



Current Situation, Problems and Countermeasures of Professional Development of English Teachers in Rural Areas of Western China

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Abstract: *The Professional Standards for Primary School Teachers is the basic requirement of the state for primary school teachers, relying on professional standards, and examining the professional development of teachers is the basis for promoting the professional growth of teachers. This paper investigates and analyzes the professional development and training needs of primary school teachers in a county in the form of questionnaires, and puts forward some suggestions for teacher training based on the analysis results. The survey found that teachers have a certain awareness and attitude of educational technology, and generally begin to pay attention to their own professional development issues. However, teachers also need to strengthen their own professional ability on the road of professional development, but also need to continuously improve their professional quality, on this basis, combined with the training needs of teachers for training content, training forms, training teachers and training time in the training demand survey, put forward reasonable arrangements for training content, pioneering and innovative training forms, training excellent training teachers and other suggestions.*

Keywords: *Primary school teachers; Professional development; Training needs*

1. INTRODUCTION

Cultivating and cultivating high-quality teachers is the key to improve the quality of basic education and national quality. In recent years, the construction of primary and secondary school teachers in China has made remarkable achievements. However, due to the long-term focus on the development of urban education, the development of rural education with relatively backward economy and relatively insufficient school running resources is still slow, and the level of teachers is still low. In recent years, the state has paid great attention to the professional development of rural teachers and the construction of rural teachers. In 2015, the general office of the State Council issued the support plan for rural teachers (2015-2020), which took a series of measures to stabilize and expand the contingent of teachers, improve the treatment level of teachers and strengthen teachers' professional training, emphasizing the need to "strive to cultivate a contingent of teachers with excellent quality, willing to offer and rooted in the countryside".

In January 2018, the State Council issued the opinions on comprehensively deepening the reform of the construction of teachers in the new era. The legal status of teachers' public officials was determined for the first time, and it was proposed to continuously improve the status of teachers and make teachers an enviable profession. The more the times move forward, the more urgent the demand for high-quality education, and the more prominent the problem of shortage of high-quality teachers. Teachers are the key to the development of rural education. We must give priority to the construction of rural teachers. From the current actual situation of rural teachers, there is still a big gap between the professional development of rural teachers and the requirements of further promoting education and teaching reform and promoting educational equity. In order to further promote educational equity, improve educational quality and meet the requirements of educational development in the new era, we need to pay more attention to the professional development of rural teachers and put forward more effective solutions.

With regard to the research on the current situation of rural primary school teachers' professional development, many scholars have summarized the problems existing in the development. He Yongjun (2017) believes that the problems existing in the professional development of rural primary school teachers are as follows: the professional ability of primary school teachers is poor and tends to degenerate year by year, the professional development of teachers between disciplines and schools is unbalanced, and the working environment of teachers is relatively self styled and self closed, The internal motivation is not strong and the self-study conditions of rural schools are backward. The problems summarized by Wang Caiwei (2020) also mainly include teachers' unclear understanding of professional development, teachers' overall educational level is low, backward educational concept, weak professional ability, few ways to improve professional ability, and lack of recognition of their own professional ability. Pan Zhiqun and Chen Jiuwen (2018) believe that teachers' professional growth involves many intertwined complex factors, such as the professionalism and creativity of teachers' profession, the diversity and complexity of teachers' roles, the subjectivity and demonstration of teachers' labor, and the uniqueness and difference of educational objects, which require teachers to also have compound professional quality. Restricted by teachers' professional spirit, professional knowledge, professional ability and the personality differences of educational objects, teachers' professional quality shows different problems at different levels, such as professional identity deviation; Students lack of development knowledge and information technology knowledge; The lack of ability to evaluate students has seriously hindered the improvement of teachers' professional quality.

By combing the relevant literature, it is found that the degree of professional development of rural primary school teachers in China is not high on the whole, and the problems existing in the construction of teaching staff have both similarities and differences. With the increasing attention paid to the development of education in China, the professional development of rural teachers has gradually become a research hotspot of scholars in recent years. However, the research also found that the relevant theories about rural teachers' professional development mostly stay at the theoretical level, mainly the summary of experience and the interpretation of concepts. Due to the great differences between rural primary school education and urban education, it has certain particularity in exploring the ways of rural teachers' professional development. Starting from the actual situation of rural primary school education, we should understand the level of teachers' professional development, find problems, put forward optimization suggestions, and help rural primary school teachers broaden their professional development channels and improve the effect of training in practical and effective ways, Only by

establishing a perfect professional development guarantee system and making it follow the direction of teachers' professional development with the characteristics of rural primary school education can we help them get out of their difficulties and truly realize professional development.

Therefore, under the background of the contradiction between the ideal demand for fair and quality education and the reality, this study investigates the current situation of rural primary school teachers' professional development and their training needs by using the questionnaire method, and puts forward some countermeasures and suggestions, in order to provide some reference and help for the professional development of rural primary school teachers.

2. RESEARCH DESIGN

2.1. Research Questions

According to the research purpose and focus, combined with the professional standards for primary school teachers (Trial Implementation) and the current situation of educational development in this region, the basic problems of this research are determined as follows:

- (1) What is the current situation of rural primary school teachers' professional development? What problems and dilemmas exist?
- (2) What training needs do teachers have to improve their own development?
- (3) According to the above problems and needs, what countermeasures can be put forward to solve these problems?

2.2. Research Object

Table1. *Basic information of Teachers*

Gender	male	87	31.30%
	female	191	68.70%
Age	20-29 years old	110	39.60%
	31 ~ 40 years old	65	23.40%
	41 Years old and over	103	37.10%
title	Not rated	53	19.10%
	Third class teacher	14	5%
	Second class teacher	106	38.10%
	First class teacher	84	30.20%
	senior	21	7.60%
Highest education	General high school / vocational high school / technical secondary school and below	5	1.80%
	junior college	87	31.30%
	undergraduate	185	66.50%
	graduate student	1	0.40%

This survey is a sample survey of primary school teachers in the county. There are 278 teachers in this survey (see Table 1), including 87 male teachers, accounting for 31.3% of the total, 191 female teachers, accounting for 68.7% of the total, and the ratio of men to women is 3:7. In terms of age composition, the proportion of 20-29 years old is the largest, accounting for 39.6% of the total number, the proportion of 30-40 years old is the smallest, accounting for 23.4% of the total number, and the proportion of over 41 years old is 37.1%. From the perspective of academic composition, undergraduate students account for the largest proportion, accounting for 66.5% of the total number, and graduate students account for the smallest proportion, accounting for only 0.4%. From the perspective of professional titles, most teachers have secondary professional titles, accounting for 38.1% of the total number. At present, no one has a senior professional title.

2.3. Research Tool

Based on the professional standards for primary school teachers (Trial Implementation) and relevant references, the questionnaire on the current situation of rural primary school teachers' professional development and training needs was compiled. The primary school teachers of all schools in a county were selected as samples for questionnaire survey, so as to fully understand the basic situation of rural teachers' professional development and training needs in a county, and the data of the questionnaire were analyzed by SPSS, The data are sorted out with the office software Excel. The specific contents of the questionnaire are shown in the table below.

Table2. Professional standards for primary school teachers

Dimensions (3)	Areas (13)	Number of items
Professional philosophy and ethics	(1) Professional understanding	5
	(2) Attitude and behavior towards primary school students	4
	(3) Attitude and behavior in education and teaching	5
	(4) Personal cultivation and behavior	5
professional knowledge	(5) Pupils develop knowledge	6
	(6) Subject knowledge	3
	(7) Education and teaching knowledge	4
	(8) General knowledge	4
Professional ability	(9) Education and teaching design	3
	(10) Organization and Implementation	9
	(11) Incentive and evaluation	4
	(12) Communication and cooperation	5
	(13) Reflection and development	3

According to the professional standards for primary school teachers (for Trial Implementation) formulated by the Teachers Law of the people & apos;s Republic of China and the compulsory education law of the people's Republic of China, a survey on the specialization of primary school teachers in a county was conducted. Based on the "professional standards", the "questionnaire on the professional development status and needs of primary school teachers" was compiled. The professional standard has three dimensions: professional philosophy and ethics, professional knowledge and professional ability, and a total of 60 projects in 13 fields (see Table 2).The questionnaire sets up a "teacher professional development evaluation scale" for each item in the standard. Among them, the "degree of compliance" has five levels from low (1: completely unqualified) to high (5: fully qualified). The Likert 5-point scoring method is adopted. From fully qualified to completely unqualified, they are rated as 5-1 points respectively. The higher the score, the more qualified the teacher is."Teacher training needs" is also carried out from four dimensions to understand the training needs and expectations of teachers, namely: the needs of training content, training form, training teachers, training time, assessment and evaluation. The questionnaire consists of three parts: personal information, teacher professional development evaluation scale and teacher training needs.

2.4. Research Process

The survey is mainly in the form of questionnaire stars. A total of 278 teachers participated in the online questionnaire survey, of which 278 are valid, and the effective rate is 100%.The data in the valid questionnaire are complete without missing values. The data are statistically analyzed by SPSS. The reliability coefficient of clonbach is $0.997 > 0.6$. The reliability quality level of this data is good, and the research data is true and reliable. The kmo value is $0.984 > 0.6$, so the data of this study has a good level of structural validity.

3. RESULTS AND DISCUSSION

3.1. Professional development of Teachers

(1) Development of teachers' professional ideas and ethics

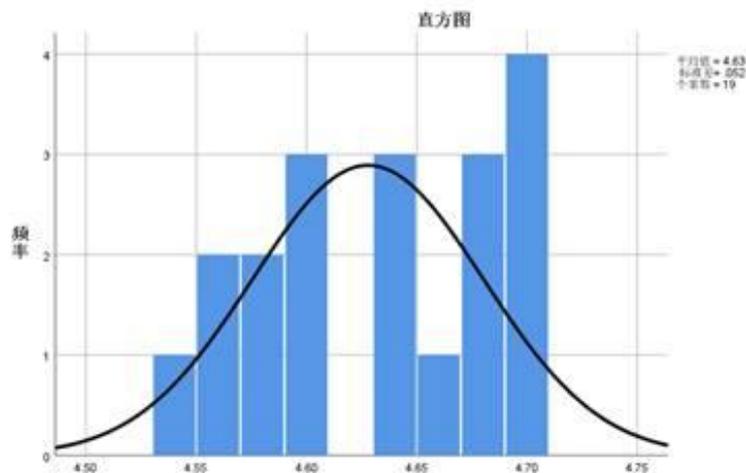


Figure1. Frequency distribution histogram of teachers' professional ideas and ethics

The professional concept and ethics in professional standards are divided into four areas: professional understanding and understanding, attitude and behavior towards primary school students, attitude and behavior in education and teaching, and personal cultivation and behavior.

The overall situation of teachers' professional ideas and ethics is represented by the average score of the corresponding 19 questions in the questionnaire. The final statistical results are shown in Figure 1. Figure 1 is the frequency distribution histogram of teachers' professional ideas and Ethics (the abscissa is the average value of teachers' educational and teaching knowledge, and the ordinate is the frequency). The data in the figure is evenly distributed and normally distributed. The average value of the overall distribution of professional ideas and teachers' ethics is between 4.5 and 4.7, and the standard deviation is small. Therefore, teachers' professional ideas and teachers' ethics meet the requirements of professional standards.

(2) Development of teachers' professional knowledge

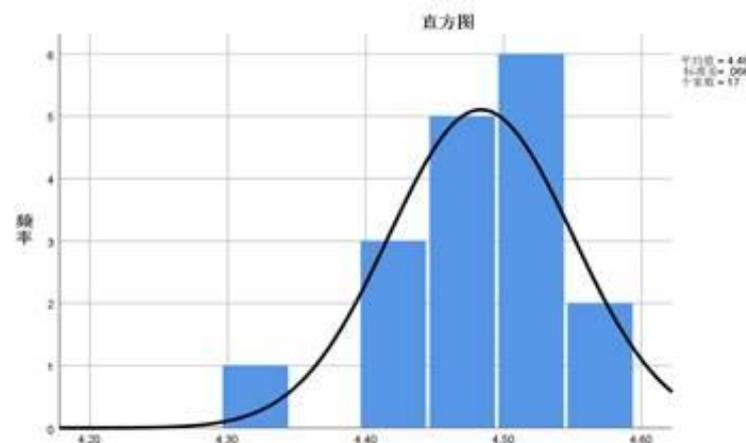


Figure2. Frequency distribution histogram of teachers' professional knowledge

There are four basic requirements for professional knowledge in the professional standards: pupils develop knowledge, subject knowledge, education and teaching knowledge, and general knowledge. The overall situation of teachers' professional knowledge is expressed by the average score of the corresponding 17 questions in the questionnaire. The final statistical results are shown in Figure 2. Figure 2 is the frequency distribution histogram of teachers' professional knowledge (the abscissa is the average value of teachers' professional knowledge, and the ordinate is the frequency). The data in Figure 2 are mostly concentrated in the lower value area, and the data distribution shows a right deviation (positive deviation) trend. The average of professional knowledge is between 4.3 and 4.5.

(3) Development of teachers' professional ability

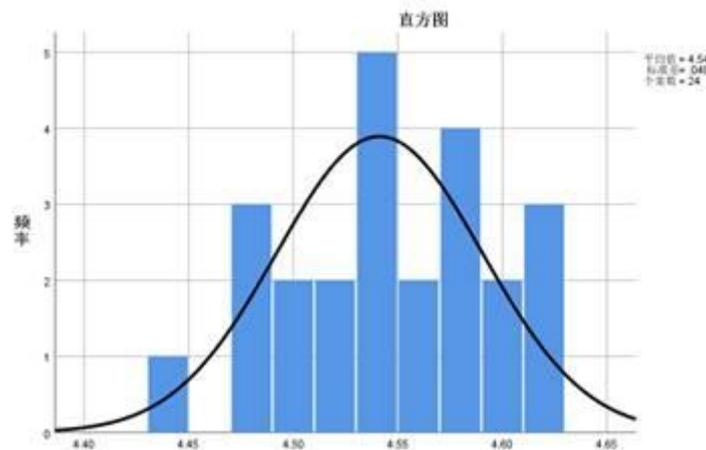


Figure3. Frequency distribution histogram of teachers' professional ability

The basic requirements for professional ability in professional standards are divided into five areas: educational and teaching design, organization and implementation, incentive and evaluation, communication and cooperation, and reflection and development. The overall situation of teachers' professional ability is expressed by the average score of the corresponding 24 questions in the questionnaire. The final statistical results are shown in Figure 3. Figure 3 is the frequency distribution histogram of teachers' professional ability (the abscissa is the average value of teachers' professional ability and the ordinate is the frequency). The data in Figure 3 is evenly distributed and teachers' professional knowledge is normally distributed. The overall and average of professional knowledge are distributed under the level of 4.4 to 4.7.

3.2. Training Needs

(1) Demand analysis of training content

Table3. Teacher training content needs

What is the actual effect you hope teacher training can bring		
Improve basic teaching skills and teaching skills	267	30.20%
Improve the level of teaching and research and scientific research	227	25.60%
Make friends and grow together	140	15.80%
Broaden vision	214	24.20%
other	37	4.20%
What kind of teacher training do you currently want to carry out		
Professional concept and cultivation of teachers' Ethics	183	25.30%
Subject expertise	247	34.20%
Discipline and professional ability	256	35.40%
other	37	5.10%

In terms of professional philosophy and ethics, you expect to understand it through training		
Successful teacher cases	224	17.30%
Hot spots and norms of teachers' Ethics	163	12.60%
Teachers' Job Burnout and psychological adjustment	187	14.40%
Home school cooperation and teacher-student relationship	202	15.60%
Relevant knowledge of teachers' professional standards	176	13.60%
Current situation and development trend of curriculum reform	185	14.30%
Frontier theory of subject teaching at home and abroad	132	10.20%
other	29	2.20%
You expect to gain professional knowledge through discipline training		
Pupils' development knowledge (pupils' family and growth, learning methods, learning psychology)	256	34.40%
Primary education and teaching knowledge (Principles of primary education, teaching design knowledge, teaching evaluation knowledge)	255	34.30%
Health care related knowledge of primary school students	199	26.70%
other	34	4.60%
In terms of discipline and professional ability, you expect to be trained		
Teaching implementation ability (curriculum standard implementation, organizing teaching activities, teaching design, etc.)	255	19.10%
Teaching evaluation ability (evaluation design, evaluation content and method, etc.)	232	17.30%
Teaching research ability (school-based research, classroom research, small project research, etc.)	229	17.10%
Modern educational technology ability (courseware, digital media, network resources)	231	17.30%
Development and utilization ability of curriculum resources (resource development and integration, establishment of resource database)	192	14.30%
Teacher training ability (school-based training related knowledge and methods, in school learning community)	177	13.20%
other	22	1.60%

In terms of teaching skills, teachers pay more attention to improving basic teaching skills and teaching skills. Teachers have a clear demand for training content and hope to improve their basic teaching skills and teaching skills. In addition, they hope that the training content can increase their professional philosophy, teachers' quality and discipline professional knowledge, and improve their discipline professional ability. The demand for teachers to improve their professional ideas and ethics is relatively low, and the proportion of all aspects is relatively average. From the perspective of discipline and professional knowledge, teachers pay more attention to the training of primary school students' development knowledge (primary school students' family and growth, learning methods and Learning Psychology) and primary school education and teaching knowledge (primary school education principles, teaching design knowledge and teaching evaluation knowledge). In terms of professional ability, teachers are in great demand and expect to receive comprehensive training. (see Table 3)

(2) Demand analysis of training form

Table4. *Teacher training form needs*

What kind of training do you expect		
Offline centralized training	144	14%
Online learning	161	15.70%
Expert lectures and experience sharing	167	16.30%
Field observation and exchange	225	21.90%
Tutor teaching	184	17.90%
Group learning	129	12.60%
other	16	1.60%

The most popular training form for teachers is to observe the classroom teaching of excellent teachers on the spot. Secondly, they hope to have tutors to teach and experts to share their experience in lectures. Relatively speaking, a small number of teachers choose to study in groups. Excellent teachers have rich

teaching experience. Field observation is conducive to training teachers to personally feel the teaching charm of excellent teachers, learn and imitate the teaching methods of excellent teachers, and can achieve the purpose of applying what they have learned. Special lectures can increase teachers' theoretical knowledge, and the combination of theory and practice can more effectively improve teachers' professional development. The emerging network training has the advantages of unlimited training time and location, and has also been favored by many teachers. Offline centralized training can take advantage of the training opportunity to exchange teaching experience with peers and share ways and methods to deal with classroom problems, so as to achieve the purpose of solving teaching problems and achieve good training results. (see Table 4)

(3) Demand analysis of teacher training

Table5. *Teacher training and teacher demand*

What do you think is a suitable trainer for teachers		
Famous professors in Colleges and Universities	141	17.90%
Experienced front-line backbone teachers	266	33.80%
Leaders of educational administrative departments	91	11.50%
Teaching manager	130	16.50%
Teaching and research staff	146	18.50%
other	14	1.80%

Traditional teacher training teachers are composed of experts and professors from colleges and universities and teaching and research staff from educational research departments. Since the implementation of the "national training plan" in 2009, front-line excellent teachers have entered the ranks of training teachers. They quickly attracted the attention of training teachers with their rich teaching experience and accurate grasp of classroom teaching problems. In this survey, the most selected trainers are experienced front-line backbone teachers, followed by well-known professors and teaching researchers in Colleges and universities. This survey result, on the one hand, shows the urgent needs of the training teachers for the effectiveness of training, on the other hand, it also shows that the training teachers hope that the expert professors and teaching researchers who undertake the training task can go deep into the front line of teaching, deeply understand the problems existing in classroom teaching, and put forward targeted suggestions to the training teachers from the theoretical and operational levels.

(4) Training time and demand analysis of assessment and evaluation

Table6. *Teacher training time demand*

What training time do you expect		
Weekday day	179	39.10%
After work on weekdays	57	12.40%
weekend	81	17.70%
Winter and summer vacation	120	26.20%
other	21	4.60%

Table7. *Teacher training assessment and evaluation needs*

What do you think is the way to test the training effect after the training		
Meet the attendance requirements of training (no absenteeism)	162	21.40%
Complete a small paper with high quality in combination with practice	93	12.30%
Each person teaches a teaching practice class and participates in class evaluation	156	20.60%
Take the final examination at the end of the training	89	11.80%
Hold a basic skill competition matching the training content	118	15.60%
Comprehensive evaluation	125	16.50%
other	13	1.70%

Most teachers hope to carry out the training during the working day, and hope to arrange the training within the semester, so as not to occupy the weekend, winter and summer vacation as much as possible. However, if there are no other teachers to substitute for the training in the semester, these teachers need to make up lessons after the training, and some teachers usually have a large amount of weekly class hours, which has become a heavy burden. Therefore, winter and summer vacation are the second choice for teachers. (see Table 6)

As for assessment and evaluation, attendance assessment is the first choice for most teachers. In the words of some teachers, "attendance is a major event. As long as you are present at the roll call, all assessments can pass". As we all know, attendance is only the minimum requirement for teachers to participate in training, and the training effect can not be measured by attendance. Therefore, most teachers believe that they can also be assessed by teaching a teaching practice class and participating in class evaluation. They hope to realize the application of learning through training as soon as possible. At the same time, some teachers believe that the basic skill competition and comprehensive evaluation matching the training content can also meet the requirements of evaluation and evaluation. Written examination and writing papers are considered as auxiliary forms of assessment, which should not be the main form. (see Table 7)

4. CONCLUSIONS AND SUGGESTIONS

From the data of this survey, the professional development of primary school teachers in a county basically meets the requirements of the professional standards. The average values of professional ideas and teachers' ethics, professional knowledge and professional ability are between basic and complete compliance. Teachers also have a certain awareness and attitude of educational technology, and generally begin to pay attention to their own professional development. However, the score of teachers' professional knowledge is low, so teachers need to strengthen their professional ability and continuously improve their professional quality on the road of professional development.

In addition, according to the situation of primary school teachers in a county, combined with the needs of teachers for training time, training content, training form and training teachers in the training demand survey, this paper puts forward some suggestions, such as reasonable arrangement of training content, development and innovation of training form, training excellent training teachers and so on.

(1) Reasonably arranging the training contents and actively carrying out hierarchical training

Hierarchical training is to divide the participating teachers into different levels according to certain standards for a training objective. Each level corresponds to different levels of training content. The training content should closely follow the training objectives and the needs of the participating teachers, and reflect the internal logical connection at the same time. The grading standard shall be formulated according to the training objectives, including age, educational background, professional title, professional background, teaching level, training experience, teaching school, etc. Through accurate grading and layering, reduce the training scale of each level, clarify the training objectives of each level, one topic at a time, and promote the training work step by step.

(2) Developing and innovating training forms and giving full play to the functions of various training forms

Field observation of excellent teachers' classroom teaching, tutor teaching and expert lectures are the most popular training forms for primary school teachers in a county. When designing the training program, we should take these three training forms as the main training forms. We should not only arrange the participating teachers to observe the classroom teaching of excellent teachers in

demonstration schools with high school running level and good school running conditions, but also arrange schools with their school running conditions to observe the learning and teaching experience and arrange experienced teachers to teach, One to many or even one-to-one forms help teachers improve their professional ability and professionalism. When using the form of special lectures, experts and professors with certain influence in the industry should be selected for teaching. At the same time, the contents of the lectures should also be close to the local actual situation and teachers' needs. Before inviting experts, it is necessary to inform the experts of the training objectives and requirements in advance, and the experts will create special training contents for the local lectures, Experts cannot be allowed to copy what they have said in many places and do not conform to the local actual situation into the local training.

(3) Training excellent training teachers and building a localized training team

Excellent front-line teachers have rich teaching experience and grasp the problems in teaching. They are the favorite training teachers of participating teachers, but not every excellent teacher is competent for teacher training. They understand teaching and have experience, but their experience is fragmented, unsystematic and has not formed certain research results. They need to be trained to help them summarize and sort out teaching experience, condense and form unique teaching resources, and help them grow into excellent training teachers. Therefore, it is necessary to build a localized front-line excellent teacher training team to organize and carry out teacher training in the region. In the localized teacher training team, teachers and researchers need to go deep into primary and secondary schools to carry out investigation and research, obtain first-hand training demand materials, organize and implement training activities as full-time trainers, and also need high-level experts with solid theoretical foundation and rich practical experience for theoretical guidance. High level experts, experienced teaching and research personnel and front-line excellent teachers are an organic part of a teacher training team, and none of them is indispensable.

ACKNOWLEDGEMENT

Funded by D1010300105 Sichuan University of Science & Engineering Postgraduate quality course construction project

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Citation: Gan Xiaolan & Zhang Jie. "Current Situation, Problems and Countermeasures of Professional Development of English Teachers in Rural Areas of Western China" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 9, no. 4, 2022, pp. 201-211. doi: <https://doi.org/10.20431/2349-0381.0904018>.

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