

Professional Development Strategies of Rural Teachers in Heilongjiang Province

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Abstract. At present, the overall situation of professional development of rural teachers in Heilongjiang Province is worrying, such as relatively low quality of rural teachers, serious loss of backbone teachers, and a large gap in qualified teachers; The educational qualifications of rural teachers are not fully up to standard, and even if they meet the standards, there is still a problem of "learning not what they teach". From this, it can be seen that the construction of rural teacher teams and the improvement of the overall quality of rural teachers are urgent matters, and research on the professional development of rural teachers has become a focus of educational theory research and practical demands. The smooth growth of teachers is of great significance not only for themselves, but also for students, schools, and even the entire society. Therefore, the construction of rural teaching staff is a key link in improving the quality of rural education and promoting rural education progress in Heilongjiang Province, an important guarantee for achieving balanced development of education, and an important aspect of building a socialist harmonious society and building a new socialist countryside.

Keywords: Rural teachers; Career dilemma; Professional development.

1. Introduction

The most prominent characteristics of rural education in China are large quantity, wide coverage, many points and long lines. Rural education has always been a key and difficult point in education. At present, the overall situation of rural teachers' professional development in Heilongjiang province is worrying, such as the relatively low quality of rural teachers, the serious loss of backbone teachers and the large gap of qualified teachers; Rural teachers' academic qualifications are not fully up to standard, and even if they are up to standard, there are problems such as "learning without teaching" [1]. Numerous facts have proved that the hope of revitalizing rural areas lies in education, while the hope of revitalizing rural education lies in rural teachers. It can be seen that the construction of rural teachers and the improvement of the overall quality of rural teachers are urgent tasks, and the study of rural teachers' professional development has become the focus of educational theory research and practice appeal. Summarize some methods to realize the long-term full-time training goal of rural primary and secondary school teachers based on normality and characteristics, and initially explore some strategies to effectively achieve the training goal under this model [2]. At present, the weakness of compulsory education has become an important factor restricting rural development, and the weakness of teachers is an important factor restricting the development of rural compulsory education. The problem of teachers has become the meeting point of many contradictions in the development of rural education, and the development of rural education depends to a great extent on whether a team of teachers with good quality, sufficient quantity, reasonable structure and relative stability has been established [3-4]. Every teacher has to go through the growth process from novice teacher to qualified teacher to excellent teacher. The smooth growth of teachers is of great significance not only to themselves, but also to students, schools and even to the whole society. If teachers' growth is hindered and their professionalism cannot be improved, the damage will not be limited to themselves, but will affect the improvement of education quality and social development [5]. Therefore, the construction of rural teachers is a key link to improve the quality and progress of rural education in Heilongjiang Province, an important guarantee to realize the balanced development of education, and an important aspect to build a harmonious socialist society and a new socialist countryside [6].

2. Current Situation of Professional Development of Rural Teachers

2.1. Shortage of teachers

In everyone's eyes, the ideal development state of excellent teachers should be to pursue education as their lifelong pursuit, maintain the inexhaustible motivation and enthusiasm for development, create their own unique educational and teaching styles and theories through effective teacher professional development channels, and ultimately become subject leaders or expert teachers. But in fact, not many people can eventually grow into such teachers. There is a shortage of teachers, and the phenomenon of teachers taking classes across schools is common. For example, Teacher L is an English teacher who attends C Primary School in the first half of each week and G Primary School in the second half of each week. Although this practice of cross school teaching by teachers has to some extent alleviated the pressure of teacher shortage, it will have a certain negative impact on teaching quality, personnel management, and the work and life of teachers themselves[7]. The number of preschool teachers in rural areas is mainly compared and analyzed through the teacher child ratio. The six urban kindergartens surveyed have a total of 137 teachers and 814 young children, with a teacher to child ratio of 1:6. Six rural kindergartens have 109 teachers and 746 young children, with a teacher to child ratio of 1:7. There is no significant difference in the number of preschool teachers and the teacher-student ratio between urban and rural areas. The Substitute teacher in this area is not the Substitute teacher in the current general sense. The specific situation is that if a teacher cannot continue to work for a period of time due to some reason, he can temporarily hire a Substitute teacher through the local education committee [8]. The salary of Substitute teacher shall be paid by the teacher who proposes to hire Substitute teacher, which is about 300 yuan or 400 yuan per month.

2.2. Unreasonable team structure

The aging of teachers is serious, young teachers are in short supply, and the teaching staff is facing a fault. The age of teachers is mainly between 40 and 50 years old. For example, the average age of primary school teachers in S Town has reached 50 years old. Moreover, in a considerable number of primary schools, teachers over the age of 50 account for half of the school teachers. In the education and teaching work year after year and day after day, these excellent teachers are faced with pressures and unknown challenges from all sides in an era full of changes and possibilities. Many excellent teachers wear away their sense of forge ahead and innovation in the tedious daily work, and gradually lose their interest and confidence in education. Although most teachers have basically met the academic requirements stipulated by the state through various forms of learning or channels, the actual knowledge and ability of teachers have not been improved accordingly, and the phenomena of "formalism" and "utilitarianism" in achieving academic standards are more prominent [9]. A teacher usually takes two, three or even more courses, and the phenomenon of "guaranteed classes" still exists. Therefore, there are a series of problems, such as incomplete courses, shortened class hours and low teaching quality, which seriously affect the improvement of teaching quality and the all-round development of students.

2.3. The quality of teachers is not high

Excellent teachers are the representatives of excellent academic performance among teachers. However, the specific definition of excellent teachers has always been vague, and different scholars in education have expressed their opinions from different analytical angles. In the process of preparing lessons, I mainly rely on my previous teaching experience or the model of teaching reference books, lacking innovation; In the new curriculum reform, there is a lack of understanding and understanding of the spirit and content of the new curriculum reform. For example, in accordance with the provisions of the new Chinese curriculum standards, the teaching objectives of the first period have changed, one of which is that the teaching requirements for Chinese Pinyin have changed [10]. Generally speaking, as far as previous studies are concerned, the research on teachers' professional development mainly focuses on how novice teachers master the knowledge and skills of

education and teaching and how to become skilled teaching workers. The professional development of experienced senior teachers and excellent teachers is often neglected. Their abilities have been recognized and their work has achieved certain results. It seems that there is no need for professional development. Teachers' ability to use modern educational technology is also very lacking. Almost all teachers say that they have heard of multimedia teaching, but they have never used it, and the school has not. In the organization and management of classes, it is still authoritative organization and management, and there is no democratic and equal relationship between teachers and students. Most teachers pay little attention to books other than teaching books, and usually only get some information through radio and television, resulting in information occlusion, slow knowledge update and narrow knowledge. Therefore, in the teaching process, it can only be "occasionally infiltrating a little extra-curricular knowledge into students".

3. Strategies for Professional Development of Rural Teachers in Heilongjiang Province

3.1. Improve theoretical cultivation

Each teaching and research group of the school should lead its teachers to actively carry out school-based training and specialized training. Through theoretical learning, cultivate the habit of teachers' theoretical learning and practical reflection, continuously improve their ability to research and solve practical teaching problems, and enhance their ability to develop and construct school-based curriculum. The training mode for rural teachers must aim at improving the basic literacy, research ability and coping strategies of teachers' modern education theory, modern Curriculum theory and subject teaching theory, and positioning development. A sampling survey was conducted on rural teachers in Heilongjiang Province, with a total of 150 outstanding teachers randomly selected for questionnaire survey. The actual number of questionnaires distributed was 150, and 98 valid questionnaires were collected, with an effective recovery rate of 65%. The situation of publicly published papers is shown in Table 1, and the situation of conducting educational research is shown in Table 2.

Table 1 Public Publication of Papers

Alternative options	Never published	Published 1-3 articles	Published 4-6 articles	Published more than 7 articles
Number of people	25	64	7	2
Percentage	25%	64%	7%	2%

Table 2 Status of Educational Research

Alternative options	Participated in research on school level projects	Led research on school level projects	Participated in research on topics at or above the school level	Has led research on topics at or above the school level
Number of people	60	22	13	3
Percentage	60%	22%	13%	3%

From Tables 1 and 2, it can be seen that in terms of participating in educational research activities, most excellent teachers have published 1-3 papers, accounting for 64% of the total number, while only 7% have published more than 7 papers; 58% of excellent teachers have participated in research on school level projects, while few have participated in research on projects above the school level. Therefore, school leaders should strive to mobilize the enthusiasm of excellent teachers to participate

in educational research activities, provide them with more opportunities, provide strong professional support to teachers, and enable their professional development level to reach a higher level. The most effective way to integrate daily teaching work with teaching research and the professional growth of teachers is to go out and invite in young teachers. Schools should create a good atmosphere for the members of the teaching and research group to improve their professional qualities, and teachers should consciously participate in academic education and internalize theoretical learning into conscious actions.

3.2. Give full play to team advantages

Rural teachers should change from single to multiple, from quantity to quality, and gradually realize the transformation from inheritance to innovation, from standardization to personalization, from knowledge-oriented to ability-oriented, from end education to lifelong education. Give full play to each teacher's strong points, learn from each other's strong points, make concerted efforts, and strengthen the cooperative relationship between teachers, so that the weak individual teachers can get out of the closed circle, and each teacher's personal advantages can be integrated into collective wisdom, which will always lead to surprising innovative thinking and teaching design in generate. It must be based on the current level of teachers and the needs of regional basic education development, and be forward-looking, effective, advanced and practical, highlighting pertinence. In the past, every teacher had to prepare the content of a book, which not only took a long time, but also the content of each unit and lesson was not very exquisite. It is time-consuming and inefficient, and even some teachers simply "copy the teaching plan" in order to cope with the inspection.

3.3. Case led school-based training

Teaching, speaking, attending classes and evaluating classes are the routine work of reflective teaching and research in schools, and collective evaluation of classes is also the daily teaching and research work in many schools. In the teaching and research orientation of collective evaluation, it is in line with school-based training. A collective evaluation is a meaningful case-oriented training. On the basis of prompting trainees to master "what" and "why", we should also focus on "how to do it", and improve the execution of rural primary and secondary school teachers in a solid and effective way through on-the-job practice, role simulation and observation teaching, so as to promote the obvious improvement of trainees' management level and teaching level. In the investigation of the motivation and expectation of the continuing development of excellent teachers' majors, most excellent teachers choose the continuing exhibition for the motivation of improving their academic qualifications, enhancing their professional knowledge and facilitating their evaluation and promotion. Only 6% of excellent teachers are interested in understanding modern educational theory and practice, which shows that the study of modern educational theory is often neglected in the process of the continuing development of excellent teachers' majors. Through the above analysis, this paper further analyzes the ways of rural teachers' professional development in Heilongjiang Province, as shown in Table 3.

Table 3 Approaches to Professional Development of Rural Teachers

Alternative options	Reading books, magazines, newspapers, etc	Attend refresher training	Utilizing Internet Resources	Communicate with other teachers on campus
Number of people	20	26	50	2
Percentage	20%	26%	50%	2%

Using vivid classroom teaching examples as carriers, through commenting and analyzing lesson examples, we jointly extract the problems and confusions that teachers encounter in daily teaching, and then collaborate to design breakthrough solutions, which are validated through teaching practice, thereby improving the quality of teaching and research.

4. Conclusions

In the process of promoting teachers' professional development by agriculture in Heilongjiang Province, leading teachers to engage in educational and teaching research is an effective way to promote teachers' growth. When teachers do research, they will systematically learn theoretical knowledge, think about their own teaching practice, and improve their teaching practice in a targeted manner, so as to accumulate effective teaching experience more quickly. Rural teachers should update their ideas and stimulate and strengthen their willingness to cooperate and develop; Schools should also actively create a democratic and cultural atmosphere on campus, and strive to build a road of teachers' professional development suitable for ecological orientation. Promote the formation of democratic atmosphere with good administrative style; Construct a new evaluation system of teachers' work quality; Build a benign model to promote teachers' cooperative development. Rural schools should support teachers' training from attitudes and behaviors. First of all, excellent teachers should comprehensively examine their existing professional level and quality and ability structure so that they can find their own advantages and disadvantages, and then fully develop their own advantages and take effective measures to make up for their shortcomings. There are various methods. Teachers can use many behaviors in education to measure their abilities in all aspects, observe the teaching level in the classroom, show their management level or personal prestige among teachers, or test their management level in large-scale activities or scientific research.

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