

A New Training Mode for Rural Teachers under the Mode of "Double Teacher Teaching"-- Based on the Empirical Research on the Implementation and Promotion of "Double Teacher Teaching" Project

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Keywords: Double teacher teaching; Teacher training, Basic education.

Abstract: The "double teacher teaching" model is built on the "MOOC 1+1" teaching model. This paper is based on the promotion of the "double teacher teaching" project of basic education in Yulong Naxi Autonomous County. Through the questionnaire survey and the interview form, carries on the discussion to the village school teacher's training existence question. Then the author puts forward the method of teacher training based on "double teacher teaching" mode.

1. Introduction

In July 2015, the State Council officially promulgated the guidance opinions of the State Council on actively promoting the "Internet +" action, which was issued [2015] NO.40 documents. It is pointed out that the efficient and convenient advantages of the Internet should be brought into full play to explore a new model of supply of educational services. It will encourage Internet companies and social educational institutions to develop digital educational resources, and encourage schools to make use of digital educational resources and educational service platforms. After that, gradually explore a new model of network education, expand the coverage of quality education resources and promote the fairness of basic education.

As a new type of education mode, "double teacher teaching" mode aims to promote the fairness of educational resources, shorten the gap between urban and rural education, and realize the balanced development of education. In September 2016, with the support of Yulong Naxi autonomous county government, the help of Yunnan minority hope project fund and Youcheng entrepreneur poverty alleviation foundation, the "double-teacher teaching" project was officially launched. In Yulong Naxi autonomous county of Lijiang city, rural primary and secondary schools open "double teacher teaching" experimental classes. Based on this project, we put forward a new training under the mode of "double teacher teaching".

2. "Double teacher teaching" mode

In essence, the "double teacher teaching" mode is to supply high-quality urban teaching resources to rural primary and secondary schools, and promote the improvement of teaching quality in rural schools and the improvement of teachers' professional level [1]. The "double teacher teaching" project in this project, also known as "MOOC 1+1" project, is a beneficial attempt to apply "MOOC" in rural basic education. Based on the concept of "MOOC", high-quality teaching resources are transmitted to remote areas through the Internet. In foreign countries, there are few journal articles with the concept of "double teacher teaching". However, the "double teacher teaching" project is also one of the application model of "MOOC". "MOOC" were born in Canada and have developed rapidly in the United States.

There are two teachers in the "double teacher teaching" mode. One is the remote teacher in video, and the other is the teacher in the classroom. In general, distance teachers are excellent teachers in primary and secondary schools in developed areas. Remote teachers' live class video or recorded

teaching video is transmitted to remote villages through the network, so as to improve the teaching quality of rural schools.

3. Challenges in rural teacher training

Taking Yulong Naxi autonomous county in Lijiang city as an example, this paper analyzes the new model of rural teacher training. Yulong Naxi autonomous county of Lijiang city is situated on the northwest of Yunnan province. There are 10 kinds of ethnic groups living in the county, including Naxi nationality, Bai nationality, Tibetan nationality, Miao nationality, Yi nationality, Lisu nationality, Pumi nationality, Hui nationality and Zhuang nationality. It is the only Naxi autonomous county in China. The county has 16 towns and 115 primary and secondary schools, which include 10 junior middle schools, 1 senior high school and 101 primary schools. As of press time, the total number of teachers is 2,256, including 2,126 full-time teachers. Among the full-time teachers, female teachers account for 52%, while male teachers account for 48%. A higher proportion of teachers are over the age of 40. Shigu primary school for instance, has 13 full-time teachers, among whom 11 are over 40 years old. The aging of teachers is acute, and they lack of innovative atmosphere and positive attitude.

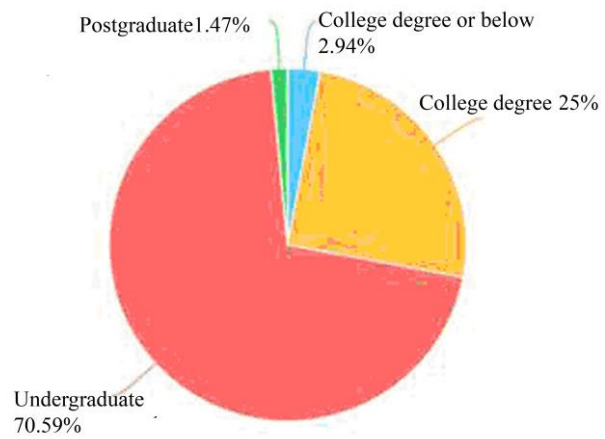


Fig.1 Teacher education background

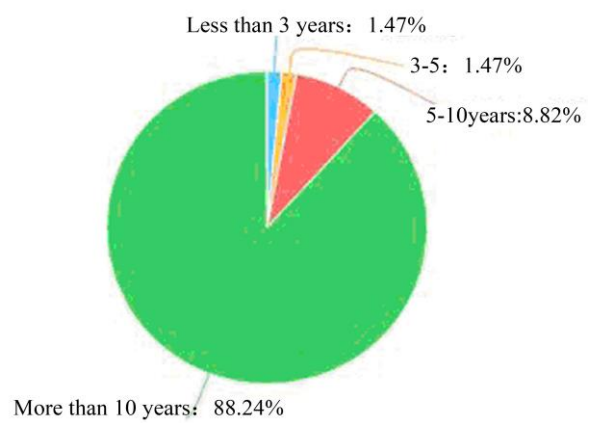


Fig.2 Number of outward train

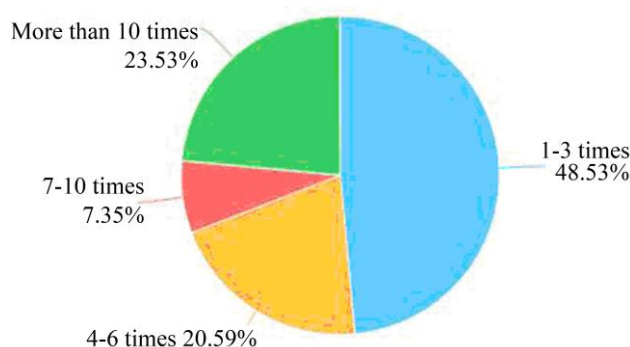


Fig.3 Number of outward training for teachers since their entry

3.1 The training form is single and the training content is not targeted.

The training organizations for primary and secondary school teachers are divided into national level, provincial level, municipal level, county level and the school level. Training organized by different levels of organizations is slightly different. However, most organizations adopt the form of centralized training, employing experts to conduct training or lectures, and these experts are often from the teachers of colleges and universities. Teachers in colleges and universities is a long way from the teaching practice of primary and secondary schools. Although they have conducted surveys or interviews, their teaching content is far from the actual teaching practice of primary and secondary schools. College teachers are usually faced with students, accustomed to the way of educating students, the use of such a way to train teachers, the results are self-evident. Even if the expert theory level is high, it is difficult to mobilize the enthusiasm of teachers, teachers who participate in the training often listen to confuse.

3.2 The training differences between urban and rural teachers are not reflected.

With the progress of urbanization, large-scale schools in urban areas coexist with small-scale schools in rural areas. Local governments and education authorities usually give priority to high-quality resources to the increasing number of primary and secondary school students in urban areas, and the conditions for running schools in urban areas are getting better [3]. Comparatively speaking, the conditions of running schools in rural areas have not been significantly improved, and the public facilities are backward. Rural schools in mountainous areas are in poor conditions, and the gap between urban and rural education resources is large. The professional level gap between urban teachers and rural teachers is obvious. However, most of the training organized by the education bureau focus on rural teachers and urban teachers for unified training without considering the differences between urban and rural teachers. Urban teachers have more opportunities for education and training. For part of the training content, urban teachers have mastered it, while rural teachers are new to it. Because of the centralized training, training teachers cannot carry out training according to the actual situation of urban and rural teachers, which will inevitably affect the training effect.

3.3 The training needs of general rural teachers are hard to meet.

In rural schools, education investment is low and teaching conditions are deficient, so it is difficult to attract excellent teachers. Take Liming Zhongxing Primary School as the example, students come from the surrounding mountain villages. Because the villages are scattered, students live in the school from Monday to Friday. In addition to the normal teaching management, teachers should also be responsible for the students' meals and dormitory management. The headmaster led all the people to carry out their own work and make selfless contributions. Nevertheless for most people, this kind of work time and intensity, is undoubtedly very hard. Even if the salary is guaranteed by national policies, it is still difficult to attract and retain talents. Countless excellent normal university students are unwilling to teach in rural schools, and rural teachers are weak. The number of rural teachers is insufficient, and the limited number of teachers in schools holds several posts [4]. In colleges and universities, what they have learned cannot meet the need of general

teachers of basic education, so it is urgent to improve their professional quality. However, there is relatively little training for general practitioners, so how to train general practitioners has become a major problem in teacher training.

4. The training improvement of rural teachers under the mode of "double teacher teaching"

In view of some problems existing in the current rural teacher training, this paper puts forward the teacher training based on the "double teacher teaching" model. The "double teacher teaching" mode carries out teacher training by means of informatization. In order to improve teachers' teaching ability, classroom teaching demonstration is carried out in accordance to the courses taught by teachers.

4.1 Long-term companion training.

In the information age, the speed of knowledge update is increasing rapidly. As a teacher, we should constantly study and improve our ability. The "double-teacher teaching" mode is a long-term accompanying training. There are two modes of "double-teacher teaching". One is real-time transmission of remote video with the help of the Internet, and simultaneous teaching of online teachers and offline teachers is also called live teaching. This method requires close cooperation between remote teachers and offline teachers, who are the organizers of classroom teaching and the guides of students' learning. At the same time, offline teachers are also learners who participate in the training, experiencing the teaching methods of remote teachers and expanding their teaching horizons. This kind of live broadcast has a strong sense of substitution, and the improvement of offline teachers is also very obvious. Another way is to record the teaching video of the remote teacher in advance, make the supporting teaching courseware and teaching materials, and form the corresponding teaching resource database. Then through the network or a software platform, play recorded video. The offline teachers observed and studied video repeatedly before class. Combined with the actual situation of the offline class, the teaching video was edited and utilized for a second time. The teaching methods and teaching skills of the remote video teachers were used for reference and integrated into their own teaching design. This repeated video broadcasting process is the training and learning process of offline teachers. Only by understanding the teaching ideas, teaching methods and teaching skills of remote teachers, can the offline teachers and online teachers be organically combined to have a "double teacher teaching" lesson. In this approach, teaching video can also be watched repeatedly. For offline teachers, classroom teaching and teacher ability promotion promote each other, and the process of lesson preparation is the process of training and learning.

4.2 Reduce the cost of training funds and training time.

Centralized training of teachers requires the teachers to go out to the designated place, and the traveling expenses for teachers to and from the place, so the training cost is not small. Secondly, even if it is a short-term training, it will take 2-3 days, plus the time on the way back and forth, a short-term training may take 4-5 days. . However, teachers in rural schools often have several jobs. During the training period, the teaching task of the teachers must be assigned to the teachers in school. Moreover, teaching tasks of these teachers are not light. Coupled with the teaching tasks of other teachers, it is difficult to complete the teaching tasks of the two teachers without conflicts in teaching time. "Double teacher teaching" mode is a training mode based on Internet + education, which can deliver video resources remotely through the network and platform. As long as the connection to the Internet, you can learn video remotely, reducing the expenditure of training funds. Teachers can carry out training and learning while undertaking teaching tasks, which save the time cost of teachers' outside training.

4.3 "Demonstration" training for general practitioners.

It is a common phenomenon that the teachers in rural schools are "passive general teachers", who are in short supply of resources. In addition to their own majors, English, fine arts, music, moral

character, science, information technology and other subjects, but also to teach. However, nowadays, it is difficult for the students cultivated by colleges and universities to adapt to the requirement of "omnipotence", and the passive general practice of teachers seriously affects the teaching quality. Even some subjects exist in name only, there are corresponding subjects in the curriculum, but they are often replaced by the so-called main subjects. Through "double teacher teaching" mode, we can solve this problem. For the content that the teachers themselves do not teach, the remote video teachers of "double teacher teaching" play a very important role. Offline teachers can follow online teachers to learn, and the subjects and content of learning can be chosen by offline teachers according to their own actual situation. The learning content is highly targeted and practical. With this kind of long-term "demonstration" training, offline teachers can become real general teachers within days.

5. Summary

For rural teachers, the training content of the teacher training mode based on "double teacher teaching" can be chosen by the teachers themselves. The training content of the course is classroom demonstration teaching of remote teachers, which can be directly used for practical operation. In the context of Internet + education, the "double teacher teaching" mode of teacher training is indeed effective and feasible. The effect of training is limited by the resources of "double teacher teaching". In order to give full play to the training effect of "double teacher teaching" mode, it is necessary to explore and practice in the production of resources.

Acknowledgment

Fund project: this paper is the phased achievement of the special subject of teacher education planning in Yunnan province. The project number is GJZ1617.

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