

The Current Situation and Path of Rural Teachers' Professional Development

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Abstract: The level of professional development of rural teachers determines the quality of teaching in rural schools. In the short term, it will affect the academic achievements and growth and success of rural school students. In the long term, it will even affect the rural revitalization strategy and the poverty alleviation program and other plans. Therefore, the professional development of rural teachers plays a very important role in the development of rural education and rural development. This study first analyzes the current situation of the professional development of rural teachers, analyzes the factors that affect the professional development of rural teachers according to the current situation, and finally puts forward the path of the professional development of rural teachers.

1. Introduction

The professional development level of rural teachers has an important impact on the professional identity of teachers, which is an important driving force for the substantial development of rural school education, an important intellectual support for the national poverty alleviation program, and an important factor determining the quality of rural school education. Therefore, it is of great significance to understand the current situation of rural teachers' professional development, put forward the path of rural teachers' professional development, and strive to improve the level of rural teachers' professional development.

2. The current situation of professional development of rural teachers

2.1 The enthusiasm of rural teachers' professional development is not high

Many rural teachers' professional development enthusiasm is not high, and rural teachers are already at the most basic level in the field of education. Compared with most urban schools, teachers' teaching environment and living environment are generally worse. Many rural teachers feel that they have learned enough knowledge, and their teaching experience has been very rich. The older teachers feel that they are retiring soon, so there is no need to further study. Some young teachers go to urban schools with one heart and one mind. They either concentrate on reviewing and taking the exams for entering urban schools, or they want to improve their academic qualifications and leave rural schools. Therefore, many rural teachers' professional development enthusiasm is not high [1].

2.2 The professional identity of rural teachers is low

Compared with urban teachers, the living environment and salary level of rural teachers are lower. At the same time, many parents' social recognition of rural teachers is not high, so the social status of rural teachers is not high, the economic conditions are general, and the living environment is general, which will affect the enthusiasm of teachers' professional development [2]. In addition to the low recognition of parents to rural teachers, many rural teachers also have a low sense of professional identity. They feel that no matter how hard they work and how they develop, they are still rural teachers. Even some teachers think that they are overqualified, so they lose the power and drive of professional development.

2.3 The external environment of rural teachers' professional development needs to be improved

Many rural teachers are faced with heavy daily teaching work, often two or three teachers to educate and manage dozens of students, which will naturally reduce the time for professional development [3]. Some teachers even have economic pressure. At the same time, the proportion of male and female teachers in rural schools is out of balance. Some teachers are hard to find objects, and there is pressure of marriage and fertility. These pressures will make teachers unable to carry out teaching work, let alone research teaching and professional development. At present, there are still many kinds of appraisals, inspections and activities in rural schools. Teachers spend a lot of time to deal with these works. In addition to the daily teaching work, they have no time and mind to carry out teaching research or other professional development activities.

2.4 Lack of ability of rural teachers' professional development

The content of teachers' professional development includes many aspects, and there are many ways of teachers' professional development [4]. At present, many rural teachers' existing knowledge structure and professional ability can-not meet the needs of teachers' professional development, that is to say, the ability of teachers' professional development is insufficient. At present, some old teachers in some rural schools are graduated from former normal schools or ordinary high schools. Most old teachers have poor information literacy and the ability to use tools like computers is also weak. With the rapid development of network technology and communication technology, most of the paths of teachers' professional development are related to informatization, so teachers' informatization literacy will directly affect the level of teachers' professional development.

2.5 The channel of rural teachers' professional development is single

At present, the channel of rural teachers' professional development is relatively single, and the path of teachers' professional development is mainly in the form of reading books, accessing information on the Internet, downloading resources, holding seminars, training, etc [5]. These channels have their own advantages, but also have some disadvantages. Reading books is the main way for most people to carry out learning, and it is also the way with the lowest cost and the most obvious effect for teachers' professional development. However, many knowledges in books is not necessarily the latest and most cutting-edge knowledge, many even the views or trends of several years ago; At present, all kinds of resources on the network are very rich, but there is also a mixed phenomenon. It is a very time-consuming thing for teachers to search the resources they need from the massive resources, and sometimes they can't find the content they want. At the same time, there are relatively few opportunities for rural teachers to go out for meetings and training. In a word, at present, the channel of rural teachers' professional development is relatively single, which leads to the lack of expert guidance, overall planning, systematizations and scientific in teachers' professional development.

3. Factors influencing the professional development of rural teachers

3.1 The subjective initiative of rural teachers' professional development

Although the factors affecting the professional development of rural teachers include government policies, schools, and rural culture, etc. But the decisive factor is the subjective initiative of rural teachers. As long as teachers are willing to develop, other influences will be reduced, and will not hinder the determination and pace of teachers' professional development. Therefore, education authorities and schools should guide teachers to improve their awareness of professional development, improve their ability of professional development, let rural teachers see the hope of realizing the value of life, let rural teachers feel that their profession is noble and valuable, let rural teachers fall in love with this profession, fall in love with such an environment as rural schools, fall in love with rural students, not to regard teaching as a means of making a living, not to be forced to engage in this occupation, but to be willing to engage in this occupation, so that

teachers can give full play to their subjective initiative and strive to promote their own professional development.

3.2 The external environment of rural teachers' professional development

The level of rural teachers' professional development is closely related to their external environment [6]. The teaching environment of the school where the rural teachers are located and the management level of the headmaster will have an impact on the professional development of teachers. If the teaching tasks are heavy and teachers are often busy with all kinds of evaluation, inspection and competition, and if the economic pressure and children's education problems are added, if these problems are not handled well, teachers themselves feel that they are living in dilemma, so they will not have the intention to consider professional development. At the same time, the rural cultural environment has a great impact on teachers. If the profession of rural teachers is recognized by parents, teachers can be respected by parents, which is also a kind of encouragement and comfort for rural teachers.

3.3 Policy support for the professional development of rural teachers

The professional development of rural teachers also needs the policy support of governments at all levels, education authorities and schools. Favorable policies will play a positive role in promoting the professional development of rural teachers, while unfavorable policies will hinder the professional development of rural teachers. Therefore, governments at all levels, competent departments of education and schools should conduct in-depth and extensive research, solicit the opinions of all kinds of teachers at all levels, and issue policies on the premise of in-depth discussion and scientific demonstration, try to make the policy scientific and reasonable.

3.4 The channels of rural teachers' professional development

The channel of rural teachers' professional development will have a great impact on the effect of teachers' professional development. The effect of teachers' professional development will be relatively good if we take the positive and effective development channel that teachers like. Moreover, if the channel of teachers' professional development is teachers' voluntary participation, not forced, the effect will generally be better. At present, the more common channels for the professional development of rural teachers are training, self-study, seminars, online learning, etc., which are the most common channels for the professional development of teachers at present. They are also low-cost and easy to carry out in rural schools. However, the mode of the professional development of teachers varies with schools and people, and the development speed of information technology is very fast, we need to actively explore more and more effective channels to attract teachers and fully mobilize teachers' enthusiasm for professional development.

4. The path of rural teachers' professional development

4.1 Enhance the professional identity of rural teachers

By improving the treatment of rural teachers and other means, improve the professional well-being of rural teachers. When the conditions of rural schools are not worse than those of urban schools, and the treatment level of rural teachers is higher than that of urban teachers, more excellent teachers will naturally be attracted to join the rural teachers. At the same time, we should strengthen the psychological guidance of rural teachers, pay attention to the psychological changes of rural teachers, guide the value orientation of rural teachers correctly, and have a healthy and positive psychology is the basis for teachers to have a sense of professional happiness. Harmonious school management environment and interpersonal relationship on friendly terms are the premise to enhance rural teachers' professional identity. They can obtain the respect and recognition of school leaders, colleagues, family members, parents and students. They are the greatest encouragement to a rural teacher and the source of rural teachers' professional happiness. When rural teachers can integrate into rural society and identify with rural culture, rural teachers will feel comfortable teaching and educating people, and rural teachers will also have a sense of identity with their

profession.

4.2 Provide a good external environment for the professional development of rural teachers

Education management departments can improve the management level and ability of rural school principals by training principals and competitive employment for principals, and put an end to paternalistic management. For principals with simple and rough management and many problems reflected by teachers, the education management department should timely educate or even dismiss them, especially the principals of rural schools. In addition, they should manage the schools with feelings, and let the rural teachers live in a harmonious and happy working environment, so as to avoid chilling the hearts of the rural teachers, even if they are not better in material aspects than those of the urban teachers, but spiritual superiority is not necessarily a good thing. Although rural schools are small, the management ability of principals can-not be ignored. A good school atmosphere is very helpful to retain excellent teachers. Schools can provide necessary support for teachers' professional development by subscribing some excellent magazines, purchasing some good books every year, buying necessary teaching equipment, etc., so that rural teachers can also understand the most advanced educational concepts and methods. Only in a good external environment can rural teachers have the heart to consider professional development.

4.3 Provide policy support for the professional development of rural teachers

The government and education authorities should provide policy support for rural teachers. The government can improve the treatment of rural teachers by providing special subsidies for rural teachers (such as transportation subsidies), providing housing subsidies, etc.; In terms of the promotion of professional titles, some special policies are also given, such as reducing the requirements of papers, removing the limit of senior professional titles in rural schools, and giving priority to the promotion of rural teachers under the same conditions; To solve the education problem of rural teachers' children, which may be the most important factor affecting the stability of rural teachers' team, is also the reason why many rural teachers try to be teachers in cities. Because many teachers live in cities, work in rural schools, and can't take care of and tutor their children in cities in rural areas, this kind of problem is difficult to deal with, but some efforts can also be made. For example, if both husband and wife are rural teachers, one of them can be transferred to the city to take care of children; Let rural teachers have more opportunities to participate in higher-level training; under the same conditions, let rural teachers have more advantages than urban teachers, so that not only can attract some high-level teachers, but also conducive to the stability of rural teachers.

4.4 Multi-channel realization of professional development of rural teachers

Rural schools can achieve the professional development of teachers through multiple channels according to the actual situation. Schools can help and guide teachers to do a good job in their professional development planning, provide necessary support for teachers to carry out educational action research, rely on the regional colleges and universities to achieve expert guidance, in this school, teachers and apprentices can help each other, research projects or help each other in pairs between schools, regular school-based research, collective lesson preparation, lesson observation and evaluation and other activities, regular network teaching and research organized by the research center in the township area, and county-level educational institutions should establish county-level teams (including technical service team, resource construction management team, network class management team, online tutor team, quality inspection and evaluation team), regularly carry out information technology training, actively use MOOC resources to improve the professional quality of rural teachers, urge teachers to actively carry out teaching reflection, and improve themselves in reflection.

Conclusion

Any way of teachers' professional development has its advantages and disadvantages. According

to the actual situation, rural schools or rural teachers should choose the right channel for schools or teachers' professional development, give full play to the advantages of all kinds of channels, try to develop the strengths and avoid the weaknesses, and at the same time, fully mobilize the enthusiasm of teachers' professional development, so that teachers' professional development becomes teachers' conscious action, instead of forcing teachers' professional development, let teachers enhance their self-confidence in professional development and enhance their professional well-being in the development of teachers' profession.

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