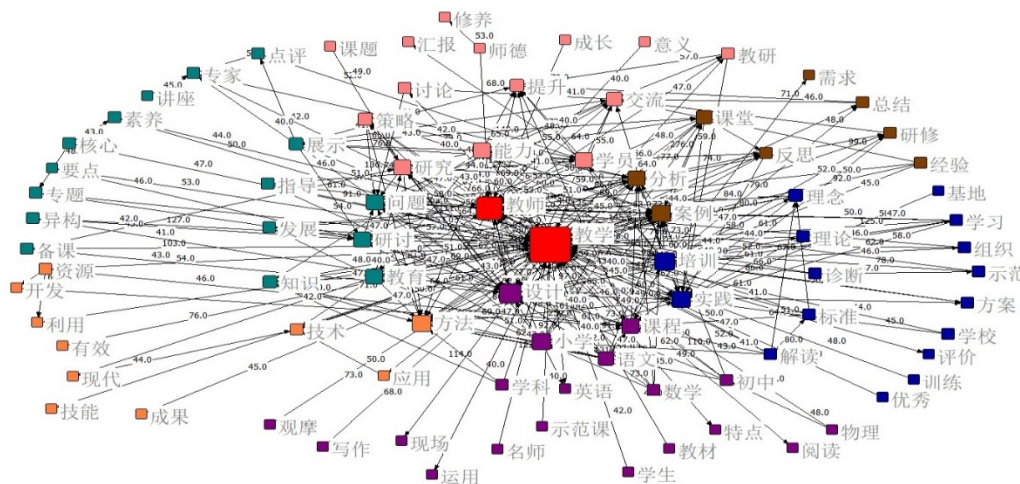
Extracting training content and resources of declaration programs as a text , using the ROST Content Mining System

Version 6.0 to analyze the collected information, and analyzing the proportion of urban and rural experts in training teams' and training bases' statistical data, we found that, in view of the tendency of quasi-urbanization in rural teachers' trainings, it mainly reflected in the following four aspects.

#### 4.1 Rural teachers' training programs present the tendency of quasi-urbanization

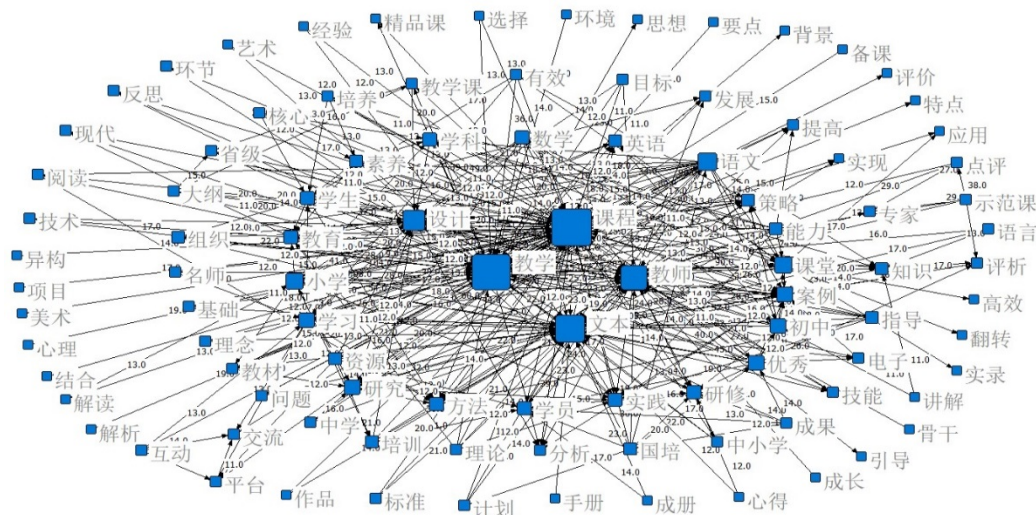
In order to a better teacher training, the national document clearly stipulates that, in principle, there should be no less than 60% outstanding first-line teachers and teachers' trainers in the training expert teams. Rural teachers also hope that hiring experts could base on whether they have rural teaching experience and their familiarity with local conditions. Both trainers and trainees prefer localised training teams. Among the 141 application programs, there are 3,688 experts with teacher titles and units, including 964 teachers from colleges and universities, and 2,724 from primary and middle schools. First-line teachers accounted for 73.9%, meeting the requirements. However, according to the statistics of the proportion of front-line teachers in urban and rural areas, 95.8% of the teachers are from urban primary and middle schools, and only 4.2% from rural areas, which shows that the front-line teachers in the expert teams tend to be urbanized.

(2) Training courses are short of local contents and centripetal force



According to the statistics of the class hour ratio of course contents, there are totally 50,761 class hours of the 141 programs. Among them, teaching philosophy and teaching strategies which account for 22.1% and 20% respectively make up a large part. Next is the teacher ethics training courses , accounting for 13.6%; the proportion of the next five items that are training courses of scientific research ability , modern educational technology, teachers' professional quality, training ability and quality development are successively 13.3%,11%,9.7%,8.5% and 1.8%.Throughout the whole diagram and data, no key words related to local cultural elements and course schedule were found. As for update of educational concept, mastery of teaching skills and methods to the teaching guidance of information technology, urbanization concept runs through all of these. The training contents are wanting in the attention to the characteristics of rural education and the growing environment of rural students.

school development, and the rest does not involve rural culture and characteristics at all. In fact, the integration of urban and rural areas requires maintaining their own characteristics. In other words, while transplanting urban mainstream culture, it is more necessary to inherit traditional local culture, rather than regarding urban culture as the sole benchmark of modernization. Local culture's deficiency of training courses, and quasi-urbanization of the training overall lead rural teachers into a cultural journey of catching up with urban teachers with almost no end. The difference between urban and rural areas makes rural teachers not only unable to understand urban mainstream culture, but also gradually lose their sense of identity and confidence in local culture.



The main learning carrier in teacher training activities is curriculum resources. To some extent, the quality of course resources determine that of teacher training. After reviewing the list of course resources in the training application programs and drawing the key words network diagram, it is found that the teaching resources such as excellent teaching design, teaching cases, and teaching courses of various disciplines provided are all universal, lacking the resources with local and regional characteristics. The training course resources of rural teachers are insufficient, the contents are vague, and the course resources are short of pertinence. Trainers focus on the introduction of external resources, ignoring local forces and resources.

(4) That the practice bases take the city school as the main field means that the field domain is absent and wrong

#### 4.2 Weak pertinence in the design of rural teacher training programs

(1) The weakness lies in the absence of prominence in the stratification of rural teachers

summarizing and improving practical experience. For middle-aged teachers, it is necessary to stimulate their innovative spirit and teaching ability. For young and new teachers, the main focus is on how to improve the practical ability of education and teaching activities. Teachers at the same stage of development in different regions have different professional quality and training needs, and teachers in the same region and stage of development have different development status in different dimensions of teacher professional standards, so it is not scientific to provide the same training programs in any case. Full staff training cannot meet teachers' differences and needs for professional growth.

(2) The weakness lies in teachers in rural areas are unable to independently select courses

The premise of on-demand training is to conduct professional training needs research and design targeting training courses. Among the 141 application programs, the pre-training demands surveys of many programs are too simplified and formalized, without truly integrating into the environment of rural teachers, and failing to express the development demands of participating teachers. By comparing the training needs, it is found that some training institutions only make overgeneralization based on years of training experience, but do not carry out actual demand researches. In addition, most of the training programs applied by the same institution for different subjects and classes have the same training needs without obvious changes. Training courses designed under such training needs always fail to reach the pain points, and it is difficult to accurately meet the needs of both individuals and groups.

(3) The weakness lies in the absence of ability vulnerabilities

According to the latest statistics provided by province J, the overall age of rural teachers is relatively old. Because the average age of them is higher than 40 years old, and the age structure is not reasonable. They all have theoretical basis and solid professional knowledge, and prefer practical training contents and participatory training methods. Therefore, in the primary and middle school teachers trainings, these rural teachers hope to have experts to guide teaching, to have teaching and research activities, and to have targeted training and good learning atmosphere. However, the trainings in the form of lectures account for 65.1% of the total 50,000 course hours. The trainers are so self-centered that they mostly talk about theories or experiences. Rural teachers are easily susceptible to grand theories, but they also find that such kind of learning methods has no effect in teaching profession. Rural teachers need more practical strategies and skills, which can be imitated in practical work.

## **5. Countermeasures**

The above problems have been affecting the effectiveness of rural teacher trainings. In order to better implement of the rural teacher supported plan, it is necessary to strengthen the rural teachers' cultural confidence in the local culture, and strengthen the demand surveys and hierarchical trainings.

### **5.1 Building up the inner cultural self-confidence of rural teachers**

Firstly, in the selection of teachers, let "local experts" do the leading role in the light of the problems. These teachers with typical exemplary educational significance who grow up in the local teaching line of their hometown know the needs and perplexity of rural teachers best, understand the problems and difficulties encountered in the growth process of rural teachers, and can get closer to the actual needs of rural teachers.

Secondly, local culture should be integrated into the training courses. When local culture enters the classroom, it is not simply to browse the general knowledge about texts or to store knowledge on books. Training contents can be based on local culture to form regional folk characteristics which are the focus of cultural heritage of the courses. As the diggers and constructors of rural culture, rural teachers should play an important part in the cognition, emotion and self-confidence of rural culture.

Thirdly, training course resources should pay attention to the use of local cultural elements. In terms of the content setting of training course resources, in addition to the general contents, we should also select resources corresponding local culture, explore the localized "educational knowledge" of rural teachers, and develop then into training resources. All of these can ensure the effectiveness and practicability of course resources, so that rural teachers can put what they have learned into action.

Fourthly, the choice of training bases should also be considered and explored from rural prestigious schools. Campus and classrooms that are the real places where education takes place are the main front of teacher trainings. While paying attention to the choice of elite schools in urban areas, we cannot ignore the quality schools in rural areas. Only when a teacher is in a place similar to his own environment can he put the experience and knowledge that he has learned into practice.

### **5.2 Strengthening the surveys of rural teachers' training needs and hierarchical trainings**

Rural teachers should be given individualized assessment and stratified trainings according to their different abilities. Therefore, the training department should regularly conduct field visits to rural teachers, in order to ensure the comprehensiveness and authenticity of the needs. Before training, the teachers are tested and evaluated, and are divided into different classes according to different starting points.

The implementation of training courses should adopt diversified teaching methods according to the characteristics of the objects. Creating personalized training methods. For example, using actual training methods for young teachers; for teachers with weak teaching abilities, case-based training is often adopted; for the key teachers, special or thematic training mode is adopted. The training content also needs to be classified according to different levels of teachers, so

that they can choose their own courses independently.

## 6. Conclusion

Tao Xingzhi, a famous educator, once proposed that "rural schools should be the center of transforming rural life, and rural teachers should be the soul of transforming rural life". For rural teachers, the rural culture experience formed in the local breeding and precipitation of years is silent and implicit, which is not easy to be detected. Rural teacher trainings should also focus on cultivating rural teachers' sense of identity and self-confidence in traditional local culture, infiltrate local cultural elements from five aspects: demand investigation, teacher selection, content design, resource construction and site selection, improve the pertinence of training, so that rural teachers could gradually form cultural consciousness in the process of training, by which the value and dignity of the local culture can be rebuilt. At present, only by paying attention to the construction of the countryside and its contingent and improving the quality of rural teachers, can rural basic education be developed, the implementation of quality education be truly implemented, the level of rural education be improved, and the difference between urban and rural education be narrowed.

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