

Regional Promotion of School-Based Training to Promote the Professional Development of Rural Teachers

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Abstract: Regional promotion of school-based research and study to improve the relevant systems, Focusing on the actual situation of rural schools, Found that school-based study in rural schools, Uneven development, Lack of teachers in rural schools, Insufficient funds for school-based research and training, The reward mechanism causes the vicious competition among teachers, The knowledge structure of the left-behind teachers is old, Teachers have limited competence, School-based teaching and research interest is not high, The lack of organizational forms of school-based training, The ways to solve these problems include the following aspects: turning regional resources into teaching materials, Integrating school-based research and training to promote teachers' professional development, Give full play to the practical advantages of the region, Promote the diversification of school-based research and study forms, Establish a mechanism for sustainable development, Realize the normalization of regional school-based research and training.

Keywords: Regional promotion, School-based research, Teacher professional development.

1. Introduction

The so-called school-based research refers to the research mode based on the school as the starting point, with the in-service front-line teachers as researchers and practitioners, according to the actual situation of the school, and the ultimate goal is to solve the problems of education and teaching and promote the professional development of teachers. Teacher professional development is a process in which teachers constantly put forward problems, research problems and solve problems in the front-line education and teaching activities, and gradually improve their professional quality and education and teaching level. In the new curriculum reform, teachers are required to guide students to learn actively and promote their comprehensive development; to be the developers of curriculum, and builders of curriculum system, as teaching researchers, reflections of teaching activities and community-based open teachers. Area to promote school-based research refers to in a certain area within the scope of the education administrative department, teacher training institutions of unified planning guidance, break the school restrictions, integration of regional research resources, according to the common problems of the development of school teachers, through online platform, independent discussion, autonomous learning, in order to improve the school teaching quality and educational efficiency, promote teachers' professional development and professional accomplishment for the purpose of teachers on-the-job training form.

China's education has been a long-term unbalanced development. The rural schools in remote areas in the mountains have simple campus environment, incomplete facilities, sluggish economic development, low salary of rural teachers, it is difficult to attract high-quality educational talents, forming a phenomenon of small number of teachers and low education quality. The region promotes school-based research and study, builds a new type of teachers, improves

the professional quality of rural teachers, and forms a teaching and research path suitable for the actual situation of rural schools.

2. Improve the Relevant System of Regional School-based Research and Study, And Strive to Realize the Balanced Development of Regional Education

In China's education system, weak rural schools account for a relatively large proportion, and the campus facilities and equipment, teachers' professional quality, education and teaching activities are relatively backward. In order to improve and solve the problem of education in rural areas, it is necessary to explore the teaching techniques suitable for the development of rural schools according to the actual situation of rural areas according to the new curriculum reform. According to the regional characteristics, optimize the research policy and plan of the study, and ensure that the main body of school-based study is mainly the school, forming a school-based research team with the relevant education departments as the leading institutions, the school leaders as the model, and the backbone teachers actively participating. We will implement advanced school-based research teams and excellent individual assessment mechanism and reward mechanism, and leverage the power of example to gradually improve the quality of school-based teaching and research work.

While institutionalizing the school-based study, we should also strive to realize the balanced development of education. Zhou Hong about regional propulsion school-based research strategy of case study mentioned: our basic education equilibrium research care of the value of the three aspects, emphasize " between different regions, between urban and rural areas, between schools, the basic education resources must be balanced configuration, all kinds of schools and

education institutions at all levels in the specific education activities and teaching activities to provide a balanced education and development opportunities." Among them, the balanced allocation of basic education resources emphasizes the equity of educational opportunities, while the most essential meaning and goal of educational equity is that" it requires public education to more effectively promote the equality of individual success opportunities after the completion of education.”[1]

According to the actual situation of rural schools and rural teachers' professional development needs to develop school-based research plan, implementation process, reward system, evaluation system is essential, school-based research activities should be targeted, reward system do fair, encourage teachers in the school-based training for professional quality and professional skills, evaluation is objective and have practical significance. In promoting the process of school-based research and study, the first step is the preliminary exploration stage, to carry out various forms of school-based training, sponsored by local education administrative departments to strengthen rural teachers' understanding of school-based research and study, and mobilize rural education to join the school-based research and study team. The second step is that, on the basis of all teachers' basic understanding of school-based training activities, the regional education department shall determine the teachers for training; At the same time, issue the policy documents of Regional School-based Training and Training, standardize the application system, audit system, credit management system and actual situation, and form a written form to establish the relevant rules and regulations of school-based training activities. The third step is that the school-based research guidance group of the education department should conduct a field investigation of the school-based research activities, helping teachers to transfer the school-based research to the classroom by listening to the report, reading materials and making suggestions, so as to achieve the purpose of improving the professional development of rural teachers.

3. Focus on the Professional Development of Rural Teachers, And Explore the Dilemma of Promoting Regional School-based Research and Study

3.1. School-based study is not valued

The acceptance and attention of school-based study by rural schools are inconsistent, resulting in some schools taking school-based study as the task of education management departments. Schools have no substantial financial support and material guarantee, and teachers do not pay attention to or even ignore school-based study. Although some schools attach importance to school-based study, teachers are required to participate in the study. In the case of passive participation, teachers have resistance to get the ultimate goal of school-based study, and the professional development of teachers cannot be improved.

3.2. Uneven development. Lack of teachers in rural schools, school-based research and study funds are insufficient

Within the region, the education and teaching level and teachers of the schools in the core area are strong, but due to

the remote location, underdeveloped transportation, backward economy and other factors, the education and teaching level and teachers are relatively scarce. The school-based research courses in the core area are relatively complete and organized, and the research atmosphere among teachers is good, and the school-based study work in rural schools obviously lags behind those in the core area. There are also public schools and private schools of the school-based research work is also uneven. Rural schools have remote location, inconvenient transportation, teachers travel to teaching and research training, long time, high travel, relatively high cost of teaching and research training; rural schools have insufficient funds and can not afford high costs, and reduce the opportunities and frequency of teaching and research training often occur. The scale of rural schools is limited, the staff is not many, the level of teachers is weak.

3.3. The reward mechanism causes the vicious competition among the teachers

School-based teaching and research needs team cooperation, and gives full play to the professional strength of collective teachers to build a school-based research and education system. Most schools directly link school-based study with teachers' personal title and income performance, resulting in teachers doing their own interests in school-based study. Teachers with high level of knowledge and skills are developed and rewarded, while teachers who lack knowledge and skills only carry out research and training based on their original education and teaching experience. Teachers and teachers lack communication and communication before, and they are not willing to share their research results with others, and they are not willing to accept others' suggestions, forming a bad teaching and research mode behind closed doors.

3.4. The knowledge structure of the left-behind teachers is old

Most rural teachers are old teachers who stay behind in the countryside, The knowledge learned is still more than ten years ago, Old teachers in the teaching process just repeatedly repeat the previous teaching process, Not good at updating the knowledge structure; Using the teaching method that teachers speak and students listen to, Teach students with the authority of the teacher, Not the teachers who teach the students to learn, Not good at giving the learning methods to the students, It is difficult for students to become the subjects of learning; In the lecture, Rural teachers do not have rich knowledge reserves and are not good at giving examples, The lack of humor in the teaching language can not attract students' interest in learning; In the experimental course, Teaching facilities in rural schools are not fully equipped, Some schools have experimental or teaching equipment, Teachers also have a non-standard operation, Problems that would not even use, Restricting the learning effect of students.

3.5. Teachers' ability is limited and school-based teaching and research is not high

In schools, education and teaching activities have strong regularity, teachers will deal with things every day, the problems are basically the same, teachers have been used to the original working mode in peacetime teaching, and are not willing to accept new education methods. For most rural schools, old teachers with teaching and research experience do not want to do it, while young teachers with enthusiasm lack teaching and research experience, and they do not know

where to start when they get school-based research topics. "Don't want to do" and "can't do" gradually formed the teaching and research atmosphere of not do. School-based teaching research is only an additional task assigned. In addition, there are various school-based teaching and research methods. The teaching cases that teachers are exposed to when participating in the training are inconsistent with the actual situation of the teaching and research of the school. They lack their own knowledge, and they do not know how to turn the knowledge in the training into their own teaching means and research methods, which leads to teachers' low interest in school-based teaching and research.

3.6. The organizational form of rural school-based study is lacking

The theme, content and direction of school-based research and study are different, and the means of research and study are not the same. The school-based research and study method mastered by rural school teachers limits the organizational form of school-based research and study. Teachers at different development stages have different requirements for the forms of school-based research and study. Only flexible forms of school-based research and study can help teachers better conduct teaching research and meet their personalized learning needs.

4. Integrate Regional Resources into Teaching Materials and School-based Study to Promote Teachers' Professional Development

School-based research is a teaching activity that "emphasizes results" and more "emphasizes process". In the school-based study, we should emphasize the process of teachers finding problems, their views on problems and in-depth study of solving strategies, rather than paying attention to the procedural arrangement of tasks, the form of inspection and implementation and the tasks that teachers passively accept. The focus of school-based research and study lies in the "school-based" — school-based, to take the school as the center of research and study, teachers as the designers and practitioners of school-based research and study, teachers as the main. In the process of school-based research, teachers' participation, students' participation, discussion between teachers and teachers, and cooperation between teachers and professional teaching and research personnel are required to get the results. Teachers are people with unique professional knowledge and educational and teaching ability. Promoting the professional development of teachers is the key to improve the level of education and teaching. School-based research can promote the professional development of teachers, and the professional development of teachers can also better conduct school-based teaching and research work, which complement each other. Rural teachers' own knowledge is relatively scarce, rural teachers' education concept is uneven, education view students influenced by the local social environment atmosphere, go out to learn less research opportunities, participate in research training of insufficient funds, teachers go out to study campus teachers manpower problems, lead to teacher education teaching can low level, teachers' self-confidence is not high, education teaching means limited to previous teaching experience, not development. The central people's government and local governments should attach attention to the rural teachers in

rural education curriculum reform, according to the characteristics of regional resources take effective support measures to improve the rural teachers' professionalism and education teaching ability, strengthen teachers' teaching and school-based research enthusiasm, play to the advantages of the resources and area, combined with school-based research work, promote the rural teachers' professional development.

4.1. develop a proposal

Before conducting school-based teaching and research activities, relevant school-based research and study programs should be formulated according to the characteristics and advantages of the region. The value and specific results of school-based research and study are determined by the quality of school-based research and study programs. School-based research program is the prerequisite for carrying out activities. The formulation of the school-based research program should be relatively standardized, specific, operable and evaluated. While standardizing the school-based research program, the actual situation of each school should be respected, and the direction of the process of school-based teaching and research should be pointed out with rules but not mechanically. The specific framework of the formulation of the school-based research program is as follows: the first step is to determine the research theme, determine the research purpose and predict the research plan; the second step is to pave the way and promote the rapid development of the school-based study.

4.2. Campus culture

Schools should not only create a good learning environment for students, but also create a harmonious education and teaching environment for teachers to improve their happiness in work. For example, add library books to provide materials for teachers' school-based study; adjust the opening hours of libraries so that teachers can conduct teaching and research at any time in their spare time.

4.3. Group teaching and research

First, help the teachers in the region to choose the research topics that they are interested in, and then divide the schools in the region into different teaching and research groups according to the differences or similarities of the research topics. The benefit of assigning research groups according to the region is that the research variables within the region will be greater than those on campus. Members of the teaching and research group can discuss and communicate with teachers of similar topics, analyze cases, inspire their teaching and research materials and cases shared by others, record their teaching and research process by video, and promote research through sharing within the group. Team members can jointly study the school-based teaching and research in the area and seek common ground while shelving differences.

4.4. Help teaching and research

In many places, one-to-one assistance measures have been widely implemented, and one-to-one assistance measures can also be adopted to promote regional school-based research and study. In the area to mobilize different school cooperative learning school-based research, integration of different school quality resources, arrange regional excellent teachers one to one help research ability is not strong, encourage excellent teachers to carry out related demonstration courses and speech report, set the example of excellent teachers, change the teachers' original education concept, teaching methods,

etc. Under the condition of one-to-one assistance, teachers with weak ability can ask excellent teachers in time if they have questions, and excellent teachers with good education and teaching methods and research methods can be directly conveyed to teachers in need of help.

4.5. Teaching and research guidance

Area of the education department can according to the characteristics of different schools and school-based research direction, arrange research workers or relevant personnel to the school regularly guide school-based research, such as school-based research methods and research mode, network information technology training, the main methods and purpose, education research, to help the smooth progress of school-based research. The school may also ask the local educational administration department to guide the educational administrative staff to guide teachers to master the correct method.

4.6. Information technology means

Network information technology can be widely used in education and teaching activities by various forms and means, which is a convenient means for school-based research and study in rural schools. Through the information network, Rural teachers who do not have to leave the school, You can use mobile communication tools anytime and anywhere to choose a variety of quality teaching activities, For example: teaching courseware, Teaching video, Teaching case, Teaching analysis can enrich the rural teachers' thin teaching experience and teaching technical means; Teachers can also share, communicate and discuss issues related to school-based study with teachers in different regions through the network, Expand the way for rural teachers to obtain teaching resources; In the process of exchanging and discussing the problems of school-based research and education and sharing personal education experience, Learn from others, Combined with their own actual teaching situation, Take its essence and discard its dross, Improve their own teaching and research ability and education and teaching ability. In the process of school-based teaching and research, through the regional, school network platform. For rural teachers to provide fast and convenient professional professional theory knowledge professional force guidance. Regional education departments can also establish relevant school-based research websites to summarize school-based research activities of different types and themes in the region and carry out effective knowledge management. In order to facilitate the teachers in the region to learn from the school-based research programs of different teachers and different schools, and to achieve the purpose of enriching the school-based research knowledge of teachers in the region.

5. Give Full Play to The Regional Practical Advantages and Promote the Diversification of School-Based Research and Study Forms

Promote the sustainable development of the teacher profession. Establish a new school-based teaching and research system, taking teachers as the main body of education professional development, with teachers as the main body. So that teachers can implement self-professional management in the process of education and teaching. Avoid the mechanization of school-based research, school-based

research is not decorate research tasks, inspection, evaluation of hard form, the research form just with the help of leadership sovereignty will school-based research enforcement, is like an elephant wearing a patch pushing an ant, easy action, but can not achieve the goal of the elephants and ants will backfire.

5.1. School-school linkage

We should not only allow teachers to conduct school-based study in their classroom teaching, but also expand the scope of research, strengthen the contact and mutual assistance between schools, let rural teachers have the opportunity to visit excellent schools and improve their professional level of education and teaching, so that excellent teachers can conduct field trips in rural schools to help rural teachers find out problems and put forward practical strategies.

5.2. Example study

The excellent course cases of the excellent teachers in the region will be shared with all the teachers. Other teachers can ask questions according to the excellent cases, which can not only improve the excellent teachers' reflection on their teaching activities, but also enable other teachers to learn and think. In finding a difficult problem, a special group can be set up to carry out cooperative research, and members of the group put forward their own views and research. In the process of continuous communication and exploration, to promote teachers' professional development.

5.3. Change the way of teaching and research

On the basis of the allocation of educational researchers in the region, we should attach importance to the guiding role of teaching and research personnel. Change the traditional researchers to inspect the teaching process of school teachers, give the corresponding evaluation mode, adopt the way of teaching and research personnel and teachers to carry out teaching and research activities. Education researchers can teachers in the actual education teaching activity problems with teachers, teachers can say their real ideas and design principle, the research staff on the basis of understanding the idea of behavior guidance and generative evaluation, help frontline teachers put forward practical Suggestions, solve the practical problems in the education teaching.

5.4. Set up a research group

The research group of school-based research is an organization to solve the same or similar regional problems of school-based research teaching practice or to improve the technical level of school-based research. The school-based research group is generally composed of three types of people: regional education and teaching administrators, leaders of the school-based research group in each school and members of the special school-based research group. Education and teaching administrators are the key to the communication between the research group and the education government department, which can ensure the smooth progress of the school-based study; the team leader is the key to the research project according to the original plan; the team members are the implementers and practitioners of the specific research project.

The advantage of collective lesson preparation is that it can give full play to the team strength of teachers in the region. On the basis of teachers' careful lesson preparation, it is expanded to the collective lesson preparation in schools or

even in the region, which integrates the knowledge and ability of many teachers. It can form a cycle for regional lesson preparation and discussion. Teachers of the same education and study content can analyze the research and study content together, jointly seek research strategies, select research methods in line with the actual situation, and further optimize the school-based study plan.

Form an information technology training team to help teachers improve their information technology ability in the process of school-based teaching and research. It is necessary to study not only how information technology can help school-based research, but also how to make information technology classroom and other disciplines play a role. The problems existing in teachers in practice are summarized and dealt with in time to help teachers carry out school-based research and study and promote their professional development.

6. Give Full Play to The Leading Role of Government Departments, Multi-party Linkage, And Improve the School-based Training Ability of Rural Teachers.

6.1. Play the leading role of government departments

In the process of promoting school-based research and study, the role of government education departments is "service", "support and promotion", "guidance" and "supervision", and the focus should be on helping all teachers cultivate the consciousness of the subject of school-based research and develop the research ability of school-based research and education. In her case study on the promotion of regional school-based research strategy, Zhou Hong put forward: "The needs of professional development and the independent renewal of each research community are consistent, and even make relative compromises when necessary. The school is not an order or administrative intervention, but to support and boost, through the traction, pull, boost, lift and other related combination strategies, to provide service for the original intention. Help schools and teachers to transform the "external thrust" into "internal driving force" and "endogenous force", so that the research and training truly becomes a development mode of teachers' professional growth and independent renewal of research and training organizations." [2]

Establish a selection and competition mechanism, encourage all primary and secondary schools to actively establish school-based teaching and research base schools, to achieve the development of typical and typical areas, and the overall promotion of curriculum reform and teacher professional development. For example, the main conditions for the selection of school-based teaching and research base at the county level can include: the school actively participates in the curriculum reform experiment, forms its own characteristics, can play a demonstration and leading role in the regional school-based teaching and research; the principal and the leadership have strong professional ability, the training of backbone teachers based on the school, the school-based teaching and research activities are solid and fruitful; the school business research atmosphere is strong, and the school has outstanding performance in the curriculum reform open display activities and subject research.

6.2. Improve teachers' sense of responsibility

For the whole area of teachers about the importance of school-based research knowledge, let all the teachers realize the importance of school-based research activities, the school-based research initiative to each teacher, let them get the subject consciousness and responsibility consciousness, improve the regional staff of school-based teaching and research work sense of responsibility, identity and mission. Let school-based teaching and research become the bounden duty of every teacher.

6.3. Summarize educational experience and cultivate reflective consciousness

In the process of promoting school-based research and study, we should constantly update the research program and strategies according to the actual situation, and teachers should constantly improve the level of individual school-based teaching and research, and constantly improve their own education and teaching quality. Write reflections or essays after the discussion or research, record the process of educational research, and summarize the research experience. We can also use the way of recording courses to cultivate teachers' reflective consciousness and cultivate teachers' good reflective habits, which is also an effective way for teachers' professional development. Establish a school lesson recording system to provide a platform for teachers to observe the classroom, analyze teaching problems and put forward solution strategies. The course recording system not only improves the teaching level of teachers, but also retains the education and teaching resources for schools.

6.4. Provide psychological counseling for rural teachers

The pressure of rural teachers comes from students' entrance examination, curriculum reform, education research and family, rushing between farming and work. These heavy workload and family pressure will make the school-based study work cause additional burden to rural teachers. Regional walker departments should help teachers with psychological counseling and help teachers to arrange their work content reasonably. The establishment of a long-term support mechanism for school-based research and study in relevant rural schools should not only help rural teachers to carry out school-based research and study, but also help rural teachers to better complete the education and teaching work, and reduce the education and teaching burden of rural teachers. In the implementation process, a psychological counseling room can be set up in the school, and professional psychological counselors can be arranged to provide a platform for teachers to timely get psychological counseling. Increase mental health education and mental health publicity.

6.5. Improve the rural teachers' ability to apply information technology

Released by the Ministry of Education on the implementation of the national primary and secondary school teachers' information technology application ability promotion project 2.0 put forward in accordance with the "national demonstration, provinces and cities, as a whole, county, school independent, full participation" of the implementation of the path, in the school to declare research subject and training requirements, under the guidance of the training team, take school-based research, regional research,

teachers learn a variety of ways, will focus on training, network training and practice application, focusing on the subject informatization teaching, the whole school to promote teachers' information technology application training. According to the school informatization development plan, form a "backbone lead, discipline linkage, team, overall promotion" the research community, around the curriculum standards, professional teaching standards, problem oriented, special research as the gripper, promote related teaching equipment and subject software application, teaching case discussion, classroom records analysis of information teaching school-based training. Promote teachers application network learning space, workshops, research community, etc., using online resources, combined with offline discussion, create "technology innovation classroom", improve the application of information technology analysis, teaching design, research method guidance and academic evaluation ability, crack difficult point of education teaching, meet the demand of students' personalized development, power school teaching innovation. [3]

In order to improve the application ability of rural teachers, information teaching can be recruited as one of the contents of teachers of different ages, different teaching ages, and different teaching stages. In the process of training, the content should pay attention to the learning of teaching-related software and the application of information technology in practical education and teaching.

6.6. Establish a reward mechanism for excellent research and training activities to provide a platform for teachers to display

According to the actual situation, the school establishes an incentive mechanism for teaching and research, and regularly rewards teachers with excellent achievements in school-based research and study projects. Teachers with outstanding achievements in school-based teaching and research and outstanding contributions to school-based teaching and research activities will be timely rewarded and commended. To provide a platform for the honored advanced teachers to show their talents and effective teaching and research achievements. Schools can adopt some specific methods: on the one hand, schools should adopt some more practical rewards, so that more teachers can participate in teaching research and experience the fun of success. For example, the teachers who are awarded and teachers are encouraged to participate in teaching and research books, magazines, journals and teaching and research activities. On the other hand, to encourage their spirit, that is, the school should try to allow teachers to maintain a high enthusiasm and spiritual motivation in the research. First of all, the principal should play an exemplary role, actively participate in the school-based teaching and research activities, study and grow together with the teachers, and form a harmonious research atmosphere. The teaching and research between teachers should be carried out in the way of mutual help, sharing experience and cooperative exploration, and as tolerant, considerate and understanding as possible between each other, so as to form a harmonious emotional atmosphere and make teachers maintain a pleasant psychological state and enjoy it in the process of school-based teaching and research.

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