

System Construction and Reform Strategies of Nurture Education for Public Funded Normal School Students in the Context of Rural Revitalization

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Abstract: Rural revitalization is a major decision and deployment in China, and developing rural education is the foundation, condition, and guarantee for achieving rural revitalization. As an important support for the development of education, rural teachers play a crucial role in the revitalization and development of rural areas. Public funded normal school students are the main source of supply for rural teachers. In the field of school, profession, and society, the triple identity of public funded normal school students as students, teachers, and rural builders derive a knowledge wisdom, professional character, and social responsibility jointly constructed public funded normal school student nurture education system. Therefore, it is proposed to clarify the training objectives and graduation requirements, and cultivate educational sentiment and comprehensive literacy, and strengthen the reform strategies of local education and practical cultivation the three levels of ideology, morality, and behavior.

1. Introduction

In March 2021, the Chinese government issued *The Opinions on Realizing the Effective Interface between Consolidating and Expanding the Achievements of Poverty Eradication and Rural Revitalization*, proposing to generally increase the supply of publicly-funded teacher-training students in poverty-eradicated areas and to strengthen the focus on reasonable mobility and counterpart support for teachers in urban and rural areas. As a result, with the deepening implementation of the national rural revitalization strategy, the cultivation of public funded normal students has ushered in new reform requirements and development opportunities. In the new context of rural revitalization, the talent cultivation of public funded normal students is also an important way to block the intergenerational transmission of poverty. There are differences in the group of public funded normal students targeted by Chinese Ministry of Education directly affiliated normal universities and provincial local normal universities. In this study, public funded normal students mainly refer to public funded normal students from provincial local normal universities. The nurture education of public funded normal school students has a significant impact on their identity recognition, and is of great significance for them to become "stable and retain" rural teachers after graduation.

Nurture education is an educational process in which educators consciously, purposefully, and systematically cultivate and train their learners for a long time. Through the learners' self-control and self-restraint, they develop good ideological, psychological, moral, and behavioral qualities that can be naturally demonstrated without any external supervision^[1]. The nurture education of public funded normal school students, as an aspect of talent cultivation, is both cultivable and explicit, and even a quantifiable and operable system.

2. Current Status of Research on Nurture Education for Public Funded Normal School Students

According to the concept of nurture education, it mainly consists of four major parts: ideology, psychology, morality, and behavior. According to the collected literature, most of the research on nurturing education focuses on moral nurture education. The current research on the cultivation of public funded normal school students in China mainly focuses on three aspects: reform policies, case experience, and process content. This part of the study laid a theoretical and practical foundation for this study, and also provided valuable references for exploring new models of nurture education for public funded normal school students. In the context of the new era of rural revitalization, there is still relatively little research on the reform of public funded normal student training in the academic community. Some scholars have paid attention to the development education of normal students in universities, but there has not been any research on the development education of public funded normal students in the context of rural revitalization. In other words, the existing research on the reform of public funded normal student training focuses on the common characteristics of normal students, but lacks highlighting the characteristics of rural areas. This study aims to fill this gap.

3. The Triple Identity of Public Funded Normal School Students and the Construction of Nurture Education System in the Context of Rural Revitalization

3.1. Triple Identities of Public Funded Normal School Students in the Context of Rural Revitalization

The views of normal school students towards being teachers often determine the appearance and image of tomorrow's teachers^[2]. Who am I? What kind of rural teacher do I want to become? What can I do for rural revitalization? Are issues that should be considered in the cultivation of public funded normal students under the current rural revitalization context. Public funded normal school students have different identity characteristics in different fields, that is, they are students in the school field, teachers in the professional field, and rural builders in the social field. From this, it can be inferred how public funded normal school students can achieve role transformation and self-realization in multiple identities. The premise is that public funded normal school students must meet multiple standards of multiple identities in identity recognition and cultural integration, and the identification, integration, and standards of different identities are not separate, but are integrated and interconnected. Throughout it is to enable public funded normal school students to complete the role transformation and self-realization from students to teachers and then to rural builders, laying a solid foundation for ultimately becoming high-quality rural teachers and assisting in the revitalization of rural education.

3.1.1. School Field: Identity as a Student

Normal students in the school field should have knowledge and wisdom that meets the

Professional Ability Standards for Normal Students as Teachers. Knowledge wisdom is the sum of the comprehensive application abilities of knowledge and experience demonstrated in educational and teaching activities such as observing, researching, analyzing, judging, guiding, motivating, and cultivating students. It is the ability that normal students should possess before becoming teachers to generate knowledge and transmit wisdom, and should continuously improve in the process of teaching and educating after becoming teachers. The knowledge wisdom here is more reflected in the pyramid shaped knowledge structure possessed by normal students, which mainly includes three levels of content: the first level is the broad tower foundation, which is the broad and extensive basic knowledge that normal students should possess; The second level is the larger tower body, which is a solid foundation of subject and professional knowledge and skills that normal students should possess; The third level is the sharp spire, which is the profound and cutting-edge professional knowledge that normal students should possess. In addition, normal school students should also possess the wisdom to comprehensively apply these knowledge, that is, passing on knowledge to become wisdom.

3.1.2. Professional Field: Identity as a Teacher

The first identity of public funded normal school students is as teachers in the future. Becoming a teacher is a prerequisite for the existence of public funded normal school students. Teachers in the professional field must have a professional character that conforms to the new era's Teacher Professional Standards, and must possess four basic concepts: student-centered, teacher ethics first, ability first, and lifelong learning. They are committed to becoming educational professionals, builders of school ecology, developers of learning and growth, and disseminators of beliefs. Knowledge literacy, teaching ability, professional character, management ability, and personality traits collectively constitute the professional competence of teachers^[3]. In which, teachers' professional character is fundamentally what kind of educational feelings, spiritual qualities, professional beliefs and moral pursuit teachers should have. For public funded normal school students who are about to serve rural education, the professional character of teachers directly determines their own professional identity, willingness to teach, and responsibility. It is the core element that supports teachers to take root in education and rural education.

3.1.3. Social Field: Identity as a Rural Builders

Rural education plays an important strategic supporting role in blocking intergenerational transmission of poverty, enabling rural revitalization and achieving common prosperity^[4]. If poverty alleviation through education is the fundamental strategy to block the intergenerational transmission of poverty, then high-quality rural education after poverty alleviation through education is empowering and enhancing rural revitalization. Rural revitalization is a new requirement and goal put forward by the country for the development of rural education in the new era, which requires a large number of professional talents as support. Rural education is the weak link of rural revitalization. In the context of rural revitalization, public funded normal students are the builders of rural revitalization services and shoulder the social responsibility of revitalizing rural education. For public funded normal students, only by taking root in rural education can they take root. And they can fulfill one's life values and mission responsibilities.

3.2. Construction of Nurture Education System for Public Funded Normal School Students in the Context of Rural Revitalization

Based on the triple identities in the context of rural revitalization, public funded normal school students face the identification, understanding, and deconstruction of becoming students, teachers,

and rural builders in the three major fields of school, profession, and society. The core of knowledge wisdom, professional character, and social responsibility derived from the three major identities constitutes the three main points of exploration for the reform of public funded normal school students' development education in this study. The goals, content, and methods of development education always revolve around these three points, forming a complete, operable, and referential development education system through the full process and comprehensive implementation of development education. This section must be in one column. See Figure 1 for details.

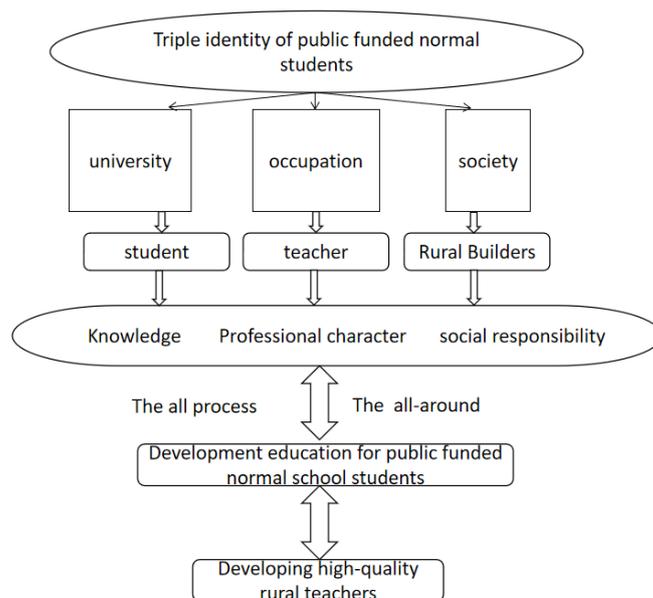


Figure 1: System Construction of Nurture Education for Public Funded Normal School Students

4. Reform Strategies for the Nurture Education of Public Funded Normal University Students in the Context of Rural Revitalization

4.1. Nurturing in Thought: Clarifying Training Objectives and Graduation Requirements Based on Student Identity

Adhering to the guiding ideology of "rural revitalization, education first" and focusing on the development needs of rural revitalization and education modernization, the training objectives and graduation requirements for publicly-funded teacher training students at this stage are further clarified. According to the standards for teacher training program accreditation, the training objectives and graduation requirements are the key indicators to measure the quality of talent training. When designing and formulating training objectives and graduation requirements, provincial local normal universities should fully consider the particularity of talent cultivation for public funded normal students, have a clear rural orientation, add targeted ideological elements to rural areas, help students identify themselves according to their own understanding of professional norms, and complete their own career shaping, that is, answer the question of who am I.

4.2. Nurturing in Ethics: Cultivating Educational Emotions and Comprehensive Literacy Based on Professional Identity

The professional ethics of teachers are the basic requirements for teachers to devote themselves to the education industry, and educational sentiment is the emotional support for teachers to devote

themselves to the education industry. Teacher ethics and educational sentiment are at the core of the professional quality structure of teacher trainees as future teachers, and can play a role in providing a source of motivation, guiding the direction of values and laying the foundation of wisdom for the professional growth of teacher trainees. Local teacher training universities in provinces should base on the special characteristics of the future career of publicly funded teacher trainees, and strengthen the cultivation of teacher ethics and sentiment of publicly funded teacher trainees in the process of talent training by using the main channel of classroom teaching, constructing activities to nurture people and strengthening the leadership of famous teachers. At the same time, we will coordinate and promote the comprehensive reform of the curriculum system, practical links, second classroom, social practice and other fields for public funded normal school students, and build a trinity comprehensive literacy cultivation system of theoretical teaching+practical teaching+extracurricular training, effectively improving the pertinence of applied normal school talent cultivation.

4.3. Nurturing in Behavior: Strengthening Local Education and Practical Cultivation Based on Social Identity

The loss of rural teachers' social public identity is characterized by their distance from rural production and life^[5]. The key to resolving the crisis of rural teachers' public identity lies in making them willing and able to participate in rural construction and development. Willing to participate in rural construction and development mainly depends on the educational sentiment mentioned above, while being able to participate in rural construction and development depends on "localized education". The localization education of rural teachers aims to cultivate a teacher education model for practitioners with objective rural cognition and local knowledge, the ability to master localization lessons, and the ability to assist in the development of rural communities through on-site experience and learning^[6]. Educational practice is a bridge that connects pre-service education and post service work of rural teachers. Therefore, normal universities should attach great importance to the educational practice link in the cultivation of normal students, create and provide educational practice platforms for normal students, deepen their understanding and understanding of education, experience and comprehend the mysteries of education in educational practice.

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