

# *On the "Practice Supporting Teaching Relay" Model of English Teaching in Rural Primary and Secondary Schools*

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**Abstract:** The "practice supporting education relay" model of English Teaching in rural primary and secondary schools is the internal requirement of the targeted poverty alleviation strategy for practice supporting education activities. It is mainly based on the improvement of English teaching quality in rural primary and secondary schools, and emphasizes the multi-dimensional construction of the "relay" and "practice supporting education relay" model of practice supporting education from the perspective of sustainability. From the perspective of demand side, supply side and environment, the construction of "practice teaching relay" model is necessary and feasible. The "practice supporting education relay" model can be constructed from the dimensions of student source structure, time overall planning, organization and management, guidance and evaluation, spiritual inheritance, mechanism and system. The premise of its construction is the consensus of model construction value. The key to the construction is the attention of rural primary and secondary school principals. The difficulty of construction is the management of supporting education relay, and the foundation of construction is the continuation of practice supporting education, the guarantee of construction is the construction of support system

## **1. Introduction**

Teaching practice has always been an important topic for educational practice research. Especially, as an important form of teaching practice in recent years, post practice has become the focus of many researchers. The existing studies are mainly as follows: first, from the perspective of value, mainly as follows: Li Hui believes that practice supporting teaching is the practical fit of vocational ideal education for normal college students in the new era[1]; Yu Yingli discussed the impact of practice teaching support on the professional identity of teachers and students in Colleges and universities[2]; Han Zechun and Wang Qiusheng believe that the implementation of poverty alleviation internship and education support is conducive to opening up a new road of Ideological Education[3]. Second, from the perspective of action, mainly as follows: Yang Zhen and Zhang Liping analyzed the construction and cultivation of class management ability of on-the-job internship students [4]; Wang Yongxin and Yang Zhen analyzed the class management problems of on-the-job internship

students[5]; Pei Yun analyzed the influence of practice supporting teaching on normal students' teaching ability and improvement strategies[6]; Li binqiang and Wang Huizhen explored the guidance mode of "Trinity" practice and teaching support for normal students[7]. Third, from the perspective of investigation, mainly as follows: Wang Jing and Xu Xiaofei conducted an investigation and Research on the impact of poverty alleviation internship and teaching support on the psychological capital of college teachers and students[8]; Gong Qingfeng and Ren lichan conducted an investigation and Research on how to improve college students' practical innovation ability by practicing teaching[9]. Fourth, from the perspective of sustainability, there are few relevant achievements, mainly as follows: Shi Min analyzed the poverty alleviation relay plan of young volunteers[10]; Wang Zhiqiang introduced the school's relay activities of compulsory education support[11]; Editor of WTO economic guide reported on the relay activities of loving support for education in hope primary school[12].

From the existing research, although the dimensions are diverse and the results are rich, there are still some deficiencies: first, it is mainly analyzed from the perspective of practice, but less discussed from the perspective of teaching. Secondly, it mainly takes practice teaching as the research basis, but lacks the analysis logic from the practice school. Finally, it mainly studies the short-term behavior of practice supporting teaching, but lacks the discussion of practice supporting teaching cycle or long-term model. It is obvious that there is a shortage of English teachers in rural primary and secondary schools. What is needed is the continuous and effective supply of teachers. Therefore, the "practice supporting education relay" model must be a realistic choice to adapt to the new era, new situations and new problems, and it is also the internal requirement of the targeted poverty alleviation strategy for practice supporting education activities. Its theoretical significance lies in that it not only provides theoretical guidance for the practice of practice support teaching in normal universities, but also provides a feasible model for the improvement of English teaching quality in rural primary and secondary schools. At the same time, it also provides a reference model for the perspective of practice support teaching in other disciplines; The practical value lies in that it not only helps to improve the teacher structure of English Teaching in rural primary and secondary schools and improve the professional level of English Teaching in rural primary and secondary schools, but also helps to improve the training mode of English Majors in normal colleges and universities and enhance the practical ability of English majors, but also helps to establish a long-term cooperative relationship between normal colleges and rural primary and secondary schools and explore the effective mode of practice and teaching support in normal colleges and universities.

## **2. Feasibility of the Construction of “Practice Supporting Teaching Relay” Model in English Teaching in Rural Primary Secondary Schools**

Demand side factors: Relevant statistics show that in recent years, with the continuous promotion of the recruitment of all kinds of teachers at all levels, the shortage of English teaching teachers in rural primary and secondary schools has improved, but from the author's survey, there is still a certain gap with the actual demand. What's more, it is difficult to recruit and retain professional teachers in township primary schools. As soon as English teachers reach their service life, most of them are either admitted to public schools in the county or paid to private schools in the county. However, English teachers who have not reached their service life often leave the countryside by means of secondment. Therefore, it is an indisputable reality that the demand pressure for English teachers in rural primary and secondary schools is still large. In the current situation, it is difficult to effectively solve this dilemma by recruiting teachers in the short term. We believe that local education authorities and rural primary and secondary school principals need to update their concepts and innovate the mode of English teacher team construction in rural primary and secondary schools. While increasing the

construction of on-the-job teachers, they should fully integrate the strength of internship teachers, deeply cooperate with normal universities, improve the relay mode of internship support and education, and seek sustainable teacher supply. In other words, the reality of the construction of English teachers in rural primary and secondary schools is the premise of the construction of the "practice supporting teaching relay" model, that is, the demand side conditions.

Supply side factors: Participating in educational practice is not only the natural requirement of the talent training program for English Education Majors in normal universities, but also a necessary measure for English education majors to obtain teachers' professional qualification. Through systematic learning, these students have better learned the professional knowledge and theoretical knowledge related to education. After many internships, trial lectures and even various competitions, they have strong practical ability of education and teaching. From the survey, at present, the internship semester of English Education Majors in normal universities is mostly arranged in the 6th or 7th semester, while the internship semester of junior colleges is mostly arranged in the 5th semester, which provides the possibility for the continuous supply of English teaching internship teachers in rural primary and secondary schools. In other words, whether from the talent training program setting of normal universities, the knowledge literacy and ability literacy of English education students in normal universities, and the actual arrangement of English education practice in normal universities, the "practice supporting teaching relay" model of English Teaching in rural primary and secondary schools has supply side conditions.

Environmental factors: "Agriculture, rural areas and farmers" is a fundamental issue related to the national economy and the people's livelihood. Therefore, the state has launched the Rural Revitalization Strategy, formulated the strategic plan for Rural Revitalization (2018-2022), and passed the law of the people's Republic of China on the promotion of Rural Revitalization. Obviously, the overall revitalization of rural areas is inseparable from the sustained and healthy development of rural education. In other words, accelerating the construction of English teaching staff in rural primary and secondary schools is the due meaning of the implementation of the strategy of rural comprehensive revitalization. Therefore, normal colleges must have the obligation to respond to the call of the state, constantly strengthen the construction of practice bases in rural primary and secondary schools, and let the cultivated excellent college students bloom the flower of youth in the front line of rural grass-roots education. In short, the "practice supporting teaching relay" model of English Teaching in rural primary and secondary schools has positive environmental conditions.

### **3. The Content of the Construction of “Practice Supporting Teaching Relay” Model in English Teaching in Rural Primary and Secondary Schools**

#### **3.1. The Goal of Model Construction**

The construction of the "practice supporting teaching relay" model of English Teaching in rural primary and secondary schools is mainly based on the improvement of English teaching quality in rural primary and secondary schools. From the perspective of sustainability, it emphasizes the "relay" of practice supporting teaching and the multidimensional construction of the "practice supporting teaching relay" model. The specific objectives are as follows: first, improve the teacher structure of English Teaching in rural primary and secondary schools and improve the professional level of English Teaching in rural primary and secondary schools; Second, improve the training mode of English Majors in normal universities and enhance the practical ability of English majors; Third, consolidate the construction of practice bases in rural primary and secondary schools and improve the employment and social service ability of English majors; Fourth, establish a long-term cooperative relationship between normal universities and rural primary and secondary schools, and explore an effective model of practice supporting education; Fifth, face the weak links of English

Teaching in rural primary and secondary schools and enhance the service awareness of precision support in normal colleges and universities.

### 3.2.Elements of Model Construction

The mode of "practice supporting education relay" can be constructed from the elements of student source structure, time planning, organization and management, guidance and evaluation, spiritual inheritance, mechanism and system.

**Student source structure:** The main variables in this aspect are: undergraduate and junior college students, postgraduate and non postgraduate students, rural and urban students, boys and girls, introverted and extroverted students, etc. From the perspective of practical research, undergraduates mainly practice in junior middle schools, while junior college students mainly practice in primary schools, but the teaching effect difference between undergraduates and junior college students is not obvious; There is little difference in the degree of investment in teaching between the postgraduate entrance examination and non postgraduate entrance examination students, but it has a great impact on the postgraduate entrance examination results of the postgraduate entrance examination students; There is little difference in adaptability and teaching investment between rural and urban students in rural primary and secondary schools; The difference of adaptability and teaching investment between boys and girls in rural primary and secondary schools is also small, and the difference between male and female combination is also not obvious, but the feedback of group teaching support of more than 3 students is significantly better than that of single student in practice; In terms of introverted and extroverted students, the results show that extroverted and affinity students are more popular with students. In a word, students with high professional quality and strong interpersonal skills show comparative advantages in the practice of "practice teaching relay", which is more conducive to teaching relay.

**Time planning:** At present, the basic situation is that most undergraduate education internships in normal universities are the sixth or seventh semester, while those in junior colleges are the fifth semester, and the same school is generally arranged in one semester. Therefore, a practice school usually needs to establish a practice base strategic agreement with two normal universities. Only in this way can we better realize the "practice supporting education relay" mode. In addition, at present, although the educational practice of our college is mostly one semester, because the vacation time of colleges and universities is about half a month earlier than that of primary and secondary schools, this factor must be taken into account in the overall planning of time.

**Organization and management:** According to the survey, under normal circumstances, colleges and universities as the supply department of practice, rural primary and secondary schools as the demand department, and county education authorities as the organization and coordination department, their relationship is relatively loose, especially the main role of rural primary and secondary schools is not obvious. However, the outstanding feature of the "practice teaching relay" model is to pay attention to the main role of rural primary and secondary schools, and pay more attention to the medium and long-term planning of demand, so as to find and fully integrate matched supply side resources. Moreover, in the specific educational practice management, rural primary and secondary schools should play a main role, fully tap and make good use of excellent practice resources, and explore scientific, effective and win-win relay mode, mechanism and specific implementation methods.

**Guide the evaluation:** At present, the guidance and evaluation of educational practice is carried out in two lines, and the adhesion is not high. On the one hand, it is the daily guidance and evaluation of interns in rural primary and secondary schools, on the other hand, it is the quantitative evaluation of interns in Colleges and universities, such as internship diary, cases, reflection and so on. However,

from the survey, the form is greater than the content. The fundamental reason is that both parties have insufficient cognition of interns and educational practice. The requirements for "interns" in the "practice teaching relay" model have been upgraded to "intern teachers". In other words, interns should be included in the construction plan of rural primary and secondary school teachers. Therefore, for the guidance and evaluation of interns, on the one hand, rural primary and secondary schools should play a main role, on the other hand, we should actively strive for all kinds of high-quality resources in normal universities, so as to further strengthen the guidance and evaluation of interns.

**Spiritual inheritance:** In his speech at the launching ceremony of the International Year of volunteers 2001, former UN Secretary General Kofi Annan pointed out that "the core of volunteerism is the ideal of service, unity and the belief to jointly make the world a better place." This sentence points out the essence of volunteerism and expresses people's sincere praise for volunteerism. Obviously, practice supporting education is also a voluntary activity, which should be summarized, condensed and publicized. Only in this way can the "practice supporting education relay" mode of continuous and relay dedication show lasting vitality, and let the volunteer spirit light up the youth dream and burst out the strength of youth.

**Mechanism and system:** To make the "practice supporting education relay" model become a beautiful scenic spot of educational practice, it is inseparable from the formulation and improvement of relevant mechanisms and systems. First, we should form the demand management mechanism system of "practice supporting education relay"; Second, we should form a supply management mechanism system of "practice supporting education relay"; Third, we should form a multi-party collaborative management mechanism system for the demand and supply of "practice supporting education relay"; Fourth, we should form the social supervision and evaluation mechanism system of "practice supporting education relay". Only in this way can the "practice supporting education relay" model be effectively realized.

### 3.3. Practice of Model Construction

**The premise of Construction:** the consensus of model construction value. Only by fully publicizing the "practice supporting education relay" model can we reach a high consensus among the competent education departments, rural primary and secondary schools, colleges and universities, interns and other parties. Therefore, primary and secondary school principals need to incorporate the management of interns into the construction plan of English teachers, interns need to take the practice of teaching support relay as an important practice to realize the value of their teachers' career, and normal universities need to fully realize the important significance of practice teaching support relay.

**The key of Construction:** the attention of rural primary and secondary school principals. The "practice supporting education relay" model emphasizes the main role of primary and secondary schools, so the key to its construction lies in the recognition and continuous and active promotion of rural primary and secondary school principals. Practice shows that rural primary and secondary school principals should be the advocates, supporters, constructors and practitioners of the "practice supporting education relay" model. In terms of leadership type, they are open and innovative. Only in this way can the "practice supporting education relay" model be effectively implemented.

**The difficulty of Construction:** the management of supporting education relay. The management of "internship teaching support relay" mode is more complex, which is mainly reflected in the scientific selection of excellent interns, the reasonable arrangement of internship teaching support tasks, the multi-dimensional training of interns, the orderly relay of internship teaching support and other problems. The reason lies in the objective reality of multiple managers of internship identity, as well as the fact that the temporary nature of interns is unified with the sustainability of interns as a

whole. All these require higher management wisdom, which is the difficulty in the construction of the "practice teaching relay" model.

The foundation of Construction: the continuation of practice and teaching support. The construction of the "practice supporting teaching relay" model is mainly based on the current situation of the shortage of English teachers in rural primary and secondary schools. It is expected to enrich the increment of English teachers in rural primary and secondary schools through the "relay" of practice supporting teaching, optimize the quality of English teachers in rural primary and secondary schools and improve the structure of English teachers in rural primary and secondary schools, so as to improve the quality of English Teaching in rural primary and secondary schools. Therefore, the foundation of the construction of this model lies in the continuation of practice and teaching support, and the continuation of multi-dimensional joint force of multi subjects.

The guarantee of Construction: the construction of support system. As mentioned above, the effective implementation of the "practice teaching relay" model needs to formulate and improve relevant mechanisms and systems to form a perfect support system and ensure the scientific, reasonable and timely construction and application of the model. Perfect mechanism and system is conducive to realizing the dynamic balance between demand and supply of "practice supporting education relay", forming the joint force of practice supporting education relay management, and ensuring the scientific implementation of the "practice supporting education relay" mode.

#### 4. Conclusions

Practice teaching, especially post practice, as an important form of practice teaching in recent years, has become the focus of many researchers. From the existing research, although the dimensions are diverse and the results are rich, there are still some deficiencies, which are as follows: mainly from the perspective of practice, but less from the perspective of teaching; Mainly based on the practice of supporting teaching, but lack of analysis logic from the practice school; It mainly studies the short-term behavior of practice supporting teaching, but lacks the discussion of practice supporting teaching cycle or long-term model. Obviously, in terms of the current shortage of English teachers in rural primary and secondary schools, what is needed is a sustained and effective supply of teachers. Therefore, the "practice supporting education relay" model must be a realistic choice to adapt to the new era, new situations and new problems, and it is also the internal requirement of the targeted poverty alleviation strategy for practice supporting education activities.

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