



# Research On Path Of Cultivating Country Affections Of Oriented Normal Students At Public Fees

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**Citation:** Wei Huang et al., Research On Path Of Cultivating Country Affections Of Oriented Normal Students At Public Fees, *Educational Administration: Theory And Practice*, 30(4), 1863-1867 Doi: 10.53555/kuey.v30i4.1765

## ARTICLE INFO

## ABSTRACT

Oriented normal students at public fees are the talents that normal colleges and schools around the world focus on cultivating, and they are the core structure of rural teachers. Their development determines the solid foundation for rural teachers to build and grow and plays an important role in promoting the balanced development of urban and rural compulsory education in China. As the main organization, local normal colleges respond to the strategic requirements of national rural revitalization, which not only obtains new development opportunities for cultivating oriented normal students at public fees but also obtains unprecedented challenges. Local normal colleges must strengthen the training of talents, attach importance to caring education, strengthen tripartite cooperation with local governments and schools, and create a qualified and excellent team of rural teachers.

**Keywords:** Oriented normal students at public fees; rural revitalization; educational balance

Since 2018, when the Ministry of Education changed from perfecting the system of free normal students to cultivating normal students at public fees, it has carried out various stages of rural-oriented normal students training programs in many provinces in China. This has delivered a lot of fresh teachers to rural schools in China, provided a new direction for China to promote the construction of urban-rural integration and the development of education, and played a decisive role in the overall improvement of education level, ability and culture in poor areas in remote areas of China. However, the overall quality of teachers in remote areas and rural areas in China has not significantly improved. This is because the rural areas in China are relatively wide, the conditions have not yet developed, the teaching ability gap between teachers is relatively large, and there are bottlenecks in the uneven and imperfect development of teaching levels in schools between rural areas. The report of *Support Plan for Rural Teachers (2015-2020)* holds that: there are some problems affecting the healthy growth of rural teachers in China, such as teachers' quality, transportation channels, resource allocation, teacher structure and teachers' morality. Therefore, local colleges should formulate reasonable training plans to improve normal students' country affection.

## I. Background of cultivating oriented normal students at public fees

(1) The state promotes rural strategic planning.

Under the policy background of rural rejuvenation and accurate assistance, the state puts rural development and reform and cultural construction in the first place. The *Action Plan for Revitalizing Teacher Education (2018-2022)* and the implementation of some government documents all require further promotion of teachers' localization training, further expansion of enrollment scope by supplementing rural teachers in difficult areas, and assisting local colleges to train excellent quality teachers who can "go countryside, stay there and teach well". Rural revitalization requires the revitalization of education. Rural teachers are the fundamental guarantee for doing a good job in rural education and an important force to promote the rural revitalization strategy. Rural teachers are the shortcomings of the development of basic education in China. To improve the overall level of rural education in China, the most important thing lies in the teaching ability and moral cultivation of rural teachers. Cultivating high-quality rural teachers has become the key to rural

basic quality education, thus every rural child can receive an equal quality education, help rural children learn and grow, and curb the spread of poverty from generation to generation in education. Becoming a rural social think tank and a rural teacher with local conscience and thoughts is of great significance to both rural basic education and the overall development of rural society, economic construction and civilization progress. Rural teachers shoulder multiple responsibilities for rural rejuvenation.

(2) The state advocates the cultivation of oriented rural teachers at public fees.

General Secretary Xi Jinping believes that teachers are the primary resource for the priority development of basic education and an important foundation for China's prosperity, national rejuvenation and people's well-being. As the soul of rural education, rural teachers will be unable to achieve the goal of revitalization without their persistent and improving teaching quality. In January 2018, the General Office of the Central Committee of the CPC and the State Council jointly issued several opinions on comprehensive development under the new situation of teacher construction reform. The top-level building design was made for the development direction of teachers, the teacher education outline and the blueprint for training development were drawn, and the key points must be divided first, to fully understand the significance and overall demand of teacher engineering construction. In April

2022, the Ministry of Education and eight other departments issued the *Plan for Strengthening Teachers in Basic Education in the New Era*, which provided a code of conduct for China to comprehensively deepen the construction of rural teachers in the new era and promote the high-quality development of rural teachers<sup>[1]</sup>.

## II. Significance of cultivating oriented normal students at public fees

The key to rural revitalization lies in the people, but the core lies in education. The construction of oriented normal students at public fees has become the source of continuous delivery of high-quality rural teachers for rural areas in China. After graduation, normal students will return to their places of origin and make contributions to the cause of education in this land where they were born and raised. It is the best guarantee for most rural areas in China to realize poverty alleviation and rejuvenation that local normal colleges train a batch of teachers with excellent professional ability, selfless dedication and love for local culture. Generally speaking, the construction of rural teachers and the development of normal education have ushered in a favorable situation. The policy of normal education in local public schools is in line with the poverty alleviation policy promoted by China. The implementation of this policy not only provides a large number of poor students in rural areas with opportunities to receive higher education but also effectively reduces the corresponding economic burden for rural students' families. Therefore, it is necessary to further standardize and optimize the training system of rural public normal college students, and truly ensure that rural oriented normal students at public fees can "get in, learn well, go countryside, stay there and do well" in rural schools after graduation, to fundamentally improve the overall education level of rural teachers and promote the equal development of urban and rural education.

## III. Challenges and analysis of cultivating oriented normal students

(1) The gap between rural normal students is large.

On the one hand, the demand for teachers in China is still huge. It is estimated that the actual number of full-time teachers will be about 3 million before 2010 and 2020, regardless of the impact of teacher mobility. Judging from the current number of educated students in China, the number of teachers is still insufficient, especially in rural areas, which is quite different from the actual demand for teachers in the current rural education curriculum reform. However, education reform needs to solve various reasons such as expanding the class and gradually releasing the two-child policy, and the demand for future teachers, especially rural teachers, will still increase.

In addition, excellent teachers cannot take root in the countryside. Although it is becoming increasingly difficult for college students in China to find jobs, the proportion of excellent teachers teaching in rural areas is still very small, and they cannot go deep into rural areas. As one of the main supplements for local teachers, they are also faced with the problem of "stay there". First, at present, regardless of urban and rural areas, there is a shortage of teachers. Some new teachers with high degrees, high quality and young age are basically assigned to schools in counties or towns, resulting in a handful of teachers assigned to primary schools in remote rural areas, which leads to "failure to go countryside" of high-quality teachers. Second, even if these teachers are assigned to work in remote rural schools, they will not be able to stay in the countryside for a long time. They may have their life pursuit, and they may leave their posts through examination or other means after serving for a few years. To some extent, rural schools have become a short-term springboard for teachers to achieve their personal goals, that is, "failure to stay there." Third, the phenomenon that normal students face various problems and violations after graduation is still endless, let alone going to the countryside or supporting rural education<sup>[2]</sup>.

(2) Lack of country affection - the ability to adapt to local services is not strong.

With the acceleration of the process of urban integration in China, the education sector has increasingly taken on a new look. According to the development trend of normal university education, normal universities should pay attention to the main business of university teachers, improve the quality of talent cultivation of normal

students, and the educated students should also have normal morality. We should cultivate the basic skills of ordinary college students and also cultivate the spirit of not forgetting the original intention, returning to the foundation and sticking to morality. This is also necessary for "general training", "middle school teachers" and "multiple abilities".

The cultivation of oriented normal students at public fees is different from the training of normal schools. After returning to the original teaching, they not only use knowledge to develop rural culture, but also cultivate their skills with the help of rural local educational resources. In addition to the necessary basic knowledge, professional quality, teaching technology and professional ethics, students at public fees also need to learn from the rural lifestyle, understand the rural teaching model and engage in rural cultural education, teaching, research and reform. To this end, public-funded student training in regional colleges and universities, general training is also students' sense of serving the local area, cultivating public-oriented country affections and cultivating public welfare students' "rural characteristics", otherwise the lack of country affection will only cultivate "strangers" born in rural areas.

(3) Colleges and universities for the cultivation of oriented normal students at public fees are largely identical but with minor differences.

As investigated, as for the training of oriented normal students at public fees in schools, some oriented normal students still say that their training methods are not substantially different from those of ordinary normal students, many of them are not very familiar with the reality of rural colleges, and many students lack experience in taking classes in rural colleges. In addition, compared with non-oriented students, they are completely confused. They are full of enthusiasm after filling out the college entrance examination volunteers in college, and sometimes they will blame themselves out of indignation. If they choose education, they will be far away from something that can create wealth. The teaching provided by this school is not comprehensive in terms of rural history and rural culture, thus it lacks the roots of the hometown, let alone the love for the hometown. However, the conflict between social interests and self-interests cannot be properly handled. Many students may feel that they have stayed in the countryside all their lives for the future, and some schools have some contradictory emotions, because on the one hand, without the pressure of employment, the motivation for their studies will not be so strong. On the other hand, without the rural campus, there will be no corresponding empathy for the experience of going to school, thus sometimes schools will be in a long-term endless cycle.

(4) Differential implementation of national policy ideals

Under the strategic background of the country's rural revitalization, local governments also understand the importance of promoting normal student education for rural education, thus they strengthen the system construction of oriented normal students at public fees, and hope to use the unique higher education system to bring all poor students into contact with higher education. It is even more hopeful to use this form to transport batches of high-quality teachers to rural schools, further promoting the construction and development needs of rural cultural soft power. Although China has gradually increased its investment in higher education, especially in rural areas, the stage problem of unbalanced and imperfect higher education has not been properly solved due to the extensive rural higher education, poor educational conditions, outstanding students, historical debts, the gap between urban and rural areas and great agriculture.

After graduation, oriented normal students should remind themselves that they should pay attention to burning their souls to realize their life value as teachers and also face a series of external influences that affect their career development prospects. Salary level is the core factor of professional competitiveness. In addition, the motivation for students' entrance examinations to be open to ordinary students also needs to be considered. The survey shows that the main factors of local public teachers' entrance examination are "loving education and being interested in teaching" and "reducing the family economic burden", "students have job authorization and guaranteed employment opportunities after graduation", and male college students think of "reducing the family economic burden" [3]. However, some rural students often choose to study in normal schools under the pressure of their parents or other pressures, instead of focusing on rural education for themselves. Therefore, when these students enter the school, their learning motivation, learning attitude and professional feelings will all cause obstacles to the training and management of university talents. They will either procrastinate in their studies and wait for death, or they will not sign the tripartite agreement after graduation as required. This default rate violates the original intention of the relevant national education regulations and also squeezes out domestic students who are determined to pursue education in the motherland because of limited places.

#### **IV. Cultivation strategy of oriented normal students at public fees in local colleges**

(1) Accurately positioned talent cultivation based on local services

At present, the training mode has also changed greatly, and there are three main types with characteristics: general practice teaching mode, branch teaching mode and comprehensive mode, and all kinds of teaching modes are suitable for training at all stages.

Firstly, the objectives of the training plan for public normal college students are clearly defined. Based on the formal education discipline certification system, the talent training plan should be solid and generous,

highlighting the basic characteristics of education and generously reflecting the comprehensive characteristics of higher education.

Secondly, we should build a curriculum system for normal students at public fees, insist on comprehensive ability as an advantage, and strive to cultivate undergraduate project development and research awareness, education and teaching skills, knowledge innovation ability, education and teaching research awareness, lifelong learning awareness, modern teaching technology awareness and teaching awareness according to law, thus graduates of public colleges and universities should have educational awareness and ability in future education.

Finally, we should pay attention to meeting the needs of local rural education. The biggest difficulty faced by public normal college students is that they do not meet the local requirements, because public normal college students must return to student-based teaching and are destined to train in the local normal college without opening the doors. In view of the different requirements of rural education teachers, each teacher has his characteristics, lacks the subject foundation of rural teachers, has a low professional quality of rural teachers, and has a sense of rural teaching discipline, etc., local normal colleges should do enough investigation and research in the early stage, and put forward corresponding countermeasures according to the results of investigation and research, to make targeted changes. In this way, trained students can get in immediately by using it well.

(2) Create an atmosphere to reshape the country affection of the new generation of rural teachers

Firstly, it is necessary to make clear the "realistic foothold" of morality first, strengthen local teaching in combination with the teacher training plan, and bring the nostalgia and rural education into comprehensive teaching; various vivid, meaningful, solid and effective ways have been adopted, such as visits, lectures, school counselors, teaching in the countryside, voluntary counseling, and face-to-face guidance with the head teachers of rural schools, to guide the students' country affections.

Secondly, it is necessary to find the "best breakthrough point" of traditional culture education. Most of them have a profound tradition of running a school, and can fully tap the excellent teaching tradition of our school and the existing educational resources of traditional culture. By combining the old with the new, they will work together to form a new high-quality cultural atmosphere, which will cast a subtle mold for the school's educational style and the formation of students' personality spirits and individuality.

Finally, it is necessary to combine knowledge mastery with practical skills training and combine knowledge mastery with emotional training. In the training plan, the field practice including teaching practice, training practice and educational practice is set up, especially the rural field practice project, thus students can conduct comprehensive training and teaching process under the guidance of teachers, and further consolidate students' vocational adaptability<sup>[4]</sup>.

(3) Enrich means, and perform indiscriminate training of oriented normal students at public fees

Rural students at public fees should be able to adapt to rural teaching and make up for the current situation that there are no teachers in rural areas. At present, many young teachers lack a sense of belonging to rural students, and the corresponding teachers have no sense of belonging. Therefore, teachers in major schools should be treated differently from normal students in the education plan, the subject design should be localized as much as possible, and the students who work in rural areas should not manifest inadaptability because of no differentiation.

In addition, the training of teaching skills should be more oriented to children and students in rural areas. At present, no matter in the school training stage or the recruitment process, the school is basically oriented to urban teaching students, and few of them take the countryside as a template. Many people think that small-class teaching in rural areas is easy to teach, but in fact, small-class teaching in rural areas is not as easy to teach as imagined. What should we do with little teachers who have no punishment power? What should we do with naughty children and unfulfilled family cooperation? However, the learned knowledge and technology cannot be used correctly, which will become a difficult problem for oriented graduates after they take up their posts. Therefore, training teachers must take rural education as the background.

(4) Collaborative training, improve the admission and exit mechanism of local colleges and universities.

The training of government-funded oriented normal students is a systematic project, and the training of normal universities all over the country is only a part of it. How to truly implement the government-funded training method for normal college students requires the formation of a "trinity" collaborative talent training system with local people's governments. The first action is to form a system of the training implementation plan. As for the public-funded oriented enrollment project for rural schools, after being determined by local colleges and universities, the relevant departments for local governments and rural representative institutions are entrusted to jointly study and agree on the project, to ensure that the talents trained by colleges and universities can meet the actual needs for various educational schools or institutions of society in quantity and quality. The second action is to implement agreement signing management. Before the students are officially selected to enter the school, the parents of the students, the students, the local county (city, district) government and the training institutions will jointly sign a public fee training and targeted employment agreement, to strengthen in-depth consultation and effective communication and promote in-depth consultation and efficient communication between our school and local departments and three parties.

In addition, local schools should expand their autonomy in enrollment. Before the entrance selection, we can increase the evaluation content, or pay more attention to the evaluation content, to understand the cultural

feelings, hobbies and personal needs of graduates. To continue to improve the exit system of civil servants' oriented normal students, an examination can be added in the second-grade entrance stage. By setting corresponding requirements and indicators, those graduates who do not meet or are unwilling to teach in the direction will withdraw from the ranks of teachers' college graduates with official fees, and they can return the subsidies they have obtained as required; graduates who meet the requirements and want to take root in rural teachers are allowed to transfer to the team of public-funded normal college graduates following relevant requirements under corresponding circumstances, and subsidies are given as required.

## V. Conclusion

To sum up, if some schools want to truly implement the education policy when recruiting oriented students at public fees, they must make efforts in cultivating their ability and quality, enrich their country affection, cultivate teachers' styles and professional ethics, and stabilize management. Teacher Tao Xingzhi once said: "true teaching is an activity of mutual affinity. Only from the bottom of my heart can I reach the deepest part of my soul." Here, "from the heart" is the oriented country affections and professional ethics of ordinary college students, which is also their internal strength to persist in and contribute to rural education in the future. In recent years, teachers called "most beautiful rural teachers" such as Zhang Guimei, Zhu Mincai, Jiang Guozhen and Zhi Yueying have emerged one after another. They all exude a strong local flavor and educational feelings and excellent styles and ethics of teachers. They still have many excellent qualities worth learning for every educator. Therefore, building a strong team of rural teachers is the key task to cultivate oriented normal students at public fees. Local colleges and universities can cultivate the country affection of the oriented normal students at public fees in a better state through accurate positioning, creating atmosphere, enriching means and collaborative training as well as talent cultivation rooted in local services, which is helpful to realize the beautiful vision of "going countryside, staying there and teaching well" for rural teachers in China.

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