

Exploration and Research on Improving the Quality of Rural Teaching

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Abstract: In recent years, the State Council's "Opinions on Deepening Education and Teaching Reform and Comprehensively Improving the Quality of Compulsory Education" has clearly proposed the internal connection between "deepening reform and improving quality". In 2020, the Fifth Plenary Session of the 19th Central Committee once again proposed the guiding ideology and requirements of "building a high-level education system", among which "deepening reform and promoting equality" is an important content. Therefore, the teaching reform of rural schools must be in-depth and oriented towards high-quality education in deep water areas. Looking at the existing relevant literature, the research on the improvement of rural teaching quality has been very mature. Reading these articles through and taking their essence has a very far-reaching significance for promoting pedagogy research.

Keywords: Pedagogy; Rural Teaching; Improving Teaching Quality

1. Review: Research on Improving Rural School Education

1.1 On the Connotation of Teaching Improvement

Domestic and foreign scholars have defined it from multiple perspectives. Firstly, from the perspectives of scale and characteristics of improvement, the International School Improvement Program (ISIP) funded by the OECD defines school improvement as one or more schools, with the aim of improving the teaching or internal conditions of one or several schools to achieve higher efficiency and teaching objectives. Feltzen agrees that school improvement refers to planned, coherent activities aimed at changing the learning environment of one or more schools to achieve a certain educational goal. Emphasis is placed on the systematic and continuous improvement of schools, as well as on improving the organizational status of education and emphasizing the importance of teaching. Secondly, in terms of university management capabilities, David Hopkins believes that the essence of university management reform lies in improving management level. In summary, school improvement refers to the implementation of school improvement work to achieve educational reform, thus enabling students to learn better. This is a special way of improvement that can improve students' academic performance and enable schools to develop in a positive direction^[1].

The definition of school teaching improvement in China is as follows: one is from the perspective of teachers' teaching. For example, Zhang Hongyi proposed that education improvement refers to the joint influence of various internal and external factors on schools, promoting the operation and development of the teaching process through the joint influence of internal and external factors, thereby promoting the healthy development of students. Li Jianmin^[2] proposed that in order to improve teaching quality, five aspects should be taken into consideration, namely: teachers should start from mastering and mastering professional knowledge, improving teaching abilities, designing and correcting homework, guiding and evaluating students. Secondly, from the perspective of teaching components, "teaching improvement" is defined as: teaching improvement is a systematic and continuous process centered on teachers, involving primary and secondary schools, universities, education administrative departments, etc., paying attention to the changes in various teaching components and the conditions they support. Thus, students' knowledge, ability, and moral character can be better improved. Thirdly, from the perspective of the overall development of school teaching, for example, teaching improvement refers to a teaching behavior that promotes the development of education and teaching, improves teaching quality, and improves teaching system, teaching environment, teaching evaluation, etc^[3].

1.2 A Study on the Influencing Factors of Teaching Improvement in Rural Schools

At present, the factors that affect and limit the improvement of teaching in rural schools in China include: internal factors in schools, including improvement plans, as well as policy support, government intervention, and the participation of parents and social forces. In addition, some of it is due to cultural reasons. Damon Clark, Fred C. Luningberg, and others have shown that the personality traits, leadership, and role of principals are closely related to the learning ability and development of students and teachers in schools, and have

a positive impact on the development of schools. The research by Wu Cui, and others^[4] shows that the number and quality of teachers in rural schools are not high enough, their knowledge and level are not enough, their leadership ability is not enough, their school management system is not sound, and their parents and society are not fully involved, which has caused significant limitations on the teaching level of rural schools. In addition, Fu Lan^[5] also pointed out that the improvement of a school must have a school culture, such as the school's vision, goals, and values. Such a school culture can play a positive role in the improvement of the school, allowing teachers and students to have a sense of identification with the development of the school, so that they can actively participate in the construction of the school^[6].

In terms of the factors that affect the quality difference of compulsory education between urban and rural areas, some scholars believe that compared to economic factors, cultural factors (teacher education, family cultural capital, parents' educational expectations) have a more significant impact on the quality of compulsory education in rural areas.

1.3 Exploration of Strategies and Models for Teaching Improvement in Rural Schools

One is to improve the overall plan for the construction of the teaching staff. When countries such as the United States, Britain, and France comprehensively improve poor or underdeveloped rural schools, they have adopted unified identification standards, formulated specialized improvement plans, provided financial and technical support, strengthened teacher training, and mobilized social forces to participate in improving schools, achieving good results. Improve the school system. For example, in response to the lack of science teachers in rural areas, the United States has established a diversified collaboration mechanism between schools, off campus personnel, and organizations to solve the plight of rural science teachers through various channels, effectively utilizing community resources, and involving community members in science classrooms. The core of Clarke and Paul's^[7] approach to improving difficult schools is to enhance the ability to improve through empowerment, participation, self-development, and reducing external responsibilities and controls, while strengthening external supervision, intervention, and pressure is the most unfavorable^[8].

2. Reference: Cultural Studies on Education and Teaching Reform

2.1 Research on Traditional Culture and Teaching Reform

Traditional culture is born with teaching, and it accompanies the growth of teaching. On the one hand, the value orientation of traditional culture has a certain impact on various aspects of teaching, and at the same time, teaching is also an important way of selecting, spreading, discovering, and creating culture. Teaching is closely related to cultural traditions, and even determines the basic direction of teaching. For example, Germany, whose national cultural traditions are mainly humanism and liberalism, aims to cultivate people into rational individuals who can independently choose their own lives. Most of the courses are humanities education courses, and in terms of teacher-student relationships, both teachers and students are equal. The United States has been influenced by the cultural tradition of national pragmatism in terms of teaching objectives, curriculum design, teacher-student relationships, and teaching methods. In terms of teaching methods, it is student-centered, with the main body of teaching being students and opposing indoctrination. Scholars have summarized the characteristics of traditional Chinese culture: firstly, respect for tradition; secondly, reverence for power; Thirdly, "collectivism" has led to teaching models dominated by "teacher centered", "classroom", "lecture style", "memorization style", etc^[9].

2.2 Research on Cultural Transformation and Educational Transformation

One is the transformation that teaching needs to face in the process of cultural transformation. Cultural change, as it involves changes in cultural structure and the entire culture, is a process of re-education for those living inside. It requires at least changes in the cognitive structure, values, and behavioral patterns of the educated. Wu Liangkui proposed that "rural primary schools follow a" urban transplant type ", and their development path is highly likely to fall into a dead end. The differences between cities and rural areas gradually disappear in the process of urbanization, and rural culture gradually fades out of the sight of urban civilization. This suggests that the improvement of rural school education should not be based on urbanization, but rather on educational reforms based on rural culture and school culture. The second is the main reason that restricts cultural transformation. Firstly, the stability and conservatism of the education system itself, such as the American scholar Russell, who regards a certain degree of cultural resistance as an inherent element of all education systems, and its conservatism is innate and difficult to overcome. Secondly, various educational entities have a clear understanding and concept of cultural transformation. As Mr. Xiao Zhengde said, in today's multicultural environment, a teaching value system centered on caring for and caring for life should be reconstructed, a student view centered on respecting human subjectivity

and personality, a teacher-student view centered on democratic, equal, and harmonious teacher-student relationships, and a subjective teaching culture centered on cultivating students' innovative and practical abilities^[10].

3. Conclusion

In summary, there are very rich definitions for teaching improvement both domestically and internationally. When facing the practical problems of teaching improvement in rural schools, we attribute them to internal and external factors of the school, provide solutions, and explore them. We also summarize some effective models that are rich in the characteristics of the school, and practical reference opinions for the education work of grassroots rural schools. However, most of the research on the improvement of teaching in rural schools is based on reality, and it is more attributed to the school system, teaching subjects, and support from external forces. The underlying reasons for this phenomenon have not been well reflected. There are serious problems of "change without progress" in the teaching reform of rural schools. Some scholars believe that the fundamental reason for the problem is the neglect of the local nature of rural primary and secondary education reform, and the neglect of the cultural needs for the internal development of rural schools.

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