

Study on the Mechanism of Long-term Development of Rural Teachers: A Perspective of "Local Resources"

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Abstract

There are many difficulties in the professional development of rural teachers, how can they develop under such circumstances? Professor Justin Yifu Lin, in his "New Structural Economics", proposed that developing countries should start from their own factor endowments and use their unique resources to compete in the international division of labor, i.e., late-developing countries should seize their own resource advantages. At present, there is still a big difference between urban and rural education, and this theory is also applicable to the development of rural education. Improving the ability of rural teachers to develop and optimize local resources can realize the characteristic and differentiated development of rural education, stimulate teachers' learning potential, and continuously improve their own ability. However, at present, rural teachers only use special local resources but do not develop and optimize general local resources, and blindly use urban educational resources while ignoring the use of local resources. Therefore, the state and schools should improve relevant training mechanisms to enhance rural teachers' ability to develop, utilize, and optimize vernacular resources, so that their long-term development has a solid fulcrum.

Keywords

Rural teachers; Local resources; Long-term development.

1. Introduction

Rational use of teaching resources is one of the main ways to enhance teaching effectiveness and promote teachers' long-term development. For a long time, urban education has basically become the symbol of modern education, and rural education has constantly followed the footsteps of urban education, imitating urban educational facilities, teaching resources, teaching models, teaching methods, teaching evaluation and other aspects, but this imitation has not solved the problem of backwardness of rural education. The long-term use of urban teaching resources and the neglect of the development and utilization of vernacular educational resources have also led to the situation that rural education is gradually detached from the vernacular society. [1] In essence, urban education resources and rural education resources have their own characteristics. Improving teachers' ability to use vernacular resources and resources close to vernacular culture can better cultivate students' core literacy.

2. Constraints on the Long-term Development of Rural Teachers

To obtain long-term development, teachers must have a professional advantage as a support. In education, the gap between urban and rural areas is still very large, and with the continuous development of education discipline research, teaching content, teaching methods, and teaching models are relatively stable, so how can rural teachers give full play to their greatest strengths and what can become their solid focus? The ability to develop and utilize local resources can be a focus point, and the process of improving this ability can promote the lifelong

development of teachers. However, the development of rural teachers is hampered by teachers' misconceptions about local resources and their lack of ability to use local resources.

2.1. Lack of Depth In Knowledge of Local Resources

Due to the relative backwardness of the countryside, the low education level of farmers, and the low production value of agriculture as a raw material, thus concluding that rural culture is inferior to urban culture has become the consensus of some contemporary people. [2] Some rural teachers are influenced by this perception that rural culture is backward and that urban culture and industrial thinking should be transferred to the classroom to transform rural students, thus not using vernacular resources as teaching resources. In fact, rural culture and urban culture are not superior or inferior, but both have their own essence and dross. The simplicity and slow pace of rural culture are just the complement to the fast-paced and stressful urban life, and rural architecture, folklore, local rules and regulations, and biographies of famous people are not inferior to those of the city, and all have certain educational value. Rural teachers lack rational investigation and cognitive depth in their knowledge of local resources and local culture.

2.2. Common Imitation and Use of Homogenized Teaching Resources

With the development of Internet technology, it is more convenient and rich and diverse to obtain teaching resources. In particular, there are national network platforms for primary and secondary schools and national public service platforms for educational resources, the former with teaching resources developed by Beijing, and the latter with teaching videos and teaching designs of ministerial, provincial, municipal and county-level excellent lessons. The free and high quality teaching resources are open to the public, which brings convenience to rural teachers but also makes them inert, thus causing negative effects. On the one hand, some rural teachers use these teaching resources every semester, leading to a decline in their own ability to develop local resources, which is not conducive to their long-term development. On the other hand, the materials basically used in these superior classes are mainly from other cities and other regions, and the materials from the regions they belong to are used as teaching resources in the classroom. The way rural teachers directly copy them will cause the teaching materials will cause the situation that they do not fit the life of rural students and are detached from the vernacular culture, and the classroom effect will be greatly reduced, which is not conducive to cultivating students' vernacular consciousness and passing down the vernacular culture.

2.3. Insufficient Ability to Tap Local Resources

The lack of ability to tap into vernacular resources is mainly manifested in three aspects. First, only material vernacular resources are possessed, and spiritual vernacular resources are neglected. For example, each discipline is good at utilizing resources such as architecture and natural scenery in each discipline, but less at utilizing resources such as folk customs and village rules and regulations. Second, there are more characteristic vernacular resources and less general vernacular resources. Characteristic vernacular resources and resources with certain popularity and influence, such as a certain natural tourist area, a certain big figure, and other similar vernacular resources are used more frequently in the classroom, while general, hidden, and ordinary resources are easily ignored. Third, teachers recognize the advantages of vernacular resources and understand the richness and diversity of vernacular culture, but are unable to transform these vernacular cultures into teaching resources. For example, when teaching about cherishing water resources, they use the water resources utilization in other provinces and cities as teaching materials, but do not use the precipitation, water use and water saving in their villages as teaching resources.

3. The Rational Use of Local Resources Helps Rural Education Development

There are many teaching resources that teachers can use, such as the history and geography of villages, folk customs, biographies of famous people, family genealogies, traditional techniques, ancient trees and forests, and so on. Each region has rich and diverse vernacular resources. Rural teachers apply vernacular resources to the teaching of various subjects as an important part of teaching resources, which plays a significant role in the development of teachers' specialization and specialization.

3.1. Characterization Development

As mentioned earlier, the use of homogenized teaching resources cannot promote teachers' long-term development. Rural teachers can no longer take the old road of imitating and catching up with urban teachers, but a new road of continuous innovation based on local resources. Due to the different geographical environments and historical precipitations, rural resources all have their own characteristics. Rural teachers combine the local resources with daily teaching series of theme education, practical education activities, labor education and other forms of education, making full use of the characteristics of local resources to highly integrate with various kinds of education and promote the development of rural education.

3.2. Professional Development

The professional development of teachers includes the specialization of educational knowledge and ability in all aspects of literacy. The use of teaching resources is part of the professional development of teachers. Compared with urban teachers, rural teachers lack systematic all-round, high-quality education training, so some rural teachers lack the motivation to work and the perseverance to develop further education. The process of rational development and utilization of native resources allows rural teachers to actively learn relevant knowledge, improve their ability to use teaching resources, and promote their own professional development. First, teachers' understanding of students' requirements for vernacular resources is a process of understanding the laws of students' physical and mental development. Rural students' cognition of the current development of architecture and ethnicity in the region they belong to belongs to the surface level, and teachers guide them toward deeper development. Secondly, taking the initiative to find vernacular resources suitable for the subject is a process of deepening the understanding of the subject content. Teachers learning about vernacular resources require a thorough understanding and study of the content of the discipline. Finally, transforming local resources into teaching resources is a process of using resources. Teachers go on to learn how to transform teaching resources and the means to present them.

3.3. Lifelong Development

UNESCO proposes that students become lifelong learners, and teachers, as educators, should learn even more throughout their lives. Rural teachers make improving the ability to use native resources as the focus of their own long-term development. Teachers can use one advantage to promote progress in other areas, thus promoting lifelong development. First, teachers have the ability to develop and utilize native resources, so that they can develop various types of native teaching materials or develop school-based curricula for native resources. Instructional design and curriculum development are important factors in teachers' long-term development, so improving the ability to use native resources may lead to qualitative changes in their careers. Second, teachers' rational use of vernacular resources, teaching resources close to students' lives, improves students' learning motivation and teaching effectiveness, which feeds back to

the teacher level and can enhance their sense of professional efficacy, promote rural teachers' progress, and stimulate intrinsic lifelong learning motivation.

4. Strategies to Promote the Long-term Development of Rural Teachers

Enhancing rural teachers' ability to develop and utilize native resources requires a collaborative effort among schools, educational administrations, and training experts to have better results. It is not only the teachers' awareness of the rich and characteristic local resources that can be improved, but also their ability to convert them into teaching resources and their ability to apply them to various teaching modes.

4.1. Improve Rural Teachers' Awareness of the Value and Content of Local Resources

Some rural teachers originally grew up in their hometowns, while others come from cities or other towns, so their situation is different and their knowledge of the relative resources in their regions tends to be superficial. First, training allows rural teachers to understand the value of the characteristics of local culture. Whether it is urban or rural culture, the natural resources and social and cultural resources contained in it have their own unique educational significance, and what can be done with urban resources can also be done with rural resources. Training teachers to value the value of local resources and apply them to various subjects stimulates students' inner potential and promotes the development of their personalities. Second, understanding the rich natural and socio-cultural resources. Natural resources are most typically geographic conditions, natural climate, and natural scenery, while socio-cultural resources such as local political situations, industrial conditions, biographies of famous people, man-made hydraulic architecture, and traditional skills.

4.2. Enhance the Ability to Apply Local Resources to Different Subjects and Different Teaching Modes

Native resources can promote the overall development of students' moral, intellectual, physical, aesthetic and labor. First, train rural teachers how to apply vernacular resources in each kind of education. For example, moral education uses village rules and regulations, biographies of famous people and other deeds, and taking care of empty nesters; intellectual education can use the current situation of political, economic and cultural development in the region as basic discussion points; physical education uses a variety of traditional and modern exercise equipment in rural areas; labor education can use agricultural planting and animal husbandry; and aesthetic education allows students to experience the beauty of natural scenery, folk customs and poetry and opera. Secondly, training vernacular resources is a combination of individual and joint training for teachers of each subject. Each subject has its own characteristics, and teachers of different subjects need to be made aware of how to use the appropriate vernacular resources. At the same time, the same local resources can be used in arts, such as language and history, and in science, such as mathematics and physics. For example, "a bridge" can be used as a teaching resource for a variety of subjects, language learning its poems and songs, the words and behavior of the people on the bridge; history learning to bridge as a carrier of modern economic development; mathematics calculate the length, width and height; physics calculate the density and pressure, etc.. Third, train rural teachers to use vernacular resources in different teaching modes. For example, lecture teaching will explain the vernacular resources as examples, and students can just use them as a carrier to understand the reasoning; inquiry teaching mode will use vernacular culture and the current situation of rural development as a problem scenario to guide students to solve problems, for example, at present, how traditional technology and architecture in rural areas should be inherited and developed, so that students can think about the methods according to the reality;

in the practical teaching mode, solving rural problems as In the practical teaching mode, the task of solving rural problems is relied on, so that students can go out of the classroom and school, organically combine students' life with the general social environment and natural environment, and complete the practical tasks in the contact with the environment. Strengthen the accumulation of interest in local vernacular resources.

4.3. Cultivate Rural Teachers' Love for Local Resources

Vernacular sentiment refers to the emotional identification with the interpersonal relationships, cultural traditions, and way of life of a region. For vernacular teachers, vernacular sentiment is expressed as the feeling of rural teachers towards the region, and even feeds back. The training allows teachers to participate in a variety of activities and experience various traditional skills firsthand, thus experiencing the charm of vernacular culture. The practice allows teachers to understand the vernacular culture in depth and stimulates the emotion of love for it, in addition to training teachers in the methods of inheriting, developing, and innovating the vernacular culture. Only on the basis of in-depth understanding of the essence and dross of vernacular culture and how to innovate traditional culture can we truly love and guard vernacular culture.

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