

Research on the Current Situation and Optimal Allocation of Primary School Mathematics Teachers under the Rural Revitalization Strategy

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Abstract: The construction of rural primary school mathematics teacher team is an important part of rural teacher education reform, which has a profound impact on China's rural economic and cultural construction. The article analyzes the difficulties faced by the current mathematics teacher team, such as a lack of emotional attachment to the local environment, lack of information literacy, and the need to improve self-efficacy. It is proposed to rely on the national rural revitalization strategy, based on the current situation, to enhance the local identity of teachers, enhance the level of information technology, and strengthen the construction of the teacher team, guiding rural teachers to become a "master" of moral education.

Keywords: Rural Revitalization; Mathematics Teacher; Team Building; Strategy

1. Introduction

The rural revitalization strategy is a crucial decision and deployment of the Party Central Committee to solve the three rural issues. From the perspective of the overall national strategy, implementing the rural revitalization strategy is the key path to achieving national rejuvenation. Education plays an indispensable role in the difficult path of rural revitalization. In 2023, the No. 1 central document of the Central Government pointed out that we should promote the high-quality and balanced development of compulsory education in the county and improve the school running level of rural schools. Implement the policy of providing living subsidies for rural teachers^[1]. Looking back at the century long history of China's anti poverty struggle, the positive role of education in eradicating poverty is evident, and it continues to play a positive role in the current rural revitalization strategy. Rural teachers have a strong driving force in the process of rural education, which can effectively solve the "three rural" problems in rural areas and is an important supporting force for breaking the intergenerational transmission effect in rural areas^[2]. The effective way to enable children in underdeveloped areas such as rural areas to fully acquire knowledge, enrich their souls, and transform their personal destiny is to implement "education revitalization".

2. Current situation of rural mathematics teachers' teaching

2.1 Lack of Emotion in Rural Environment

Yan Yangchu, a Chinese civilian educator and rural construction expert, once advocated that "transforming farmers" must be done first. However, in the context of achieving balanced development of urban-rural integration and strengthening the construction of rural teachers, teachers living in cities are teaching in rural areas, leading to the gradual separation of rural teachers from the countryside. Some teachers' work and living spaces have formed a binary opposition pattern. Before becoming a qualified teacher, teachers who were still in their student stage had a relatively weak understanding of the connotation and value of rural culture, and therefore could not delve into the deep meaning of local culture, thereby weakening their sense of identification with local culture. Rural teachers lack empathy for the rural environment, leading to the loss of vitality in rural areas and the weakening of their "rooted" spirit^[3]. Without the cultural foundation of local emotions, it will lead to the loss of a large number of rural teachers, and they will have a superficial understanding of rural revitalization and the inheritance of local culture, making it difficult to truly integrate themselves into the development of rural education.

2.2 Lack of information literacy

Some rural mathematics teachers have unclear needs and positioning for their own development, which leads to a certain bias in their attention to digital technology, that is, some teachers cannot correctly integrate digital technology into mathematics teaching. In the era of highly developed information technology, teachers should have the abilities of information retrieval, information processing, information analysis, and information integration, be able to use multimedia for relevant teaching, and master the basic operations and technologies of computers and networks. The subject of primary school mathematics has the characteristics of daily life, and the presentation form of teaching should be easy to understand. The use of information technology can better achieve this effect. As a primary school mathematics

teacher, one should have the ability to operate multimedia, actively improve basic information operation skills, break away from outdated teaching concepts, and innovate in the process of teaching and learning. Currently, there are still enormous challenges in integrating a series of new technologies such as multimedia, network, and artificial intelligence into the classroom teaching of rural mathematics teachers.

2.3 Self efficacy needs to be improved

Self efficacy refers to an individual's speculation and judgment on whether they have the ability to complete a certain behavior. Improving the self-efficacy of rural teachers can promote effective professional development of teachers, presenting a trend of continuous progress and accelerating self growth. Rural primary school mathematics teachers with sufficient self-efficacy can enhance their confidence and demonstrate a state of ease in teaching in the classroom. This quality can have a profound impact on rural students and increase their interest in learning mathematics. Teachers with a strong sense of self-efficacy will find suitable development paths no matter what environment they are in, and without a sense of self-efficacy, no amount of external force is just a fantasy. Many rural teachers have excellent qualities such as "simplicity, diligence, and competence", while some teachers only use these qualities as basic guarantees for making a living and rarely use them to promote self-efficacy.

3. Strategies for Strengthening the Construction of Primary School Mathematics Teachers under the Rural Revitalization Strategy

3.1 Improve the teaching environment and enhance teachers' local identity

In traditional society, as spokespersons of rural culture, rural teachers have always participated in various construction and development in rural areas as "rural elites", making tremendous contributions to various rural constructions. To enhance and develop the level of rural education in China, it is necessary to fundamentally improve and ensure the treatment and corresponding guarantees for rural teachers, and effectively improve the living environment for teachers working in rural areas from multiple perspectives. Only when the quality of life is effectively guaranteed can rural teachers release more energy and wholeheartedly devote themselves to rural education and the development of rural construction in the new era^[4]. Rural primary schools, as the foundation stage for rural children, should vigorously promulgate targeted measures to support rural teachers in various regions. Ensure stable income growth and timely distribution of rural teachers. In some rural areas of China, it is necessary to establish an immediate regulatory system to prevent and eliminate the phenomenon of local governments or relevant departments misappropriating and delaying the payment of teacher salaries due to funding shortages, so that rural teachers can engage in the education industry with peace of mind.

3.2 Establishing the concept of lifelong learning and improving the level of informatization

Entering the new era, rural mathematics teachers should establish a lifelong learning concept, improve their quality based on traditional teaching, effectively mobilize students' learning enthusiasm, transform them from "I want to learn" to "I want to learn", and enhance students' ideological and behavioral awareness. This requires rural teachers to keep up with the times, learn advanced educational technology, and enrich their teaching with rich and colorful knowledge expression methods. At the same time, with the rapid and convenient use of the Internet, the latest teaching information at home and abroad is transmitted to rural schools, reducing the differences between urban and rural areas. With the implementation of the "Rural Revitalization" strategy and the continuous improvement of educational informatization level, it has become possible and practical for rural teachers to possess modern educational concepts. In terms of professional development, rural teachers should draw nutrition from the ways and methods of teacher education and training, awareness of self-development, etc. In addition, they should also use the online organization resources of "Internet plus" to improve their education and teaching ability.

3.3 Transforming Teaching Philosophy and Enhancing Professional Confidence

Rural mathematics teachers should adjust their teaching roles in a timely manner, improve their literacy, establish a correct student perspective, and improve their education and teaching level based on clear responsibilities. Mathematics teachers in rural primary schools should have a strong sense of mathematical responsibility, especially based on the requirements of the new curriculum reform. Their love for mathematics should be rooted in their hearts, and their emotions should be conveyed to students. They should lead by example and serve as role models for students' learning. Mathematics teachers not only need to have excellent professional qualities, but also must have comprehensive knowledge literacy, professional dedication, and use their noble moral qualities to teach students by example. They

must be rigorous and pragmatic, allowing students to experience the charm of being a role model, and generating more favorable feelings for teachers^[5]. In the actual teaching process, primary school mathematics teachers should change the single and backward indoctrination teaching mode, actively stimulate students' enthusiasm for participation in the classroom, promote their personality development, and avoid becoming high scoring but low skilled individuals.

4. Summary

Although there are currently shortcomings in the construction of mathematics teachers in rural primary schools, there will inevitably be some improvements under the deepening implementation of the rural revitalization strategy. Relying on the strategy of rural revitalization, by comprehensively improving the social status of rural teachers, guiding the new generation of young people to identify with rural culture and take root in this fertile land of education, thus achieving the development of "localization" of rural teachers; On this basis, further narrow the distribution gap between urban and rural teachers, and inject more vitality into the construction of primary school mathematics teacher teams in rural areas.

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Fund project:

This article supported by the "Innovation and Entrepreneurship Training Program for College Students" of Ningxia Normal University(project number: X202310753085)