

# Research on the Training Mode of "Dual-track Parallel and Fixed Post Training"

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**Abstract:** "Dual-track parallel, fixed post training" rural primary school teacher training mode is to take normal colleges and rural primary schools as the main body of dual-track education, through regular tripartite meetings, improve the rural teacher enrollment, employment system and other education mechanism, to complete the teaching and education work. Through the supply and demand analysis of the current situation of rural primary school education, the disadvantages of the existing training mode are clarified. This paper will combine the general education mode of local colleges and universities, and continuously improve the construction of teachers and improve the quality of rural education from the aspects of constructing multi-party collaborative training program, optimizing the teaching system of general teachers in rural primary schools, and establishing a scientific and effective assessment and evaluation system.

**Keywords:** "Dual-track parallel, Collaborative training", Primary school general practice teachers, Training path.

## 1. Introduction

The basic connotation and implementation background of the rural primary school teacher training mode of "double track parallel and fixed post training"

### 1.1. Basic connotation of "dual-track parallel, fixed post training"

"Collaborative theory" is "synergy theory", which was put forward by Hakken, professor of Stuttgart University and famous physicist in 1971, and was systematically discussed in 1976. It is an important branch theory of systems science. The self-organization principle of synergy theory explains to us that any system that lacks material, energy and information communication with the external environment will be in an isolated or closed state. In this closed state, no matter what the initial state of the system is, eventually any orderly structure inside it will eventually be destroyed, presenting a scene of "dead silence". Therefore, the system can only communicate with the outside world through continuous material, information and energy, to maintain its life and make the system develop in the direction of order. Dual-track that normal colleges and rural primary schools support and cooperate each other for common development, and win-win cooperation promotes the development and development of primary school teachers. Universities to the actual education of rural primary school as reference, timely modification to the cultivation of primary school teachers, completes the school education, rural primary school will be education line valuable education experience in field practice to students, make the school education and external education at the same time, common development and support and promote each other. Normal colleges and rural primary school is a typical system, if normal colleges only on the basis of previous experience of education teaching, or rural primary school teachers only on the basis of self demand, both cannot combine communication, normal employment, cannot adapt to the actual teaching and rural primary school recruit, do not match, retain the reality of rural teachers is difficult to solve. The training of traditional primary school teachers is

unilaterally coordinated by colleges and universities, and without the establishment of a collaborative platform between colleges and rural primary schools. In the process of training primary school teachers, rural primary schools cannot participate in and cooperate in time and effectively, which ultimately leads to a certain gap between the primary school teachers trained by colleges and universities and the realistic needs of rural areas. For example, there is a phenomenon of imbalance of subject structure and single curriculum and evaluation system in college teaching, and practical problems such as single structure of teachers in rural primary schools. "Dual-track parallel, collaborative training" refers to the cooperation between normal colleges and rural primary schools according to the needs of rural primary school teachers, and the targeted training of "multi-subject teachers", "general subject teachers" and "versatile teachers" based on their own ability.<sup>[1]</sup> Improving the collaborative mechanism, building a collaborative system, building a collaborative education platform between universities and rural areas, and realizing the common development of universities and rural primary schools (supply side and demand side) are the key measures to solve the mismatch and disharmony between the supply talents of colleges and universities and the demand talents of rural primary schools.

### 1.2. Research background of "dual-track parallel and fixed-post training"

The 20th National Congress of the Communist Party of China stressed: " We should fully implement the Party's educational policy, carry out the fundamental task of cultivating morality, and train socialist builders and successors who are morally, intellec, physically, aesthetic, and hardworking. We will continue to develop people-centered education, accelerate the development of a high-quality education system, develop quality-oriented education, and promote equity in education. We will strengthen the construction of teachers' ethics, train high-quality teachers, and promote the social practices of respecting teachers and valuing education."<sup>[2]</sup> In the face of the new development blueprint, the quality and structure of education in China have

been greatly improved, but the construction of rural teachers still needs to be further improved. After investigation and research, it is believed that the problem of subject structure imbalance in rural primary schools needs to be solved urgently. The balance and rationality of the subject structure of teachers play an important role in ensuring the quality of education and teaching and promoting the long-term development of the school. The inadequacy of subject structure is not conducive to cultivating students' personalized development and improving their comprehensive quality, but also to the improvement of teachers' comprehensive quality and the development of school education and even local education.

After verifying the relevant literature and the proportion of rural primary school teachers in the eastern Hubei region, it is learned that the subject structure of rural primary school teachers is unbalanced: the proportion of Chinese and mathematics teachers is more than half of the total teachers; teachers in other subjects, such as music, physical education and art, have a small proportion of the total number of teachers.

The current educational situation of rural primary schools is that the supply of Chinese and math teachers generally meets the needs of rural primary schools, but there is a lack of sound, physical and beauty teachers. In order to promote the all-round development of students, teachers who were originally engaged in Chinese and mathematics have to hold the teaching task of sound, physical and beauty subjects. As a result, the phenomenon of "one division multiple subjects" and "one division multiple classes" appeared, and most subsubject teachers acted as the role of "general teachers". According to the "investigation and analysis of competent primary school curriculum", we know that rural primary school teachers have serious subjects, and sufficient teachers are competent for Chinese, mathematics and other subjects; few teachers are competent for English, music and comprehensive practice. Due to the current situation of school teaching, teachers are temporarily engaged in "general practice teaching", and have not received systematic learning and training of general practice education, and do not have enough ability to be competent for the general practice teaching position. Their knowledge level and comprehensive ability need to be further improved, and it is difficult to ensure the quality and level of teaching.

Teachers subject structure imbalance and teachers do not have the ability of general teaching, makes the rural primary school education too much attention to students' Chinese, mathematics discipline, but the sound body beauty course attention is insufficient, seriously affected the students' comprehensive development, for the development of quality education, promote education fair is very bad.

In order to consolidate the foundation of rural education, strengthen the construction of the general practice of teachers. In the Rural Teacher Support Plan (2015-2020), important measures to expand the supplementary channels for rural teachers include encouraging local undergraduate normal universities to train "versatile" teachers in various forms according to the needs of local rural education.<sup>[3]</sup>And, on September 30, 2018, the Ministry of Education issued the Ministry of Education on the implementation of outstanding teacher training plan 2.0 opinion ", clearly put forward, the future of primary school teachers will "cultivate a batch of education feelings deep, solid professional foundation, innovative teaching, good at comprehensive education and

with lifelong learning development ability of high-quality professional innovative primary and secondary school teachers."<sup>[4]</sup>Point out the direction for colleges and universities to cultivate innovative talents for rural primary schools.

In 2017, Huanggang Normal University actively responded to the policy guidance, based on the current situation of rural education development and the law of physical and mental development of teenagers, formulated the talent training program for general teachers, and jointly carried out the localized training of general teachers in primary schools. By 2021, the School of Education of Huanggang Normal University has trained more than 800 primary education teachers. After graduation, they have all returned to the rural primary schools and teaching centers in their hometown to give back to the education cause in their hometown. Through the exploration of the training mode of general practice teachers in rural primary schools, Huanggang Normal University has solved the problem of general practice teacher education through reform and development, forming the Huanggang characteristics and experience of general practice teacher education in primary schools. Rural primary schools in eastern Hubei have a large demand for general teachers, but there are few universities with the mode of education and training for general teachers. The connection between the demand of normal education in universities and rural primary schools in eastern Hubei needs to be improved, and the training path of general teachers in rural primary schools still needs to be explored.

The research on the training mode of rural primary school teachers with "double track and fixed post training" plans to carry out the practice and exploration of the training mode reform of rural primary school teachers in combination with the implementation of the targeted commission training project of Huanggang Normal University. This model aims to improve the structural shortage of rural school teachers in eastern Hubei, and strive to promote the improvement of teachers' comprehensive quality. It not only conforms to the trend of education development under the background of globalization, but also highlights the teacher training mode with Chinese characteristics. Therefore, the research of this topic is very targeted and necessary.

## **2. The Research Significance of the "Double-Track Parallel, Fixed Post Training" Mode**

With the continuous development of China's economic level and the great progress of education science and technology, the increasing difference between the rich and the poor in urban and rural areas has been highlighted, thus driving the inequality between urban and rural education resources and the increasing gap between urban and rural education level."Dual-track parallel, create positions training" rural primary school general teachers training mode, based on the rural primary school education teaching present situation, under the guidance of primary school general teachers training requirements, with the cultivation of combining theory with practice, to cultivate primary school general professionalism and can adapt to the position in rural teacher in this project, has an irreplaceable significance.

### **2.1. It reflects the "people-oriented approach".**

It fits with the people-oriented education concept. That is,

to attach importance to people, understand people, respect people, care for people, and enhance and develop people's own values. The training mode of "dual-track training, fixed post training" for rural primary school teachers respects the personalized development needs of many college students who are interested in rural basic education, and stimulates the initiative and creativity of college students in learning and practice. This training mode has more clear direction, and enables students to clarify their development direction —— Rural primary school general teachers, this post is of great significance to the construction of the country and society, and to the promotion of rural development, which can reflect the high personal value and social value of practitioners.

Adhere to the humanistic principle. Embodies the fundamental purpose of serving the people wholeheartedly of the communist party of China, adhere to all to the people as the center, see the rural people's desire for education and demand, can adjust measures to local conditions, effectively resolve rural areas in the primary education demand for teachers, less available talent supply problem, but also help to resolve the rural areas of primary school teachers talent structure imbalance, for the students' comprehensive comprehensive development, to cultivate youth generation, intelligence and physique comprehensive development power, make the students have more development possibility, and help rural revitalization of our country.

## **2.2. It is conducive to promoting the development of compulsory education and the improvement of education quality in rural areas.**

On May 22, 2017, Huanggang people's government office about the Huanggang rural primary school teachers general directional sponsored plan notice, required to orientation training way, for the city village primary school, teaching point targeted to cultivate a batch of in need of general teachers, according to the ideal faith, moral sentiment, solid knowledge, a good teacher of kindness, focus on building a "go, stay, match, teach well" localization of rural teachers, promote education precision poverty alleviation, improve the quality of rural education.<sup>[5]</sup>

This training mode can adjust the existing problems in the rural basic education according to local conditions, And the students trained by this model, On the one hand, with a complete professional quality, Master the scientific and advanced education and teaching methods, Be able to bring the standard subject knowledge and advanced thinking methods under the requirements of the new curriculum standards into rural primary schools, Help the students to learn more and more comprehensive knowledge, Cultivate a broad vision, Reduce the difference with urban primary education conditions and levels, Meet the requirements of equalization of education; on the other hand, During the period of choosing such a major, learning four years of professional skills and theoretical knowledge, and training to rural primary education, Have the time and opportunity to think about your adaptability to the professional direction, Students who insist on completing the training after selection can be in the training cycle, Acquisition of the system knowledge, Firmly engaged in the ideal and faith of rural education positions, Cultivate the love for rural culture and education, Form an extremely high degree of industry loyalty, Can promote the development of rural education; More with the batch of cultivation, Can provide a steady stream of

strength for rural basic education.

## **2.3. It is conducive to promoting the economic and cultural development in rural areas.**

The establishment of this training model will provide a large number of applied talents for rural primary schools, To optimize the subject structure and teaching team in rural primary schools, Make it more scientific and reasonable, The primary school teachers trained in colleges and universities can fully conform to the situation of different rural areas, For injecting more local cultural power, To help school-age children in different rural areas build awareness of the importance of learning knowledge, Form the wind of want to learn, studious, love to learn, Breaking with conventional ideas, Forming a strong educational and learning atmosphere; In accordance with the rural revitalization and development policies, Develop more possible talents for the local area, Give back to the society and return to the home in the future, Promote the construction and development of my hometown, This policy indirectly provides strength for the economic and cultural development of rural areas in China.

## **3. The Practical Path of "Dual-track Parallel, Fixed Post Training"**

### **3.1. Build a collaborative education system system**

The collaborative education mechanism of "dual-track parallel and fixed post training" is to establish a long-term win-win cooperation mechanism with normal schools as the main training body, rural primary schools as the main participation body and local government as the undertaking point. Unimpeded three-party coordination requires coordination in the following aspects:

(1) Regular tripartite meetings. Through regular meetings to build a communication platform, normal colleges and rural primary schools can understand each other's needs, and clarify the responsibilities and obligations of colleges and rural primary schools. In the tripartite meeting, corresponding rules should be formulated and guiding documents should be signed to provide rules for the specific practice of collaborative education. In admissions season, graduation season key time node, through the tripartite meeting entrust training agreement, guarantee employment agreement, cooperation agreement, guarantee the school training rural primary school teachers, through the tripartite meeting, rural primary school should sponsored students academic status, moral requirements, skill level requirements and sign the corresponding documents. Under the mutual cooperation and joint supervision of the three parties, rural primary schools regularly inspect the primary school teachers trained by normal colleges, normal colleges regularly inspect the protection of the rights and interests of primary school teachers in rural primary schools, and local governments should assess and supervise the completion of the cooperation between rural primary schools and normal colleges. To sum up, the three parties composed of local government, normal colleges and rural primary schools should build a communication platform through joint meetings, supervise each other and implement them in the cooperation, and solve the problems such as the inconsistent employment of students in normal colleges and the insufficient resources of rural teachers.

(2) Improve the system of enrollment and employment of

rural teachers. Taking Huanggang City as an example, in 2017, 40 general teachers in Huanggang rural primary schools were recruited in Wuxue, and students were trained in Huanggang Normal University. Before the enrollment announcement, the counties and cities of Huanggang municipal government found out the job needs, and determined the specific village and school posts according to the planned number. The education bureau of each county and city formed an enrollment publicity team to go deep into the enrollment schools. When determining employment positions, the county and city education bureau, examinees and Huanggang Normal University sign a directional training agreement to clarify the rights and obligations of both parties. After the examinee signs the agreement, the school uniformly arranges classes to study. County city education bureau to qualified examinee concentration to determine directional training work post. The job position is determined according to the principle of "score + region". In the appointed PeiSheng recruitment led by Huanggang government, Huanggang normal college as the theme, rural elementary school report teachers demand involved, in the Huanggang normal college admissions deployment, illustrates the requirements for commissioned students and employment, has been clear about the normal colleges, rural primary school, commissioned students and the responsibility and obligation of local government, to contribute to the Huanggang rural primary school teachers staff shortage.

(3) Deepen the combination of theoretical learning and educational practice of primary school teachers. The theoretical learning of primary school teachers is very important, which has a vital influence on the teacher quality and knowledge level of primary school teachers. Rural primary schools are the first line of rural education, and primary school teachers must have some practical experience before working. Through the specific education and teaching practice, the textbook knowledge is flexibly used. Therefore, primary school teachers need to use internship, practice, volunteer teaching and other ways to build a bridge for the integration of theoretical learning and practical teaching. Through the coordination of the local government and the cooperation between normal colleges and rural primary schools, it is essential to provide practice time and practice positions for primary school teachers in normal colleges. Only by combining theory with practice can the trained primary school teachers adapt to the actual education situation of rural primary schools.

### **3.2. Build a multi-party collaborative training scheme**

(1) Establish a cooperative training mechanism between the government and normal colleges, and improve the enrollment and employment system for all teachers in rural primary schools. Before the establishment of the cooperative training mechanism between the government and normal colleges, the government should first investigate the job needs of teachers in counties and cities, formulate the training plan for teachers in rural primary schools according to the survey data, and then select high-level normal colleges to undertake the training tasks. The normal colleges and universities that undertake the training task should, according to the guiding documents of the government, formulate the corresponding enrollment plan of rural primary school teachers, and integrate the high-quality teaching resources of the school to support the training of "rural primary school teachers", so as

to implement all the work.

In order to consolidate the achievements of poverty alleviation through education in the underdeveloped central and western regions, promote the high-quality and balanced development of education, and realize the revitalization of rural education, the Ministry of Education has put forward the "special Plan for excellent teachers". Huanggang according to the provincial education department and other nine departments of the Hubei province poverty region outstanding teachers training plan measures (Hubei teachers [2021] 3) and Huanggang city bureau of education on the good 2022 outstanding teachers training special plan related matters notice spirit, entrust Huanggang normal college directional training 100 municipal excellent teachers. In order to avoid the outstanding teachers returning to grassroots education after graduation, the students selected for the "Special Plan" need to sign employment agreements with the counties and urban areas of Huanggang City in advance. At the same time, in order to retain excellent teachers, students who participate in the "Excellent Teachers Special Program" not only exempt tuition fees, accommodation fees and subsidize living expenses during the study period, but also enjoy the official establishment of government teachers on the school.<sup>[6]</sup>In addition to Huanggang Normal University, Hubei Normal University and Hubei Second Normal University also include the "Special Plan".

(2) Establish a cooperative training mechanism between normal colleges and universities, and optimize the five-year schooling system for all teachers. Although general practice teachers do not want to have the ability to teach all subjects in primary schools, they should have the ability to organically combine subjects in primary schools. Therefore, the training requirements of general practice teachers and subject teachers are higher. The five-year schooling system for general practice teachers refers to 3 years of junior college + 2 years of undergraduate course. In contrast, college teachers pay more attention to skill training and vocational training, while college teachers pay more attention to the development of students' thinking and cognition. Compared with the five-year teachers, the four-year teachers receive more comprehensive learning, and to a certain extent, the five-year teachers are more in line with the educational needs of rural primary schools. Therefore, normal colleges and universities should strengthen the contact with colleges and universities, clarify and understand their own training objectives of general practice teachers, implement phased teaching, and maximize the comprehensive development of general practice teachers' ability. In order to ensure the quality of teachers in the five-year system, the threshold should ensure the quality of students; secondly, the corresponding universities should provide good learning guarantee for students; finally, the corresponding normal colleges should pay attention to the training of teachers in the five-year colleges and universities.

(3) Establish a cooperative training mechanism between normal colleges and rural primary schools, and improve the talent training program. Talent training program has a guiding role in talent training. In order to ensure that the talent training program for general teachers has practical value and meets the educational needs of rural primary schools, normal colleges should invite rural primary schools to participate in the formulation process when formulating the talent training program for general teachers. At the same time, rural primary schools should provide practical positions for normal colleges, and build a bridge to realize the integration of theoretical

learning and practical teaching.

Take the Talent Training Program for Primary Education Majors (Teachers) of Huanggang Normal University (2019 edition) as an example. The revision of the program will not only include teachers' representatives, experts from outside the school, and students' representatives, but also representatives of the basic education industry. Moreover, the training objectives in this program conform to the basic concept of "Professional Standards for Primary School Teachers (Trial)", which promotes the comprehensive development of students majoring in primary school education. For the graduation requirements of primary school education professional students to emphasize the norms of teacher ethics and educational feelings, to become a qualified teacher, we must first love the students, love the cause of education, on this basis to strictly regulate themselves. Teachers have a role model for students, especially primary school students their mental development is not mature, the three views are still in the continuous development and improvement, primary school teachers' three views on the growth of students is crucial. Compared with cities and towns, the living and teaching conditions in rural areas are relatively difficult, and the development prospects also have certain limitations, which lead to it difficult to recruit and retain primary school teachers. Therefore, the rural primary school teachers are required to have the spirit of selfless dedication, can take root in the place where the people need, and contribute to the development of rural education.

### **3.3. Optimize the teaching system of all general teachers in rural primary schools**

(1) Rebuilding the curriculum system. Curriculum system is the core of the core of talent training. Therefore, the reconstruction of curriculum system is crucial to training general primary school teachers. General primary school teachers belong to applied talents, should focus on cultivating students' "scientific application" ability, give priority to with applied research and practical operation, need students have the ability of production and service line, so the design of the curriculum system should be subject knowledge and education teaching ability training, and the traditional subject system curriculum cannot directly reflect the education teaching ability, so need a new type of curriculum system, the system no longer depends on the knowledge classification and the nature of the curriculum, but must reflect the "crossover" this important feature, namely task driven curriculum fusion. The curriculum under this system integrates the subject knowledge, teacher ethics norms and educational feelings into the ability cultivation, and takes the education and teaching ability cultivation as the core and the subject knowledge as the support. This integration can occur either in the course or between the courses. The course is no longer a relatively independent knowledge unit, but there must be an organic connection between the courses. The curriculum system changes from a relatively independent tree structure of the course unit to the network structure of organic connection between the courses. This network makes for a shortest path between each course, making the distinction of the types or properties of the courses no longer important, and making the whole curriculum system an organic whole.

(3) Optimize the construction of teaching materials. Textmaterials are crucial in the process of teacher teaching and students' learning. In order to promote the coordinated development of the curriculum content of general practice and

the current situation of rural primary school education and teaching, the special grade teachers of primary school and the professional teachers of normal schools can be invited to jointly compile the curriculum materials of subject and teacher education courses, so as to give full play to the respective advantages of both sides and ensure the practicability and scientificity of the teaching materials.

We should pay attention to the diversity of teaching materials construction forms. Normal colleges can cooperate with rural primary schools to build shared high-quality online courses according to the characteristics of the Internet era. Various teaching resources such as excellent teaching videos, case collection, teaching plans, courseware, question bank, student exercises and expert teaching videos in rural primary schools are uploaded to the online course resource database. It is convenient for students to learn and draw lessons from them more truthfully and intuitively. In recent years, affected by the epidemic, the education internship of all students in primary education has been limited to a certain extent. The construction of shared high-quality online courses can make up for this weakness to some extent, providing a guarantee for the education internship of all students in primary education.

### **3.4. Assessment and evaluation system**

(1) Reform of the assessment and evaluation system. The establishment of teaching quality testing and student evaluation system, to provide an effective guarantee for the "double track parallel, fixed post training" rural primary school teachers training mode. The teaching quality testing system includes the spot check and supervision of the Academic Affairs Office, the irregular hall tour during the classroom and self-study period, the review of teachers' courseware and test preparation materials before class, and the understanding of the implementation of the expected classroom effect. The student evaluation system includes the assessment of each subjects, the assessment of daily classroom performance and homework completion, and the written examination of mid-term and final comprehensive theoretical knowledge, among which the proportion of trial lecture, written test and daily assessment is 3:3:4.

(2) Research on the assessment and evaluation standards. Primary school education general professional personnel training scheme as the main reference, examine whether the trainer meet strengthen ethics, love rural education, good education quality, outstanding teaching ability, insist on lifelong learning elementary school general teacher core quality, can the theoretical knowledge applied to practice adhere to khalid ents, keep the noble moral sentiment, deep understanding of directional area rural primary school characteristics, continuous learning and reflection, become the ideal beacon of rural primary school students watch. In terms of personal basic ability, whether you have: primary school teacher qualification certificate, English level 4, Putonghua Level 2 A or above.

(3) Follow-up study on talent training effect

After the trained students enter the rural primary school, carry out the tracking survey with every six-month cycle, and take the following four factors as comprehensive assessment criteria: first, after the training, whether the students can fully adapt to the rural primary school environment and the learning level of local students; second, whether the knowledge reserve is perfect, can extract the application, whether the knowledge can effectively output helps students to learn; third, whether meet the requirements of the

professional quality; fourth, professional loyalty and working attitude, can adapt to the current work, and still maintain the enthusiasm for education and teaching.

In the specific tracking of talent training results, The ability to apply what we have learned to teaching practice should be the key point to test and assess the effectiveness of talent training, Practical ability also includes education and teaching knowledge, teaching ability, research ability and other aspects, Specific information can be divided into: one, Education and teaching knowledge, Master the basic theory of pedagogy, modern educational technology, and various subject teaching methods in primary schools, Establish an advanced scientific teaching concept, The implementation of moral tree people, Implement the requirements of teacher ethics; Second, teaching ability, To specifically examine the basic skills of their teachers, That is, teaching design, blackboard writing design, three words, teaching skills; Third, the research ability, Need to actively assess whether the teachers can fully understand the students' personal characteristics, Combine pre-class preparation with after-class reflection, Establish a sense of lifelong learning, Master the effective research methods, Explore meaningful teaching cases, To promote the rural primary school education and teaching research work contribution strength.

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