

Problems and Solutions of English Teachers in Rural Middle Schools under the Background of Rural Revitalization

Yingni Liu

Southwest University of Science and Technology, Mianyang, 621000, China

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Abstract: The important task of rural revitalization is the revitalization of talents, which cannot be separated from the revitalization of rural education. The author believes that government departments should attach importance to the construction of teacher ethics^[1]. Based on this, this paper mainly analyses the problems existing in rural English education and puts forward the corresponding countermeasures. The author believes that government departments should attach importance to the construction of teacher ethics of rural English teachers, rural English teachers should improve their teaching skills, and the teaching of English as a foreign language should be made more accessible to the public. Therefore, taking Longhui County of Hunan Province as an example, this paper mainly analyses the current situation of rural English education, analyses the existing problems of junior high school English teachers, and puts forward the countermeasures for the development of rural education in the future. In the author's opinion, government departments need to attach great importance to the construction of rural English teachers' moral team, English teachers to improve the professional education and teaching concepts for English junior high school teachers in rural areas, the Government to strengthen the education and training for rural junior high school English teachers, and to improve the salary and treatment of rural English teachers, so as to realize the modernization of rural revitalization in the context of rural revitalization.

1. Introduction

The revitalization of the countryside is an important decision made by contemporary China on the basis of comprehensive and profound knowledge and full understanding of the stage-by-stage characteristics of China's economic development and from the perspective of safeguarding the overall interests of the people's economic and social development in the general interest of the history of the country. The current focus on rural issues is the need to vigorously promote the construction and development of the rural education system. If we fail to modernize rural education, then we will not be able to realize the revitalization of rural education^[2] truly. Rural education is the focus and content of education modernization of a party and a country, and they are the focus and part of socialist modernization.

2. Problems of Rural Middle School English Teachers under the Background of Rural Revitalization

Education in rural areas of China is a "shortcoming" in the realization of socialist modernization in rural areas of China. Promoting the modernization of rural education plays a very important role in realizing the revitalization of the rural economy^[3]. In the face of the backwardness of teachers' educational concepts, the need to improve their teaching skills, and the serious loss of excellent teachers, which are common in the process of modernization of education in rural areas in China, we need to learn from the amazing teachers, accurately position the teaching of English and improve the knowledge of English, and the Government needs to improve the economic treatment of rural teachers, so as to realize the modernization of English language in the context of revitalization of villages in the countryside. We should effectively change the status quo and development dilemma of rural areas in China, which are marginalized by education, so as to accumulate strength for understanding and seeking major changes in China's basic rural education and revitalizing the development of the countryside.

2.1 Weak Teacher Moral Development of Rural English Teachers

2.1.1 Weak ideological and political concepts

Teachers do not learn enough about the Party's basic lines and policies, do not learn enough about education concepts, do not know sufficiently about linking theory to practice, and lack political firmness and sensitivity. Lack of selfless dedication: the author found that some rural English teachers needed to reflect on their reality and the school situation in teaching when they surveyed rural schools in Longhui County.

2.1.2 Lack of responsibility for students

In some areas, rural junior high school teachers do not have enough love and dedication to work; love is not and often appears as a superficial phenomenon. Lack of a hard-working attitude, Lack of a sense of professional mission, and social responsibility in the context of the new era. Some teachers need to gain the level of teaching in accordance with the law.

2.2 Backward educational concepts of rural English teachers

In a survey of rural secondary schools in Longhui, it was found that many teachers have followed the traditional teaching methods and modes of the curriculum, resulting in a backward conception of educational theory. Teachers need to be able to meet the teaching requirements of our new curriculum fully, and they often carry out formalized teaching, ignoring the real effectiveness of classroom teaching^[4]. In the long run, of the serious impact of our traditional English teaching mode, teachers take the basic knowledge of English and grammar and other materials as the main content of English classroom teaching without realizing the fundamental significance and purpose of English classroom teaching, hindering the quality and efficiency of teaching English courses.

In a survey of rural secondary schools in Longhui, it was found that many teachers had yet to receive systematic training as teacher trainees and that their professional skills needed to be stronger. Some of the local rural teachers have a relatively negative attitude toward participation in continuing education and training, and when they go to the Longhui County Teachers' Training School to attend professional training, they have a negative mindset of not wanting to complete their training tasks and going through the motions.

2.2.1 One-sided teaching of language knowledge

In the investigation of Longhui County, the author found that the distribution of educational resources in the county needs to be more balanced. There are only two high-quality high schools in Longhui County, namely, Longhui County No.1 High School and Longhui County No.2 High School. In the urban area, Taohuaping Middle School, Chengxi Middle School, Siyuan Experimental School, and other junior high schools are the main forces transporting the students of Longhui No.1 Middle School and No.2 Middle School. Rural English teachers focus on teaching language knowledge for the sake of school advancement rate and fill-in teaching, and the score theory is deeply rooted in people's minds. Rural junior high school English teachers generally focus on how to teach junior high school students the basic knowledge and skills of listening, speaking, reading, and writing and neglect how to cultivate the comprehensive language skills of junior high school students. Rural teachers neglect the cultivation of the above abilities and teach language knowledge in a one-sided way.

2.2.2 Backward modernization

In the investigation of Longhui County, the author found that some rural teachers need a higher level of modernization and need to use modern equipment for teaching. For example, multimedia equipment, PPT, copy teaching video, low level of information technology, and education information technology infrastructure need to catch up, and the construction of the teaching resource base needs to be revised. Teachers' ability to make their teaching software could be stronger. Most teachers do not use modern equipment for teaching; they use chalk for teaching, a single means of teaching.

2.3 Insufficient professional competence of rural English teachers

Rural English teachers' Lack of professional competence is mainly reflected in their Lack of English professional competence, teaching skills, and scientific research ability.

2.3.1 Inadequate English language expertise

Teachers cannot accurately grasp the teaching materials, which are the carriers of the teachers' knowledge, and an accurate grasp of the teaching materials is the key to success or failure in the classroom. Teachers cannot design tasks in a reasonable way that is conducive to the realization of the teaching objectives and makes the teaching rational and orderly. Rural English teachers' speech needs to be standardized, and their teaching level needs to be higher. Rural English teachers in Longhui County, Shaoyang City, generally have problems of low professional and technical levels and a Lack of modern education concepts, which is an indisputable practical problem of rural teacher education in China at present. Moreover, this is partly due to the fact that rural teachers usually participate in teacher training after the concept is relatively negative; even if they typically participate in education-related professional skills upgrading training and educational activities, they often hold the negative mentality of "going through the motions," and there are obvious academic tasks, utilitarianism.

2.3.2 Inadequate teaching skills

Teachers' ability to manage the comprehensive skills of autonomous teaching classroom practice needs to be improved, especially the ability to control the complete management of various teaching classroom practices. Teachers' independent teaching technology is single, does not make multimedia courseware, do not use modern equipment. The traditional classroom mode of teaching: chalk, blackboard, textbooks. The teaching content needs to be narrower. Some rural junior high school

English teachers need more mastery of the curriculum and a better grasp of the important and difficult points of the textbook.

2.4 Shortage of good rural English teachers

There needs to be more good rural English teachers. In a survey of rural secondary schools in Longhui, the author found that very few teachers under the age of 30 were forced to return to the city to teach because of the policy of "teacher trainees go to the countryside for two years or else they won't be assessed for senior titles"; teachers aged 30-50 are still struggling in the classroom, but their enthusiasm for teaching has been greatly reduced, and the quality of education is also uneven. Teachers between the ages of 30 and 50 are still struggling in the classroom, but their enthusiasm for teaching has plummeted, and the quality of their teaching varies, so they choose to go to the city for tutoring and one-on-one tutoring to subsidize their families; Teachers aged 50 and above don't need to attend classes, but they still receive their salaries and are assessed for their senior titles. The flow of good teachers to the cities has resulted in fewer channels for replenishing rural teachers.

2.4.1 Urban drift of good teachers

In the context of the modernization of rural education, although the hardware and software facilities of rural schools in Longhui, Shaoyang City, have been continuously upgraded, there still needs to be a considerable development gap compared with those in developed areas. Although the problem of accommodation and food for rural teachers has been effectively solved, the goal of diversifying and enriching the quality of life of rural teachers in developed areas still needs to be realized. In addition, teachers' salaries are even lower than those in rural schools in developed areas. The above difficulties have directly caused the serious loss of teachers and the instability of the management team of rural teachers in the developed regions of China. In general, in order to truly modernize the education sector in rural areas of China, we need a team of excellent teachers who can "stay and persist," who have excellent professional and technical skills, and who are willing to serve rural education for a long period.

2.4.2 Fewer channels for replenishing rural teachers

There are fewer channels to fill rural teachers in Longhui County, and many undergraduate graduates are unwilling to stay in the countryside to teach. On 9 November 2021, the Ministry of Education formally issued a notice on the application conditions for the Teachers' Law of the People's Republic of China, which states that applicants for teacher qualification must first have a bachelor's degree in teacher education in the relevant discipline at the school, and should also obtain a professional degree in the relevant discipline from another school. The applicant should also get a professional degree in the corresponding discipline from another school. Currently, the main channel for replenishing teachers is through special-post teachers, and the criteria for openly selecting junior high school teachers in Longhui County are those who have been working in public schools in rural areas of Longhui County for more than three years. Many teachers have to stay in the countryside for more than three years in order to get a job in the county town.

3. Countermeasures to the Problems of Rural Middle School English Teachers in the Context of Rural Revitalization

3.1 Emphasis on Teacher Morality Building of Rural English Teachers

In order to solve the problem of weak teacher ethics among rural English teachers, schools should

strengthen teacher ethics education and conduct teacher ethics campaigns, and the Government should improve teacher ethics regulations.

3.1.1 Strengthening teacher ethics education

Schools should strengthen the construction of rural teachers' moral and ethical teams so that contemporary rural junior high school teachers can truly become important guides for the comprehensive and healthy development of rural students. The school should persistently arm the political minds of contemporary rural junior high school teachers with new-age socialism with Chinese characteristics and integrate the knowledge of rural teachers' professional moral ideals, professional ethics, education in the rule of law, and education in mental health protection into the whole process of pre-service skills training, access, and post-service skills training and career management, so as to continually enhance and improve the political quality of the political ideology, theory and politics of the rural teachers.

3.1.2 Sensitization on teacher ethics

In the context of rural revitalization, schools should carry out a variety of forms of publicity and education on teacher ethics and clearly stipulate the prohibited demonstration behaviors of teacher ethics education, paying special attention to both advertising and education on teacher ethics and demonstration activities to lead the way, as well as focusing on the interface between relevant policies and measures to safeguard the system, institutional management norms, and legal and regulatory constraints.

3.1.3 Improvement of teacher ethics regulations

The Government should formulate appropriate teacher ethics legislation to regulate the behavior of teachers. It should further improve and establish a long-term mechanism for the construction of teacher ethics on campus that organically integrates teacher ethics education, publicity, assessment, supervision, and administrative rewards so that the majority of secondary school teachers in cities, counties, and townships can effectively become powerful disseminators of the idea of the construction of an advanced socialist civilization and traditional cultural education, strong supporters of the ruling Communist Party of China, and correct guides to the healthy growth of teacher ethics in the schools.

3.2 Improving the educational concepts of rural English teachers

In order to solve the problem of backwardness in academic concepts, rural English teachers should strengthen the study of the new standard and use modern means to carry out teaching.

3.2.1 Enhancing the learning of the new curriculum standards

The traditional English classroom binds the students at the school, but in the context of the new era of education, the teacher must expand the classroom teaching place and method and combine the teaching with real life. Teachers can also teach in a variety of ways according to the actual needs of students and learner analysis. Teaching is carried out through researching the community and carrying out real-life activities. For example, in the classroom teaching of "I'm watching TV," we can consider letting students make full use of their English to investigate the community and learn about the culture so as to cultivate and improve our students' adaptability to society. English magazines, books, and internet research can also be used to get more information about English from people in other areas. Schools, families, and society as a whole have good resources for teaching English. Teachers can actively organize extracurricular activities for students, such as English performances, English

dramas, English after-action shows, etc. so that students can develop and improve their use of English in a variety of activities.

3.3 Enhancing professional training for rural English teachers

In order to solve the problem of insufficient professional competence of rural English teachers in the context of rural revitalization, the Government should organize the "Internet+" compulsory education assistance model, strengthen professional training for English teachers, and set up research and innovation bases.

3.3.1 Government organization's "Internet+" compulsory education support model

Rural revitalization and educational revitalization cannot be achieved without the support of the Internet; professional training for rural English teachers has been strengthened, an urban-rural network of twinned educational communities has been established, and synchronous online classes have been built in urban and rural schools. The "Internet Plus" urban-rural twinning schools are actively carrying out in-depth educational exchanges among teachers by relying on the national information and education technology service platform. By promoting the construction of networks of urban-rural twinning schools, the twinning education community has been piloted, and the construction of synchronous urban-rural school network classes and remote network classes for master teachers has been carried out in order to expand the radiation area of high-quality distance education resource integration and promote the professional and healthy growth of teachers in China's rural schools.

Guarantee school network education subject teachers linkage teaching and research information platform construction without the use of cyberspace, time of the special conditions of the limitations, to give Longhui County junior high school English teachers and Hunan provincial teachers professional teaching masters face-to-face academic exchanges and interactive conversation practice opportunities, efficiently solve the current Longhui County rural junior high school English teachers compulsory education to carry out professional teaching, research and practice of the process of the major hotspots encountered in the Academic problems.

3.3.2 Strengthening professional training for English teachers

Improvement of the professional and technical level of rural teachers has made it possible to develop rural teachers. Therefore, the Government must make rural teacher training a basic service system and ensure that the Government provides financial support to guarantee the timeliness and quality of rural teacher training. Firstly, the Ministry of Education's proposal of "promoting the revitalization of rural education and the revitalization of rural education in an integrated manner" reveals the profound relationship between rural education and rural revitalization from the height of systematic thinking. As a rural English teacher, we should abandon the viewpoint of score theory and cultivate students with all-around development of "morality, intelligence, physicality, aesthetics and labor"^[5-6]. Secondly, we should improve the training methods for rural teachers and enhance the targeting and effectiveness of the training through e-learning and training, sending teachers to the countryside, expert counseling, and school-based training. Thirdly, we emphasize the training of new curricula, new teaching materials, methods, and new technologies so as to encourage rural teachers to "cultivate their internal skills" and turn teaching theories and training into practical teaching skills.

3.4 Improvement of salaries of rural English teachers

In order to solve the problem of the shortage of outstanding rural English teachers, the Government

can provide financial subsidies to rural teachers, solve the problem of teacher housing, and broaden the channels for replenishing rural teachers.

3.4.1 Financial subsidies for rural teachers

In order to retain rural teachers and effectively improve their treatment, the Longhui Government and relevant departments have implemented a series of practical and feasible measures. Since 1 September 2019, a rural teacher training subsidy mechanism has been set up in poor areas such as Longhui County, whereby teachers and staff on board or in a post in rural primary and secondary schools who have the position of junior teacher or above are given a teacher training subsidy of no less than 300 yuan and 150 yuan per month in accordance with the actual location of the students, which is divided into two categories of administrative villages and townships, and in turn. The provincial, municipal, and county governments share the funds required. These preferential incentives are only for rural junior high school teachers; junior high school teachers in county and city areas can not enjoy this benefit. To a great extent, this has stabilized the existing junior high school teaching force in the townships of China.

3.4.2 Addressing teacher housing issues

The Government of Longhui County can promote the faculty and staff turnover housing project. Strengthening the power to guarantee housing for teachers and staff and accelerating the implementation of the construction of turnaround housing projects for teachers and staff. Before the staff turnover housing transferred to the Government, according to the law will be eligible for rural teachers included in the scope of public rental housing security not yet equipped with turnover housing for rural teachers to be 300 yuan/month rental subsidies by the same level of government financial departments to give a certain amount of protection. In this way, the housing difficulties of rural middle and junior high school teachers in Longhui County can be effectively resolved in a certain sense.

3.4.3 Broadening the channels for replenishing rural teachers

Expanding the channels for replenishing outstanding rural teachers' colleges and optimizing the allocation of resources for the training of rural school teachers at all levels. At present, the rural teacher corps is gradually developing in a critical period of transformation and change in their intergenerational training structure.

In order to promote the key townships in China's middle school teacher professional training personnel team building to bring the power to transport more new professional talents. Longhui County uses the newly recruited teachers as resources to supplement the junior high school teachers, and more than 70% of the newly recruited junior high school teachers have been reasonably arranged or transferred to other rural areas. Moreover, the Government has adopted a long-term incentive mechanism for outstanding junior secondary school teachers who have actively participated in the program or transferred to other rural areas.

4. Conclusions and Outlook

The strategy of rural revitalization is an inevitable requirement in the new stage of China's economic and social development, which depicts the overall blueprint and the timetable of goals and tasks for the future development of the countryside and also provides a background framework for the reform and development of rural education. In the context of rural revitalization, the modernization of China's rural teachers can only be achieved with strong and professional rural

teachers^[7]. The participation of teachers with high technical levels in modern teaching construction in rural areas can make contemporary teaching in rural areas burst into strong vitality and tenacious vitality. In the context of rural revitalization, it is urgent to solve the problems of rural education and improve the professional knowledge and level of rural teachers. The author believes that it is necessary to pay attention to the teacher moral construction of rural English teachers, improve the educational concepts of rural English teachers, strengthen the professional training of rural English teachers, and improve the salary of rural English teachers. Teachers must move forward on the avenue of professional skill level development. We must follow in the footsteps of the development of modernization of education, continue to improve the professional skill level of local rural teachers, actively and proactively shine in pastoral teaching, and make new contributions to the modernization of basic education!

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