



Based on the research and practice of the training mode of normal university students in ethnic areas based on rural focus ability

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Abstract. Based on the reality of rural education, this paper focuses on the cultivation of teachers' ethics, and deeply studies the training mode of normal university students to meet the needs of rural education. Through the combination of theoretical discussion and practical exploration, the training system with teachers' ethics as the core and teachers' ability as the support has been constructed, aiming to improve the ability and quality of normal university students to serve rural education. This paper studies and analyzes the challenges and opportunities of rural education, clarifies the goal and path of cultivating teachers' ethics, and puts forward the implementation strategies and measures of "five can and five will" training mode. The practical results show that this training mode has effectively improved the ethics and teaching ability of normal university students, and provided high-quality teachers for rural education, which has positive significance for promoting the revitalization of rural education.

Keywords: ethnic minority areas, normal university students training.

1 Introduction

Rural education is an indispensable part of the national education system. As an important force of rural education, normal university students in ethnic areas and practice of their training mode are of great significance for improving the quality of rural education and promoting educational equity. This study aims to focus on rural areas, focus on ability cultivation, and deeply explore the cultivation mode of normal university students in ethnic minority areas. By sorting out the existing research results, the current situation and problems of normal university students in ethnic areas are analyzed, and the targeted training strategies and measures are put forward. This study is not only helpful to improve the training system of normal students in minority areas, improve the education and teaching ability of normal students, but also provide a strong talent guarantee for the sustainable development of rural education. At the same time, through practice and exploration, we hope to provide useful reference and reference for the cultivation of normal university students in other regions and

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even the whole country, and jointly promote the prosperity and development of rural education.

2 The problem originated: the teachers are weak

Guangxi is located in the western part of South China. As a minority border area developed after education, Guangxi should realize the modernization of education simultaneously with the whole country. The weak links and weaknesses are in the rural areas, and the crux lies in the teachers. At present, the construction of rural teachers in Guangxi is still faced with three difficult problems. Third, teaching, meditation and sincere teaching, lack of potential in professional development.

The Rural Teacher Support Plan (2015-2020) promulgated and implemented by The State Council clearly states that "teachers are the key to the development of rural education, and the construction of rural teachers must be placed in the strategic position of priority development."^[1] Local normal colleges and universities across the country have reviewed the situation, actively carried out the innovation and reform of teacher education and training mechanism, and carried out many beneficial attempts and practices in the exploration of diversified ways of training pre-service teachers in rural areas. Local high college always stick to the local normal education mission, practice training inheriting national culture, serve the rural basic education concept of excellent teachers, focus on solving three big problems of the construction of rural teachers in the new period, innovation student training mode, walked out of a unique ethnic regional characteristics of rural teacher education reform and innovation.

As a border minority area, Guangxi still faces some prominent problems in the training of rural teachers, mainly reflected in the following aspects: First, normal university students' ethics education has a single form, teacher ethics education practice is not systematic, learning and application are disconnected, and "can not go down" and "can not stay" after graduation. Secondly, the professional ability of normal university students is weak, the basic teaching skills are not solid, the independent training motivation is insufficient, and the "teaching is not good" after graduation. Thirdly, the training caliber of normal university students is small, the post adaptability ability is not strong, it is difficult to teach music, physical education and art and other disciplines, "can not afford" after graduation.

3 Policy basis: strengthen training

In October 2017, the Ministry of Education issued the Implementation Measures for the Certification of Normal Majors in Regular Institutions of Higher Learning (Interim). The document emphasizes the principle of classifying the certification of normal majors, aiming to promote the construction, improvement and promotion through evaluation, and comprehensively guarantee and improve the quality of normal professionals training. In January 2018, The State Council issued the Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era. The guideline stressed the need to strictly control teacher access and improve entry stand-

ards. Take the teaching practice and the teacher education curriculum as an important condition to obtain the admission qualification, so as to form the training mechanism of normal university students. In the same year, the Ministry of Education and other officials issued the Action Plan for the Revitalization of Teacher Education (2018-2022) and the Opinions on the Implementation of the Excellent Teacher Training Plan 2.0. These documents aim at the weak links in normal education, take the opportunity of improving the professional quality and ability of normal university students, and are committed to cultivating excellent normal university students by innovating the training mode, updating the course content and optimizing the training system. In July 2020, the Ministry of Education and other six departments issued the Opinions on Strengthening the Construction of Rural Teachers in the New Era, and proposed more specific measures for the construction of rural teachers: various localities should strengthen the construction of entrusted training institutions for rural schools, accurately train local rural teachers, adhere to the needs of rural education; of local culture, promote their professional quality and educational feelings^[2]. Thus it can be seen that a series of national policies have been released successively, which urgently requires the colleges and universities to carry out the corresponding adjustment and reform of each link of the training of normal university students. The training of rural teachers is closely related to the local undergraduate normal colleges. Therefore, the local undergraduate normal colleges must deeply analyze the current needs of rural education in the talent training of normal university students, and deepen the reform of talent training mode^[3]. In order to train teachers for rural schools, promote the pre-service level of rural teachers, and then promote the steady development of rural education.

4 The reform strategy: focus on the ability

4.1 Strengthen the source of education, establish a "excellent, general practice, this language" classification training system for rural teachers

4.1.1 Implement the training plan for outstanding rural teachers. The excellent teacher training plan is launched, taking rural areas as the main battlefield for the future development of normal university students. Through the path of "pilot-demonstration-comprehensive promotion", guided by the concept of outstanding teachers, the provincial outstanding rural teacher training plan is implemented in the normal major of the whole school. Through the joint guidance of "in-school tutor + after-school tutor", the experimental class implements the "double practice" mode of urban primary and secondary school internship + replacement post practice, and vigorously promotes the training of teacher education innovation talents, so as to meet the urgent needs of rural schools for excellent teachers after the realization of the "two basic" goal.

4.1.2 Implement the targeted training program for all general teachers in primary schools. School as the first batch of rural primary school teachers in Guangxi general directional training unit, in the primary school education professional explore the rural primary school teachers general directional training mode, build "general orientation + directional training" talent training curriculum system, focus on cultivating normal growth for the local basic education curriculum reform, the implementation of quality education "rural teaching expert".

4.1.3 Explore the reform of integrating local culture into the training. Construct the curriculum system of local culture, and offer the compulsory courses of local culture. Local culture is one of the required courses for normal university students. Through classroom teaching and field investigation, normal university students can have a deep understanding of the local history, culture and customs, and cultivate their cultural consciousness and cultural confidence. Combined with professional courses to penetrate local culture: integrate local cultural elements in pedagogy, psychology, teaching materials and teaching methods, and integrate local cultural elements, so that normal university students can better understand and use local culture while learning professional knowledge. Carry out local cultural practice activities to let normal university students personally feel the charm of local culture, enhance their sense of identity and belonging to local culture, and deepen their understanding and perception of local culture through personal practice.

4.2 On the basis of strong education, and establish a systematic mechanism of "5 can and 5 hui" training for normal university students with teachers' ethics as the core

4.2.1 To strengthen the teacher's ethics education as the core, according to the "four haves" good teacher standard, built from the first class to the second class, from theory teaching to practice teaching, from explicit course to the recessive curriculum "three-dimensional, full, characteristic" "three" ethics education mode, the ethics education throughout the talent training process, osmosis, multidimensional infiltration, strengthen the rural education feelings, to ensure that graduates "down to" "to" stay"^[4]. Create characteristic curriculum group of local education, understand rural Guangxi and rural education, cultivate the local feelings of loving hometown and serving hometown; create the second classroom, set up two second classroom credits of teachers' ethics education, expand and extend the space of teacher ethics education; organize normal students to go into rural schools, carry out post practice and volunteer teaching; integrate teacher ethics education into professional course teaching, and create ideological and political demonstration courses. Formulate the "whole-process" teacher ethics education program, clarify the education content of each academic year, ensure the teacher ethics education for four years; create a series of activities such as "the most beautiful rural teacher" into the campus, combine teacher ethics education in various activities^[5]; Go deep into rural teaching points, carry out care education activities for left-behind children, excavate local red

resources, build "walking classroom", introduce national cultural resources into classroom, build "teacher ethics education exhibition hall" and develop school-based practice curriculum.

4.2.2 Career orientation, integrated training and competition, and constructed the "five can" teaching skills training system. Outstanding students from teaching ability training, carried out the "five" teaching skills training and assessment mode, focus on rural basic education to cultivate a batch of "speak (mandarin skills), can write (writing skills), can tube (teacher in charge work skills), can teach (teaching skills), use (modern education technology skills)" of rural teachers, ensure that normal graduates "teach well". The "five abilities" teacher education compulsory course module of "course + skills" has been created, and the "five abilities" teaching skills training and assessment standards have been developed. Only after passing the "course assessment + skills assessment" can they get the credits of this course. Innovate training mode, hire excellent teachers to give one-to-one guidance; develop skill training system to realize online comment guidance; implement practice access system to ensure that everyone passes the test; organize various teaching skills competitions to promote training. We have strengthened the construction of platforms, built micro-grid classrooms and Putonghua training rooms, and developed independent training systems such as Putonghua and writing skills, which are open free of charge all day long.

4.2.3 Promote practice through performance, and construct the cultivation mode of "five will" national characteristics. Based on rural teachers structural imbalance, music, sports and art subject of the shortage of teachers, explore the "five" compound talent training mode, to meet the needs of the rural primary school and teaching point "will sing (singing), dance (dance), play (play), painting (art and handmade), run (sports)" "mastering many" compound rural teachers, do "language number take all, sound body beauty all carry", to ensure that normal graduates "carry". Integrating national elements, the "Five Hui" art and sports training mode with national characteristics, requiring normal university students to master traditional ethnic minority art and traditional ethnic sports, and to teach music and sports beauty after graduation, and effectively integrate into local culture. Highlight the performance to promote practice, the establishment of professional associations, students should participate in a club drill activities, regular organization of art, manual works display, to promote practice, exhibition to promote practice. Create characteristic brands, arrange ethnic music and dance characteristic brands such as Zhuangxiang folk songs and Yao encouragement, and create handicraft characteristic brands such as "pottery workshop" and "batik workshop", which are integrated into classroom teaching.

4.2.4 Form a four-in-one practical curriculum system based on literacy and ability. Focusing on the improvement of teachers' professional ability of normal university students, following the law of "experience, reflection to internalization" in the cultivation of normal university students' ability, the practical curriculum system of con-

tent, implementation, platform and evaluation is scientifically designed. The curriculum matrix of "5 can and 5 will " for normal university students is shown in Table 1. Promote the classroom teaching reform of integrating knowledge learning and innovative thinking cultivation. Formed to the student as the main body, learning as the main body, raw interaction, teachers and students interactive classroom ecology, break through the pattern of primary and secondary schools section education, and ethnic minorities, settlements county education bureau and part of the basic education school close cooperation, build regional teacher development community, formed the "small linkage" innovative talent training mode.

Table 1. Training course matrix of "5 can and 5 will" for normal university students

domain	objective	course offered	requirement
teachers' code of morality	Establish correct rural education values; enhance local consciousness and quality; cultivate rural education feelings	Ideological and moral cultivation and legal basis; introduction to MAO Zedong thought and theoretical system of socialism with Chinese characteristics; teachers' professional ethics and policies and regulations; students' moral education and moral education; study of rural education policy; development of rural society and education; regional culture and identity	Down to Stay
Five can	Can say	Teacher English; Putonghua training; Zhuang language; etc	Teach well
	Can write	Three-pen words, writing skills	
	Can tube	Child development and educational psychology; mental health education for left-behind children; class management and young pioneers work; work art of class teacher; etc	
	Can teach	Pedagogy, psychology, subject teaching theory, application of modern educational technology; curriculum design and evaluation; students' cognition and learning, effective education, etc	
	Can use	Modern educational technology and skills, teacher information literacy, etc	
Five will	Will sing	Singing, folk music appreciation and practice	Shoulder
	Will jump	Dance, folk dance appreciation and practice	
	Will play	Play, play on national instruments	
	Will draw	Fine arts and handmade art, national and folk art appreciation and practice	
	Will run	Appreciation and practice of ethnic traditional sports	

4.3 Strengthen the foundation of education, and establish a two-way integration and competition-driven support platform for rural pre-vocational teachers' professional ability improvement

4.3.1 Developed a vocational ability standard system that integrates the training of normal university students and the growth of primary and secondary school teachers. Developed the Scoring Standards for Normal University Students' Teaching Skills Competition and the Scoring Standards for Teaching Skills Competition for Primary and Secondary School and Kindergarten Teachers, covering all normal university majors and related disciplines of basic education in the province. This series of standards is oriented by improving teachers' professional ability, focusing on the construction of a system of teachers' professional ability index system with local characteristics, highlighting the connection between the ability composition of excellent teachers in primary and secondary school and the requirements of normal teachers' ability training students, and becoming the goal orientation of normal university students and professional development of primary and secondary school teachers in the region.

4.3.2 Constructed an independent training and evaluation system for normal university students integrating "training, evaluation and testing". The independent training system of normal university students was designed. Training and Evaluation of Teaching Skills for Normal Students is published, with training objectives, evaluation contents, evaluation methods and evaluation standards for Putonghua and teachers, oral and written expression skills, teaching skills, educational technology application skills, class work skills, mental health education ability, and educational research ability; The Online Evaluation System for Normal Students is independently developed^[6]. Normal university students conduct independent training and evaluation in real-time, realizing the effective integration of online and offline, traditional training and information technology. The teaching skills training of normal university students and the evaluation and certification of normal university students are organically combined with the teaching skills competition. Normal university students have obtained the "Comprehensive Assessment Grade Certificate of Guangxi Normal University" through the system evaluation, and obtained the admission qualification of education practice.

4.3.3 Set up a platform for integrating quality resources between normal education and basic education. One is to set up the "future education laboratory", the wisdom teaching building. Built with remote trainee, remote teaching, remote guidance, real-time interaction, real-time evaluation, resource sharing and independent inquiry learning diversified function of "future education laboratory" group, reached the domestic advanced level, primary and secondary school teachers and students to carry out skills drills, remote teaching view, teaching research of "double classroom". Second, a cloud resource platform for high-level teacher education has been built. The platform gathers the winning teaching examples of previous provincial normal uni-

versity Students teaching skills Competition and Guangxi Primary and secondary school Teachers Teaching Skills Competition, the teaching resource database of primary and secondary schools integrating the national sections of basic education and examples of subject teachers, as well as the national and autonomous region teacher education courses independently developed by the school. Normal university students and primary and secondary school teachers can learn and use these situational resources from the site anytime and anywhere through multiple terminals. The third is to build a group of high-level teacher education teaching team with the participation of the teachers of the "famous teachers" as the core and the high-grade teachers. College teacher education course teachers enter into the primary and secondary school classroom "water class", and primary and secondary school teachers enter into the university classroom, as the subject teaching theory course teaching, realizing the seamless connection between college classroom and primary and secondary school classroom. At the same time, the school also carries out the teacher education curriculum practice plan, and has selected education curriculum teachers to teach part-time in basic education schools. Through practice activities, teachers of teacher education courses can have a deep understanding of the development status of basic education schools and the dynamics of education and teaching reform, so as to improve the pertinence and effectiveness of training normal university students^[7].

5 Conclusion

With the goal of precision, this study plans the implementation path of "excellence" and "general practice orientation". Establish the curriculum matrix of "four gains and five abilities" training mode, improve the supplementary mechanism of rural teachers, and promote the balanced development of basic education in ethnic minority areas at a deeper level. Guided by the standards, the teacher professional ability evaluation standards that connects the training of normal university students with the ability requirements of excellent teachers. On the one hand, based on the core elements of professional competence of excellent teachers, the competition standards for teachers of normal students and all subjects of primary and secondary schools are developed; on the other hand, the multidimensional evaluation standards of normal students realize the constituent elements of excellent primary and secondary teachers and the requirements of normal students, and become the goal orientation of normal students and the professional development of primary and secondary school teachers. With competition as the carrier, it has built a "two-way integration" education mechanism of normal education and basic education. Relying on the competition drive normal colleges and primary and secondary schools together improve teachers' professional ability, teachers professional evaluation standard into normal professional ability, build a normal education and basic education two-way financing, harmonious coexistence education mechanism, effectively mobilize high quality education resources flow and sharing, effectively improve the quality of rural teacher training.

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