

A REVIEW OF RESEARCH ON PROFESSIONAL DEVELOPMENT OF RURAL TEACHERS

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Abstract: In order to strengthen the construction of rural teachers, The article focuses on the factors influencing the professional development of rural teachers, the professional training paradigm of rural teachers and the relationship between rural teachers and rural teachers. Research on the professional development of rural teachers from four aspects: the construction of professional development direction, the strategies of rural teachers' professional development, and the particularity of rural teachers' professional development. The research was discussed.

Keywords: Professional development of rural teachers; Training paradigm; Professional development orientation; Teacher professional development community

1. FACTORS INFLUENCING THE PROFESSIONAL DEVELOPMENT OF RURAL TEACHERS

National Rural Revitalization Strategic Plan (2018-2022 Year) proposed to increase the supply of rural public services and give priority to the development of rural education. Among them, "Building and strengthening the rural teaching team" is an important part of the development of education. The main content of rural teacher team construction is to promote the professional development of rural teachers. In fact, since 20th Century Teacher professional development entered the research field in the 1980s The researcher's perspective begins, After forty years of theoretical and practical exploration, this main the subject has become an important part of current teacher education. Analyze and summarize teachers' expertise professional development, especially the research process and main aspects of professional development of rural teachers in China. The views are helpful for clarifying the professional development ideas of rural teachers in China and optimizing the professional development of rural teachers. It is important to provide professional development resources and expand professional development pathways for rural teachers. significance. In view of this, this article will focus on the field of professional development of rural teachers. 10 years An overview of the main research in the past is given. The author used the advanced search method on China National Knowledge Infrastructure (CNKI), using the subject and article title as the search conditions, and based on the "teaching" involved in this topic. The keyword "teacher professional development" is used as the subject heading. No time period for refinement Exact search, retrieved articles in total 465 articles. By sorting out the literature and summarizing. The research on the professional development of rural teachers mainly includes the analysis of factors influencing professional development.

1.1 Types of Factors Influencing Teachers' Professional Development

The more representative foreign research on teacher professional development is the theory of Fessler and Glatthorn. Fessler (1992) put All influencing factors on teachers' professional development are sorted into personal environmental factors (family factors, personal intentions, life stages, etc.) and organizational environmental factors (school regulations, Management style, professional organization, etc.) two categories. Glatthorn (1995) will influence Factors are summarized into three categories. The first two categories are basically consistent with Fessler's classification. The third category is special intervention activities to promote teacher development, emphasizing the role of teacher coaching and training [1]. domestic, The Department of Normal Education of the Ministry of Education pointed out in the book "Theory and Practice of Teacher Professionalization" (2003) that "Teachers' professional development is subject to the interactive influence of multiple factors at multiple levels including individual teachers, society, schools and culture" [2].

1.2 Specific Factors Influencing the Professional Development of Rural Teachers

Rural teachers are a subgroup of all teachers, and the above macro factors are applicable to them. In addition, scholars have also launched a series of studies specifically focusing on rural teachers. Conduct more detailed research. Wen Xue et al. (2012) concluded through cluster analysis that agricultural The professional development of village teachers is affected by supporting factors, guarantee factors and technical factors. and the influence of motivational factors; Sun Ying (2011) in "The Independent Development of Rural Teacher Professionals" "Analysis of the Sociological Motives of Development" pointed out that teacher role identity and social status are Important social factors for the professional independent development of rural teachers. It was found that Rural schools in terms of professional leadership and material security conditions The lack of education and the simplification of teachers' learning paths affect teachers' professional development. Du Jun (2014) pointed out in "Problems and Countermeasures of Teacher Training in the Northwestern Contiguous Extremely Poverty-stricken Areas" Unreasonable

training content and outdated training formats have reduced the effectiveness of teacher training. effectiveness, It is not conducive to the professional improvement of teachers.

2. CONSTRUCTION OF PROFESSIONAL TRAINING PARADIGM AND DEVELOPMENT ORIENTATION FOR RURAL TEACHERS

2.1 Rural Teacher Professional Training Paradigm

From the perspective of training paradigm, There are six teacher training paradigms in the world: knowledge paradigm, ability paradigm, emotional paradigm, " constructivist " paradigm, " critical theory " paradigm, " "Reflection Theory " paradigm. The focus of these training paradigms has gradually shifted from focusing solely on the cultivation of knowledge and abilities to focusing on the comprehensive development of teachers' professional qualities such as criticism and reflection. It reflects the gradual maturity of the teacher professional training paradigm. Chinese scholar Ge Xiaoyi (2012), in the article " Paradigm Transformation of Rural Teachers' Professional Development ", focused on rural teachers' professional development. characteristics of education and put forward a new paradigm for the professional development of rural teachers - local paradigm, It emphasizes that the professional development of rural teachers should be based on their living environment and cultural context, highlighting the dominant position of rural teachers in professional development. Yang Xiaoqi (2015) proposed a teacher professional development paradigm that is consistent with " other-ownership " and " autonomy ". Mode, It advocates actively creating an inclusive development space and cultivating " "Independent " development awareness and ability to promote the innovation of the " group-based " parenting model.

2.2 Professional Development Orientation of Rural Teachers

In terms of development orientation, academic circles generally agree that the professional development of teachers in my country should be There are three orientations, namely intellectual orientation, practical - reflective orientation and ecological orientation. Yang Liu (2016) emphasized practical Practice - reflection allows teachers to generate practical wisdom, which is important for teachers' professional development. Meaning; Sun Yan et al. (2014) in " Professional Development of Rural Teachers from the Perspective of Ecological Philosophy" "A Review " pointed out that current research ignores the overall development of teachers' professional development. nature, we should pay attention to the ecological nature of teacher development from the perspective of a complete life body. In 2015, Liu Chongmin proposed again in " Discussion on Orientations and Strategies for the Professional Development of Rural Teachers " The cultural ecological orientation of rural teachers was revealed. This orientation emphasizes the role of rural teachers in Under the rural " cultural field ", its professional development should be in line with the rural cultural ecology. " The concept of promoting rural areas for the sake of rural areas [3].

3. STRATEGIES FOR PROFESSIONAL DEVELOPMENT OF RURAL TEACHERS

3.1 Establish and Improve Professional Development Policies for Rural Teachers

Zou Tianhong (2013) in " Promoting Professional Development of Rural Teachers in the United States and China" "Comparative Analysis of Strategies " pointed out that the United States and China have great differences in the professional development of rural teachers. measures are similar. Including the state investing large sums of money in teacher training and incentives, formulating rural-oriented policies to promote the development of rural teachers, local government The government cooperates with national policies to formulate teacher training and development plans based on local conditions [4].

3.2 Specific Paths for Professional Development of Rural Teachers

" Research on the Professional Development Paths of Foreign Teachers " points out that teacher professional development schools, teacher school-based training, lesson study, and teachers' self-practice reflection are the main paths for the professional development of foreign teachers; Zhu Peiyu (2016) viewed from the " Professional Standards " Jiao proposed a path for the professional development of rural teachers in my country. These include providing targeted educational content, developing a contemporary development model, ensuring sufficient professional development resources, and stimulating independent development [5]. In terms of teacher education content customization, Party spirit Ping (2016) pointed out in the " Research on Improving the Overall Quality of Teachers in Weak Rural Schools " that attention should be paid to the effectiveness of teacher training, focusing on the information technology, Design training content based on pedagogical knowledge and teaching experience of famous teachers [6] ; in terms of development model, Xiao Kai (2016) believes that rural teacher training characterized by a single training project The effectiveness of training is increasingly diluted, A teacher professional development support service system should be established, Create a sound " infrastructure " for teachers' independent learning. In terms of professional development resources, Dang Zhiping (2016) stated in "The Professional Development of Primary and Secondary School Teachers under the Background of Educational Informatization" Development Research " proposed that With the innovation of information technology, Teachers' professional development has more technical support. In terms of professional development

incentives, Lin Linan (2015) proposed the construction of a multiple structure of teacher hierarchies in "The Motivation Current Situation and Promotion Mechanism of Rural Teachers' Professional Development". Training for rural teachers at different levels with different goals and progress; Wang Enhui (2016) in "Rural Teachers' Autonomy" "Development Strategy" emphasizes that by establishing a training community and focusing on the "proximal development zone" of the profession, rural teachers can be transformed from the actual "passive development" into the expected "independent development".

4. THE PARTICULARITY OF PROFESSIONAL DEVELOPMENT OF RURAL TEACHERS

4.1 The Particularity of Professional Development Needs

Qin Yuyou et al. (2015) pointed out that teachers in small schools have been teaching in multiple disciplines and for many years. There is an urgent need to improve the teaching and management of small - class teaching and management. Li Jie (2016) in "The Path of Endogenous Development of Small-Scale Schools in Contiguous Poor Areas in Northwest China" emphasizes that rural areas indigenous cultural identity and inheritance capabilities should become an important part of the professional development of teachers in such schools. To form part [7].

4.2 The Particularity of Factors Affecting Development

Zhang Xueyan (2012) pointed out in "Research on Development Policies of Rural Small-Scale Schools" It was found that teachers' professional development is relatively isolated, lacks effective support, and the main focus of teacher development is Lack of motivation is a negative factor for the development of teachers in small schools. Gao Zheng et al. (2014) pointed out in "The Current Situation and Improvement Countermeasures of the Teacher Team in Small Rural Schools" that compared with larger rural primary schools, there are fewer opportunities for professional title promotion and difficulty in obtaining teaching. There are few ways to learn resources, and the training content lacks practicality for actual management and teaching. Effectiveness restricts the professional development of teachers in small rural schools. Zhao Zhongping, Qin Yu Friends (2015) in "Dilemmas and Governance Ideas of Teacher Construction in Small Rural Schools" pointed out in Too few teachers have heavy workloads and no time to take care of themselves The lack of opportunities to advance and participate in high-level training is a major problem for rural small-scale school teachers. The main obstacle to development [8].

4.3 The Particularity of Professional Development Strategies

Zhao Dan (2012) introduced in "A Review of Foreign Rural Small-Scale School Research" Developed a strategy for creating a school consortium in Nevada, USA. central area university The school radiates to several small schools in remote areas. Promote teaching through resource sharing Teacher progress. Zeng Xin et al. (2014) in "Small-scale rural schools from the perspective of endogenous development" Teacher Team Construction", Yin Xuejiao et al. (2016) in "Village Primary School Teachers Learning Common Body Building Research" Zhongjun emphasizes the importance of school consortia to improve teachers in small schools plays an important role. Yu Haiying et al. (2012) in "Under the Perspective of Urban-rural Education Integration" Research on Issues in Rural Small-Scale Schools" points out that education in small-scale rural schools should be improved. teacher evaluation mechanism, Cannot be used rigidly with large-scale schools or urban schools Uniform standards. Yu Guicheng (2015) in "Small-scale Rural School Young Teachers Group" Research on the Current Situation and Countermeasures of Physical Development" It is proposed that teachers should be established in small schools Directed circulation communication system and actively build a diversified development platform for teachers, effectively promote To improve the professionalism of teachers in such schools [9].

5. CONCLUSION

The focus of professional development of rural teachers has shifted from the development of individual teachers to the overall development of learning communities and school consortiums; Focus on a single training model Evolved into the construction of a diversified development platform for teachers; Focus on forcing Rio Tinto from the outside develop the internal motivation for independent development. At the same time, current concerns about small school teachers In the study of development, The description of professional development needs is relatively general; need to be specific ization; the analysis of factors affecting professional development is not comprehensive and in-depth enough, and the various factors The mechanism of action of the hormone needs to be further explored; Basic research on professional development strategies Limited to the level of theoretical speculation, Empirical research is needed to confirm this.

COMPETING INTERESTS

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