

The Realistic Dilemma and Way Out for the Teachers Group of Early Childhood in the Remote Rural Areas of Western China

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Keywords: Remote Rural Areas; Kindergarten Teachers; Early Childhood Education; Realistic Dilemma.

Abstract. By investigating the professional quality, educational background, professional title, teaching age, salary guarantee and post-service training of preschool teachers in remote rural areas of S Province, we find that there are many practical problems in the construction of preschool teachers in remote rural areas of Shaanxi Province, such as lack of professional teachers, low overall academic qualifications, inadequate evaluation of professional titles, weak in-service training, low economic treatment and social status. In order to attract excellent teachers and so on. In view of these problems, this paper puts forward some suggestions for solving difficulties.

1. Introduction

Preschool teachers are the key to the development of preschool education. The development of preschool education in remote rural areas cannot be separated from its practitioners - teachers. Paying attention to the status of preschool teachers in remote rural areas and creating the necessary conditions for their growth is an important prerequisite for the healthy development of preschool education in remote rural areas. What are the main problems of preschool teachers in remote rural areas of Western China due to underdeveloped economy? How to solve these problems? Make an inquiry here.

This study mainly adopts the methods of questionnaire and interview. A random cluster sampling method was adopted to investigate 10 Rural Kindergartens in 5 counties of S province in Western China. 200 questionnaires were sent out, 195 questionnaires were retrieved and 189 valid questionnaires were collected. The contents of the survey included professional quality, educational background, professional title, teaching age, salary guarantee and after-service training of kindergarten teachers in remote rural areas. At the same time, some kindergartens and teachers were also interviewed. Distribution of kindergarten teachers in remote rural areas of S Province is unbalanced, professional teachers in remote areas are scarce, and the team is unstable and in

reverse flow. At present, it is urgent to strengthen the construction of kindergarten teachers in rural areas of S Province in order to improve the quality of kindergarten education in remote rural areas of S Province.

2. Analysis Of The Current Situation Of Preschool Teachers In Remote Rural Areas Of S Province

2.1 The shortage of qualified teachers in preschool education in remote rural areas and the serious loss of qualified teachers

According to the survey, there is a serious shortage of preschool education teachers in remote rural areas. The proportion of preschool teachers and students in remote rural areas is 1:35.6. The unbalanced economic and educational development among regions results in the unbalanced distribution of preschool teachers in remote rural areas. In remote rural areas with poor economic and educational foundation, the number of Preschool education teachers is seriously lacking. The preschool education teachers among different kindergartens in the same area are seriously lacking. There are also great differences in quantity due to the differences in school-running conditions and so on. Some kindergarten teachers in remote rural areas have poor professional skills. They can't play the piano, sing, dance and draw. Their chalk writing is crooked and twisted. Some teachers have incomplete five tones and poor Putonghua. There is an urgent need for kindergarten teachers graduates with good oral English and artistic skills and pre-school professional education in remote rural areas. However, the survey of the graduates' destinations of the mainstream kindergarten teachers training institutions in S province shows that 90% of the graduates of kindergarten education major stay in cities, and few of them are willing to work as teachers in remote rural kindergartens. The teachers in remote rural kindergartens are often held by retired private primary school teachers or junior and senior high school graduates. The teachers of kindergarten education specialty are extremely short of qualified teachers, unstable and underdeveloped. The centrifugal tendency of kindergarten teachers in the district is more serious, showing a flow from underdeveloped areas to economically developed areas, which objectively leads to the imbalance of the allocation of educational resources.

2.2 The preschool teachers in remote rural areas lack professional foundation, and their academic qualifications are mismatched with their professions

The Teachers' Law of the People's Republic of China clearly stipulates that "the qualifications of kindergarten teachers should be graduated from kindergarten normal schools and above." However, in the kindergartens surveyed, there are widespread phenomena that the qualifications of kindergarten teachers are not up to the standard or their majors are not appropriate. From the level of pre-service education, the part of kindergarten teachers in remote rural areas of S province is vocational high school students, and the proportion of pre-school education graduates is less than 1/2. Most of them are teachers from other sources without formal and systematic learning in normal schools. Even the graduates of kindergartens in Township centers are rare. Many teachers are below senior high school education, have not received any professional training, and have not reached the national standards of academic qualifications at all. Many on-the-job teachers do not have

qualification certificates. Even qualified teachers are mostly educated through further study or training. Their professional knowledge and ability in education and teaching are not in line with their specialties, and cannot meet the needs of the current development of pre-school education. At present, the main way of running kindergartens in remote rural areas is organized by primary schools in towns (townships) and villages, partly by private individuals. In order to reduce the cost of education, schools and private kindergartens try not to employ graduates of high or regular kindergarten teachers, but some teachers with low educational background. Therefore, few preschool teachers in remote rural areas have the qualifications of preschool teachers. Low-quality teachers seriously affect the quality of kindergartens in remote rural areas.

2.3 The evaluation of professional titles is not empowered, and it is difficult to build a backbone teacher echelon

The evaluation of teachers' professional titles means that the society affirms and approves the professional level of teachers, and to a large extent affects the identification and support of parents and members of society. According to the "Opinions on the Implementation of the Regulations on the Trial Implementation of Teachers' Duties in Primary and Secondary Schools", the evaluation of kindergarten teachers' professional titles belongs to the primary education series. However, the survey found that the majority of preschool teachers in remote rural areas were employed by private kindergartens, and a few were employed by kindergartens or preschool classes run by primary schools. As far as the nature of employment is concerned, most of them belong to temporary appointment system, and only a few belong to the national establishment. Because of the policy reasons, the education administration department has not brought the teachers appointed by Remote Rural Kindergartens into the scope of the unified management of local teachers. The remote rural kindergartens have become extra-editorial teachers. 66.4% of remote rural kindergartens have no professional title, and only 33.6% have professional title. Even those with professional title are mostly set up kindergartens attached to primary schools or preschool classes as part-time kindergartens or transferred to posts. Primary school teachers in preschool education and a small number of public teachers in township (town) central kindergartens. There is no professional title evaluation for preschool teachers in remote rural areas at village level. The preschool teachers in remote rural areas are an almost neglected group. Their Professional Title Evaluation and salary promotion are not standardized, and the system of selecting the best teachers first has not been popularized. They seem to be excluded from the educational system and cannot get due recognition. This has greatly dispelled the work enthusiasm of preschool teachers in remote rural areas, resulting in the "recessive loss" of preschool teachers.

Key teachers play a leading role in education and teaching, which is very important to improve the quality of education and teaching. Because preschool education in remote rural areas starts late, most teachers are appointed temporarily or for a long time in kindergartens. The total teaching age and preschool teaching age of teachers are less than 10 years, the average total teaching age is about 6 years, the average preschool teaching

age is about 5 years, and the growth of a key teacher needs at least 5 years. Practical training has not yet formed a backbone group of teachers.

2.4 Low economic treatment and social status make it impossible to recruit and retain excellent teachers

At present, the monthly salary of preschool teachers in remote rural areas of S province is only 1500-2500 yuan. Their monthly income is less than 4000 yuan, there is no pension insurance and medical insurance, lack of funds for study and continuing education, not to mention the protection of housing provident fund. How can such a difficult living background sustain huge enthusiasm for education for a long time to promote the development of remote rural preschool education? On the one hand, it makes capable and experienced preschool teachers flow to economically developed areas and kindergartens with good conditions or even out of preschool education profession, on the other hand, it makes many excellent young people unwilling to choose the work in preschool education in remote rural areas.

Preschool education in remote rural areas has not yet been formally included in the model of compulsory education. The state has not clearly defined the identity of preschool teachers in remote rural areas. They are neither public teachers, nor private teachers, nor substitute teachers in the true sense. The marginalization of political treatment, the "simplified" understanding of preschool teachers' work by parents and members of society, even the wrong understanding, has affected children social status of pediatric teachers. From the interviews, we found that some teachers also realized that only by improving the professional level of preschool teachers can they establish their own status in the eyes of parents. It can be seen that improving the quality of preschool teachers in remote rural areas and improving the treatment of teachers are the key to improve the quality of preschool education in remote rural areas.

2.5 After-service training lags behind and the degree of specialization needs to be improved

The serious shortage of training funds for kindergarten teachers has become a bottleneck hindering the improvement of the quality of kindergarten teachers in remote rural areas. At present, the training of preschool teachers in remote rural areas has not been included in the teacher training plan of the local education department, which leads to the lack of effective post-service training for the vast majority of preschool teachers in remote rural areas. In addition, the structure of preschool teachers in remote rural areas shows younger characteristics, the lack of experienced teachers, the lack of guidance from experienced teachers for novice teachers, and the hindrance of learning improvement in kindergartens due to the private sector. Teachers in kindergartens are very tightly organized and it is almost impossible for them to go out to study. In remote rural areas, kindergarten teachers not only have no opportunities to go out to study, but also have few opportunities to communicate and learn among kindergarten teachers in the same district. Because of the backward rural culture, information blockade and the lack of books and materials, more than 90% of remote rural preschool teachers do not read professional books. It is difficult for teachers to improve their professional level through amateur learning. Professional development is difficult, knowledge aging, old educational concepts, copy-based

education, recitation and recitation are common methods of education, professional skills are weak, it is difficult to adapt to the needs of the modernization of early childhood education.

3. Exploring The Way Out For Construction Of Preschool Teachers In Remote Rural Areas

By formulating and implementing various protective policies, laws, regulations and integrating various other social resources, efforts are made to build a three-dimensional, comprehensive and multi-level social integration and intervention mechanism to ensure fairness among teachers and between the education system and other social systems. The government should also formulate corresponding management system, supervise and compel employers to take effective measures to implement the treatment of remote rural preschool teachers, establish a minimum income control line for remote rural preschool teachers, and integrate preschool teachers into social security, so as to protect the integration of preschool teachers. Legal rights and interests, stimulate their enthusiasm for teaching. To solve the problem of retirement pension for kindergarten teachers, the labor security department should make a comprehensive study of the old-age insurance for kindergarten teachers in remote rural areas when researching and exploring the old-age insurance system.

In view of the current situation that the overall quality of preschool teachers in remote rural areas is not high, educational administrative departments and kindergartens should fully realize that teacher construction is the key to improve the quality of preschool education in remote rural areas. It is suggested that the public kindergartens or demonstration kindergartens at the district (county) level in each district (county) should be responsible for the training of kindergarten teachers in the township centers, and that the Township Central kindergartens should be responsible for the training of kindergarten teachers in other kindergartens and preschool classes in the township, thus forming an effective training network for kindergarten teachers in remote rural areas. In order to ensure that funds are in place, the training of kindergarten teachers should be incorporated into the continuing education plan of local primary and secondary school teachers, so as to achieve planned, financed and assessed, and constantly improve teachers' professional qualities and abilities. For example, kindergartens in Township centers should be partitioned, and key teachers should be guided at different points, covering the teaching and research activities to private kindergartens in remote rural areas. The training methods should be diversified, such as the combination of lectures and discussions, the combination of discussion and summary, the combination of on-site observation and comments, and discussion. Centralized training can be divided into different levels according to teachers' working experience to meet the diverse needs of different groups of teachers as far as possible.

The main force of preschool education in remote rural areas is a large number of preschool teachers with remote rural household registration. The government should earnestly implement the Teacher's Law of the People's Republic of China in accordance with the level of economic development and the relevant provisions of the state on the treatment of those with corresponding academic qualifications, so that kindergarten teachers in remote rural areas can enjoy the same status and treatment as primary and secondary school teachers, and the

evaluation of their professional titles should be clearly stipulated in the form of law, so as to stabilize the ranks of kindergarten teachers and prevent the loss of professional.

The paper's research is an achievement of Xi'an College of Arts and Sciences teaching research and reform "pre-school education practice curriculum training resource development research".

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