

# Difficulties and Breakthroughs in the Construction of Rural Teachers in Yunnan Province under the Background of Rural Revitalization

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**Abstract:** The construction of rural teachers is not only the main means to improve the quality of rural education and teaching, but also the front position to promote the reform and development of rural education, and can promote rural revitalization, economic development and social stability. Starting from the background of rural revitalization, this paper expounds the current situation of rural teacher team construction in Yunnan Province, analyzes the problems faced by the team construction such as insufficient number of teachers, poor quality improvement and loss of high-quality teachers, and explores the breakthrough path of rural teacher team construction in Yunnan province from three aspects: improving the allocation of teacher resources, improving the training and supplementary mechanism of rural teachers and doing a good job in rural school construction.

**Keywords:** Yunnan Province; Rural Education; Construction of Teaching Staff

## 1. Significance of the construction of rural teachers

### 1.1 Foundational support for advancing the strategy of rural revitalization

Education is essentially an activity of cultivating people, The development of rural education can train talents for the development of rural industry, culture, ecology, organization and other fields, and the development of rural teachers is conducive to rural revitalization, and accumulate reserve forces and main forces for rural revitalization. At the same time, education itself is also an important aspect of the revitalization of rural culture, helping to retain the young generation and awaken their love for their hometown and local feelings.

### 1.2 Important guarantee to achieve the goal of education power

The improvement of the comprehensive quality of rural teachers can provide strong human capital support for the national education cause, help to improve the teaching effect, enhance the national cultural quality and comprehensive ability, and then promote the modernization of education and promote the overall improvement of China's cultural soft power <sup>[1]</sup>.

### 1.3 Inevitable requirement of the balanced development of education

#### 2. Present situation of the construction of rural teachers in Yunnan Province

The gap between urban and rural education is the core factor that leads to educational inequity, and this gap is closely related to the teacher strength of rural teachers. Compared with urban schools, teachers in rural schools are relatively weak, and there is a certain gap between rural teachers and urban teachers in terms of educational level, professional quality and living environment. The team of high-quality rural teachers can provide correct guidance for rural students, narrow the gap between urban and rural education, and promote the realization of educational equity <sup>[1]</sup>.

Since the promulgation of the *Yunnan Province Rural Teacher Support Plan (2015-2020)*, *Opinions On Strengthening the Construction of Rural Teachers In the New Era*, Yunnan Province has achieved remarkable results in the construction of rural teachers <sup>[2]</sup>. However, under the influence of external factors such as economic development, urbanization construction, unbalanced regional development, and student turnover, some excellent teachers leave economically backward rural schools through various channels. As a result, the resources of rural schools are scarce, and the teaching quality is declining <sup>[3]</sup>.

Table 1 Statistics of junior and primary schools in Yunnan Province, China, 2017-2021

Year	School category	Number of full-time teachers			Number of students enrolled		
		Total	Urban area	rural area	Total	Urban area	rural area
2021	junior high school	139,066	101,995	37,071	1,835,147	1,368,913	466,234
	primary school	236,287	115,392	120,895	3,852,272	2,062,870	1,789,402

2020	junior high school	139,305	99,808	39,497	1,823,665	1,331,954	491,711
	primary school	237,317	110,941	126,376	3,892,241	1,993,562	1,898,679
2019	junior high school	133,786	95,639	38,147	1,845,363	1,340,847	504,516
	primary school	230,762	104,980	125,782	3,851,042	1,913,129	1,937,913
2018	junior high school	132,323	93,697	38,626	1,861,533	1,340,198	521,335
	primary school	228,365	100,429	127,936	3,795,120	914,693	1,980,427
2017	junior high school	128,970	90,346	38,624	1,872,808	1,332,332	540,476
	primary school	227,269	97,037	130,232	3,752,041	1,736,604	2,015,437

Source: *China Statistical Yearbook*, National Bureau of Statistics <http://www.stats.gov.cn/>

According to the above statistics, in the past five years, the size of the teaching staff has continued to expand. The number of full-time teachers in junior high schools and primary schools in Yunnan Province has increased by 10,096 and 9,018 respectively, effectively supporting the basic education system in Yunnan Province. From the perspective of junior high school and primary school full-time teachers, there has been an increase of 11,649 and 18,355 teachers in urban areas. However, in rural areas, there has been a decrease of 1,553 and 9,337 teachers.

Looking at the number of enrolled students, since 2017, there has been a decrease of 37,661 students, in junior high schools in Yunnan Province. On the other hand, the number of enrolled students in primary schools has increased by 100,231. With the development of the economy and a changing mindset towards education, the number of enrolled students has continued to rise. But in terms of middle school and primary school enrollment, there has been an increase of 36,581 and 326,266 students, in urban areas. In rural areas, there has been a decrease of 74,242 and 226,035 students.

It can be seen that the number of teachers in rural junior high schools and primary schools in Yunnan Province continues to decrease, which makes it difficult to guarantee or even reduce the teaching quality of rural education. Coupled with the current resource constraints in senior high schools, the enrollment rate of rural junior high schools in senior high schools decreases year by year. Influenced by traditional concepts, parents and students have a one-sided and insufficient understanding of vocational education. This makes rural education only at the level of completing compulsory education. As a result, the growth of high-quality labor force is slow and serious loss, and the overall development of rural economy is also slow. Therefore, to promote the high-quality reform, construction and development of rural teachers is still an important, urgent and strategic issue to be solved in rural education.

### 3. Difficulties in the construction of rural teachers in Yunnan Province

#### 3.1 The relative number of rural teachers is insufficient

After the promulgation of *Yunnan Province Rural Teacher Support Plan (2015-2020)*, Yunnan Province has paid more attention to and supported rural education, but the number of rural teachers is still insufficient compared with urban areas. In addition, there are also problems in teacher training channels in rural areas of Yunnan Province. Due to the limited educational resources in rural areas and the lack of effective training and selection mechanisms, it is difficult to attract and train more excellent rural teachers.

#### 3.2 The improvement effect of rural teachers' quality is not significant

In recent years, rural teacher training opportunities have been increased in Yunnan Province, aiming at improving the quality of rural teachers. However, despite the increase of training opportunities, the improvement of rural teachers' quality is not obvious. First of all, the content of rural teacher training is mostly focused on the teaching of theoretical knowledge, and the lack of practical links combined with practical teaching.

#### 3.3 The loss of high-quality rural teachers is serious

As a multi-ethnic and mountainous region, Yunnan Province is relatively short of educational resources in rural areas, which leads to the loss of young and high-quality teachers. Although the Yunnan provincial government has taken some measures in recent years to broaden the supplementary channels for rural teachers, such as improving treatment and incentive policies and increasing investment in rural education, these measures still cannot solve the problem of the loss of young and high-quality teachers.

## **4. Breakthroughs in the development of rural teachers in Yunnan Province**

### **4.1 Improve the allocation of teacher resources, smooth the flow mechanism between urban and rural areas**

#### **4.1.1 Improved welfare benefits for rural teachers**

To improve the quality of rural education, the key lies in teachers. To establish a relatively stable team of teachers in rural schools, the government should cooperate with the financial department to provide financial support from the perspective of local and regional development. The government of Yunnan Province should raise the salary level of rural teachers, so as to relieve the pressure of work and life, attract more outstanding graduates to apply for rural schools, and improve the talent structure of rural teachers.

#### **4.1.2 Promote the flow of teachers between urban and rural areas**

The Yunnan provincial government should coordinate the planning of teacher resources and the mobility mechanism, establish a sound incentive system for teacher mobility, actively promote the mode of full staff exchange and rotation, encourage the two-way mobility of urban and rural teachers, pair support and pair help. In terms of the treatment of rotating teachers, supporting measures such as title evaluation, performance appraisal can be taken to protect the basic rights and interests of rotating teachers<sup>[4]</sup>.

### **4.2 Improve the mechanism for training and supplementing rural teachers and improve the quality of teaching**

#### **4.2.1 Expand precise and targeted training**

Expand the scale of public funded rural normal college student training, expand the proportion of normal colleges in advance batch enrollment, and include more local normal colleges in Yunnan Province into the scope of early batch enrollment; In the "excellent teacher plan" to increase the shortage and weak discipline related professional enrollment ratio, while promoting the local "master plan" enrollment quota to the low level of education development of the township areas<sup>[4]</sup>.

#### **4.2.2 Deepen the mechanism for coordinated education**

Build a "double teacher" training system, and select excellent rural teachers to serve as teaching and practice tutors for normal school students' teaching methods. In addition, the teaching practice base of rural schools can also be set up to provide normal students with opportunities to carry out teaching practice in rural schools, and improve their teaching ability and local feelings through practice<sup>[1]</sup>.

### **4.3 Strengthen Ideological and Political Construction, Inspire Teachers' Rural Sentiment**

#### **4.3.1 Improve the ideological and political quality of teachers**

Firstly, it is necessary to strengthen the ideological education of the teacher team. Planned learning activities on Marxist theory, values, professional ethics, and educational perspectives can be carried out to guide teachers in establishing firm political beliefs and educational values. Secondly, we should innovate the practice of ideological and political education. Transform ideological and theoretical learning education into educational and teaching productivity<sup>[3]</sup>.

#### **4.3.2 Cultivate a deep sense of attachment to rural education**

To train teachers based on rural areas, devote their enthusiasm to rural undertakings, and contribute to rural revitalization, we can start from the following two aspects: First of all, it is necessary to integrate the feelings of rural education, and become the inheritors of rural culture<sup>[5]</sup>. Rural teachers should love rural life and students, pay attention to students with difficulties and left-behind children, improve the effectiveness of education, and let rural education emit a strong local atmosphere. Secondly, we should explore the feelings of rural education, make full use of the natural advantages of the countryside, and develop rural school-based education and teaching resources with local characteristics. Guide students to learn local humanistic culture, explore rural natural resources, and give play to the exemplary and leading role of outstanding teachers in local villages.

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