

Research on the Strategy of “U-S” Cooperation Model to Promote Rural Teachers’ Professional Development under the Background of Education Targeted Poverty Alleviation

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Abstract: The survey found that teachers in weak rural schools need to constantly improve their professional emotion, professional quality and development path. In the context of “U-S” cooperation, these problems can improve the professional emotion of rural teachers by improving the management and security system, carry out targeted school-based training, improve teachers’ professional quality, build a collaborative innovation platform and expand teachers’ professional development path.

1. Introduction

The experience of school reform shows that any form of school reform is inseparable from the participation of teachers, let alone taking teachers as the object of reform. We must understand the current situation and needs of teachers’ professional development, and take targeted measures to mobilize teachers to actively participate in the reform. Therefore, this study studies the current situation of rural school teachers’ professional development under the background of “U-S” cooperation, in order to better promote the professional development of rural vulnerable school teachers and provide practical reference and method choice for how to carry out “U-S” cooperation.

2. Research Background

Rural education plays an important role in China’s basic education. The construction of rural teachers should be placed in a strategic position of giving priority to development. However, there are many problems in the professional development of rural teachers, especially rural English teachers, which are mainly reflected in: the weakness of English discipline itself; Lack of effective school-based teaching and research atmosphere and mechanism, and the phenomenon of fighting alone and acting independently is obvious; Lack of independent professional learning resources; There are few opportunities for professional learning and personalized support from experts; Lack of motivation for self-development and backward concept of English teaching; The ability to design and implement student-centered teaching activities (such as text interpretation and effective cooperative learning) is weak, and most of them stay in theme strategies; The lack of self reflection makes it difficult for students to change their English learning attitude and academic performance. The problems in students’ learning are often attributed to external factors, such as students’ poor ability, but not to the lack of their own ability. These factors hinder the development of teachers and students(2019,Cai Huajian, Cao Huiying, Zhang Xiangxue).

Based on the above practical research experience, in order to better serve the needs of comprehensive reform and balanced development of basic education and better promote the professional development of English teachers in rural primary and secondary schools and colleges, on the basis of optimizing the traditional centralized classroom training and University School Model (i.e. University School, abbreviated as U-S), in order to improve the reading teaching ability of English teachers in rural middle schools, A two-year school-based cooperative innovation research based on rural English teachers’ classroom teaching practice was carried out.

Taking the research project as the carrier and the research theme as the basis, this study discusses how to better promote the professional development of rural teachers through the cooperation mode

between universities and primary and secondary schools, and refine the specific strategies to promote the development of rural teachers and their role in the development of rural teachers, in order to have more influence and reference significance for the cooperative practice of other universities and primary and secondary schools.

3. Method and Subjects

This study adopts the method of questionnaire survey and interview survey. Based on the questionnaire survey, master the basic situation of teachers and professional development, and then use the interview method to deeply explore some “current situation” and “reasons” in order to obtain the relevant factors affecting teachers’ professional development. The research tool is a questionnaire on the current situation and needs of teachers’ professional development based on relevant literature and interviews(2020, *Zhu Peiyu*). It is mainly based on the professional emotion, professional quality, development path and needs of teachers in vulnerable schools, using SPSS 19.0 for data entry and statistical analysis. This study takes a rural junior middle school teacher who has established a cooperative relationship with a university in a province as the research object, and uses the methods of questionnaire survey and individual interview to collect data. The school has 118 teaching staff. 70 questionnaires were randomly distributed and 62 valid questionnaires were recovered.

The basic information of the surveyed teachers is shown in Table 1.

Table 1 Statistics of basic information of surveyed teachers (n=62)

Survey dimension	Content	Number of people	(%)
Length of service as a teacher	<5 years	3	4.8
	5-10 years	13	21
	11-15 years	17	27.4
	16-20 years	7	11.3
	More than 20 years	22	35.5
Titles	Senior	8	12.9
	Intermediate	38	61.3
	Primary	14	22.6
	Unclassified	2	3.2
Education background	Below junior college	5	8.1
	Undergraduate	57	91.9

4. Process Analysis

The practical training lasts for two years (from January 2019 to December 2020). The training frequency is 2-3 times per month. The whole training process follows the logical main line of “establishing learning community - establishing mutual trust relationship - clarifying practical problems - theme learning - demonstration guidance - classroom practice - independent action - Reflection and improvement - multiple rounds of internalization - experience sharing”. Each stage provides operational support for the learning and development of rural English teachers, and attempts to establish a cooperative research mechanism under the professional guidance of College English teachers and educators to effectively promote the effective development of rural English teachers.

4.1. Build “U-S” collaborative innovation research team

4.1.1. Members

Under the guidance and support of the Municipal Education Commission, the local Institute of education formulated a cooperative innovation plan, which was welcomed by District, county and school leaders. Under the guidance of the teacher training office, the school of foreign languages and international education of the school of education quickly reached a cooperation intention with

three surrounding schools and established a 13 person research team. The members include two English teachers from the local education institute, two junior middle school English teachers and researchers from the local teacher training school, and nine junior middle school English teachers from the region voluntarily participate in the practice (5 from Z middle school, 2 from N middle school, 1 from D middle school and 1 from S middle school).

4.1.2. Vision and Goals

In the atmosphere of equality and respect, two teacher educators, two teaching researchers and nine junior middle school English teachers discussed and communicated about the key and difficult problems in junior middle school English teaching. Finally, they jointly determined the goal of two-year cooperative research: Based on classroom teaching practice, parallel reading teaching inside and outside class to improve teachers' English reading teaching ability, promote the improvement of students' English reading literacy.

4.1.3. Clear role division

Two teachers and educators from the Institute of education act as the team leader, mainly responsible for drafting the two-year action plan, designing theme courses, understanding the needs of members, and providing teaching guidance and support. Two teaching researchers in the local area are responsible for the organization, coordination and teaching guidance of the team, and the other nine junior middle school English teachers are responsible for professional learning and classroom practice, peer feedback, collecting and analyzing students' development evidence and carrying out anti technology action research. The main front of each study is Z middle school, and the funding for the whole activity will be borne by the Institute of education. In addition, a communication and document recording platform should be established to facilitate timely communication. At the same time, a community Wechat group has been established, 360 cloud disk has been opened, and an electronic growth file has been established for the members of the research team to record the participation and growth evidence and traces of each member.

4.2. The path and strategy of U-S collaborative innovation to promote the development of rural teachers

4.2.1. Building a companion learning atmosphere of mutual respect and trust

No matter what kind of training activities, they all need a community culture of mutual respect, mutual appreciation, mutual assistance experience and common growth, especially when cooperating with rural teachers. Compared with urban teachers, rural teachers often lack teaching confidence because of their weak basic discipline literacy and discipline vision. Since the first day of meeting with members of the research team, the English teachers and educators of the cooperative innovation team have insisted on:

First, keep a low profile and start a dialogue with rural teachers with a humble and equal attitude.

Second, communicate with it in a simple and understandable discourse system.

Third, front-line teachers can provide credible and operable suggestions when they encounter difficulties.

Fourth, through informal interviews, such as chat and observation, we can find and strengthen the advantages of front-line teachers and help them build teaching confidence and sense of achievement.

Fifth, after each activity, all staff should thank all teachers face-to-face for their participation and contribution, and thank them again in the Wechat group.

4.2.2. Carry out in-depth dialogue and clarify the essential issues

To effectively promote the professional development of rural teachers. The project team has conducted in-depth dialogue from many aspects to constantly pay attention to and clarify the essence of the problem. Firstly, the project team had a dialogue with predecessors, that is, learning and adult learning law, professional development of rural teachers, effective training and other

relevant academic documents, and solicited the opinions and demonstration of relevant teacher educators to ensure that they act in accordance with the development law of rural teachers. Secondly, talk with the leaders of the school where the rural teachers are located and the English teachers and researchers in the region to further understand the development status of the school and the region and the expectations for teachers. Then, talk with rural English teachers participating in collaborative learning to understand their real thoughts and confusion through group conversation, Wechat conversation, dinner table conversation, written conversation and so on. Then, through classroom observation and student interviews, talk with students, directly understand students' learning status and directly diagnose students' learning problems(2018, Xu Guohui).

Through multi-path dialogue, the project team learned that these rural front-line teachers often attribute the problems to students' poor English foundation, too few vocabulary, insufficient learning motivation, and lack of reflection on the causes of the problems from a broader perspective. Since the second day of junior high school, the sea trial strategy has been used to improve students' English performance, but it has not achieved the ideal effect. In the process of many dialogues and in-depth investigation and analysis, the two sides finally reached a consensus. The key reasons for the problem lie in Teachers' weak awareness and ability to interpret English teaching texts, weak ability to design and implement student-centered teaching activities, and too little investment in students' English reading.

4.2.3. Building a task chain of core themes and learning frameworks

In order to effectively solve the above problems, the project team has carried out a series of activities based on task chain. Task-based teacher learning is one of the more effective learning forms. It can integrate learning into tasks, ideas into practice, reflection into activities, and fully mobilize teachers' participation, interaction, communication, cooperation and experience.

This theme focuses on text interpretation and the design of reading teaching activities centered on students' learning, and is carried out according to the adult learning law of "learning, doing and thinking"(see Table 2). "Learning" is mainly carried out through theme literature learning, theme class observation, theme workshop, etc. "Doing" refers to the theme centered collective lesson preparation, classroom and after-school feedback. "Thinking" refers to reflection, dialogue and communication on each activity. After each theme activity, the project team has assigned corresponding tasks, such as literature learning and lesson observation, reflection and communication, preparation of independent action research plan, collective text analysis, writing teaching design, participation in research classes, through photos or videos, Wechat group theme discussion, "mid-term or final" theme exchange Collect and analyze students' development evidence by writing theme papers. In this process, different people can undertake different tasks according to their respective advantages, and they can also put forward different requirements for the same type of tasks.

Table 2 Adult learning law of "Learning-Doing-Thinking".

Regular pattern	Channel
Learning	theme literature study, theme lesson observation, theme workshop
Doing	collective lesson preparation and feedback before and after class
Thinking	reflection, dialogue and communication of each activity

In addition, in order to ensure the quality of task completion, the project team provides corresponding support and tools for the completion of various activities, which is very important for rural English teachers to complete their tasks. The support provided runs through the whole research process, including: the path and strategy of classical literature retrieval, the framework of teaching text interpretation, dozens of student-centered reading teaching strategies, standardized teaching design template, classroom observation scale from the perspective of students' learning, students' learning effect questionnaire, reflection framework Paper writing submission path, three-level outline and precautions, etc. At the same time, hundreds of graded reading books suitable for rural junior middle school students' English learning were provided to teachers willing

to try graded reading, an English reading bookstore was established, and the middle school teaching and research team leader led relevant staff to establish a set of graded reading guidance system and strategies suitable for local students.

5. Conclusion

In the process of 9 English teachers' continuous attempts to apply new ideas and methods, students have changed. In the final survey, 80.0% of the students chose "reading helps me have the ability and dare to express myself in English"; 95.0% of the students chose "graded reading makes me fall in love with English reading". Compared with the end of June 2019, the passing rate of the mid-term English test in November 2020 is 100%, the excellent rate is 92.9%, the average score is 92.7, the passing rate is increased by 3.6%, the excellent rate is increased by 35.8%, and the average score is increased by 7.3 points.

From the practical results, the American cooperative innovation model has greatly promoted the development of English teachers in rural middle schools. The model is also in line with the key characteristics of effectively promoting teachers' Professional Development: sustainability, personalized and continuous support of experts, providing opportunities for active learning, providing specific and operable intervention, obvious changes in students' learning effect, and the consistency of intervention measures with the development objectives of front-line teachers. Of course, there are some improvements in the whole project implementation process, such as increasing the intensity of remote video guidance and reducing the cost of human and material resources invested in the project.

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