

Research on the professional dilemma and improvement strategies of rural primary school teachers under the background of rural revitalization

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Abstract: Under the background of rural revitalization, rural areas are facing new development opportunities and challenges. The rural revitalization strategy advocated by the government aims to promote rural economic development, improve farmers' lives, strengthen rural infrastructure construction, enhance the level of rural education, and promote social and cultural progress in rural areas. Education is the cornerstone of rural revitalization, and rural primary school teachers are the backbone of education. Improving their plight will help stimulate the vitality of rural education, improve the quality of talent training, promote the successful implementation of the rural revitalization strategy, and bring broader prospects for the development of rural areas. This paper expounds the connotation and theoretical basis of the construction of primary school teachers under the background of rural revitalization, points out the professional difficulties faced by primary school teachers under the background of rural revitalization, and puts forward specific improvement strategies to solve the difficulties.

Under the background of rural revitalization, the profession of primary school teachers has shown a new development trend. With the increase of national attention to and investment in rural education, the profession of primary school teachers has gradually gained more attention and support. The promotion of the social status of the teaching profession is no longer only regarded as the work of preaching and teaching, but also as the cornerstone of national and social development. This cognitive change has brought more social respect and attention, and has also attracted more outstanding talents to devote themselves to the education career. The career development path of teachers is also increasingly diversified. In addition to the traditional teaching work, teachers can participate in the work of education research, education management, education consulting and other fields, which expands the space for career development. With the continuous improvement of rural education resources and the popularization of modern technology, teachers will have more opportunities to provide high-quality education services and promote the innovation and development of rural education. This will provide solid support for the successful implementation of the rural revitalization strategy, and also bring broader prospects for the future career development of primary school teachers.

1. Connotation and theoretical basis of primary school teacher construction under the background of rural revitalization

1.1 Connotation of the rural vitalization strategy

The rural revitalization strategy is one of the important strategies of China's national development, which aims to achieve the goals of coordinated urban and rural development, comprehensive construction of socialist modernization in rural areas, continuous increase of farmers' income, and comprehensive progress of rural social undertakings. The rural revitalization strategy focuses on the comprehensive development of rural areas, including the development of rural economy, the progress of rural social undertakings and the protection of rural ecological environment. By improving the development level of rural economy, increasing farmers' income, improving rural infrastructure and public services, and strengthening the protection of rural ecological environment, the all-round development of rural areas and the quality of life of rural residents can be improved. The rural revitalization strategy emphasizes the modernization of the rural governance system and capacity, and the improvement of rural grassroots organizations, the level of rural self-governance, strengthening the construction of rural social management and public service system, and improving the quality and ability of rural cadres. By improving the modernization level of rural governance, it can better meet the diversified needs of rural residents and promote the development of rural social undertakings. At the same time, the rural revitalization strategy emphasizes the integrated development of primary, secondary and tertiary industries in rural areas. This means to promote the modernization of rural primary industry (agriculture), promoting the development of rural secondary industry (rural industry), cultivating new rural industries, and promoting the growth of rural tertiary industry (rural service industry). By realizing the integrated development of primary, secondary and tertiary industries, the diversity of rural economy can be increased, the income level of rural residents can be improved, and the rural prosperity can be promoted^[1].

1.2 The iceberg model theory

Iceberg model theory, which is usually used to reveal the relationship between the appearance of the problem and the deep causes. The model vividly likens the problem to an iceberg, where the most visible part on the surface is only a fraction of the problem, while more and deeper causes are hidden and imperceptible. In management and decision-making, this theory is a reminder to focus not only on the obvious, but also into the underlying reasons behind it^[2].

Using the iceberg model, various complex problems can be effectively analyzed. In business management, for example, surface problems may be employee efficiency or product quality problems, and the root cause of these problems may be a lack of effective training, an inappropriate working environment, or a mismatch between corporate culture and values. More lasting and fundamental improvements can be achieved by identifying and addressing these deep problems. In the field of education, especially in the development of rural education, the iceberg model also has an important application value. On the one hand, evaluating and promoting the professional development of rural teachers requires paying attention not only to their teaching skills and knowledge level, but also to the teachers' personal qualities, values and social roles. For example, a superficial problem may be the low quality of teaching, while deep reasons may include insufficient professional training of teachers, lack of resources, or the impact of social environment and cultural background on education. When using the iceberg model, the key is to adopt a systematic way of thinking to explore how different levels of factors interact. This includes the consideration of individual behavior, organizational structure, social culture and other dimensions. For example, a teacher's teaching methods is influenced not only by their individual abilities but also by the subject policies of the

school, the expectations of the community, and even the wider socio-cultural context.

In conclusion, the iceberg model provides a framework for comprehensive analysis and problem solving, helping us to not only focus on the surface phenomena of the problem, but also dig deep and solve the root causes of the problem. In the professional development of rural teachers, this means not only to improve their teaching skills, but also to pay attention to their personal growth, value formation and social environment impact on them, so as to achieve a more comprehensive and in-depth educational reform and development^[3].

2. Professional plight of primary school teachers under the background of rural revitalization

2.1 Social-level problems exist

In the context of rural revitalization, primary school teachers are faced with a series of important difficulties and problems at the social level, which have an important impact on the realization of rural revitalization and improving the quality of rural education.

On the one hand, with salary and social status issues, primary school teachers usually face the problem of underpay in rural areas. Their salary level is relatively low, and there is a significant gap compared with the urban teachers. This not only reduces the quality of life of primary school teachers, but may also lead to brain drain problems, as some good teachers may choose to leave the countryside for better pay and career opportunities. In addition, the social status of primary school teachers is also usually low, and they lack sufficient social respect and recognition, which may affect their career satisfaction and job motivation. Another aspect is the issue of career development and training opportunities, where in rural areas, primary school teachers are usually limited. Promotion opportunities are limited, and opportunities for teacher training and professional development are relatively scarce. This may lead to teachers' feeling of limited career prospects and lack of motivation to improve their educational level and teaching skills. At the same time, due to the education system and policies, some primary school teachers may have difficulty to further enhance their professional status^[4].

2.2 Problems existing at the school level

The challenges of rural schools in teacher recruitment and retention are a common phenomenon that profoundly affect the quality and effectiveness of rural education. There are obvious differences in living conditions, resource allocation, and educational opportunities between urban and rural areas, which directly affect the choice of work place by educators.

First, living conditions and facilities in rural areas are usually less favorable than urban conditions, which is an important consideration for many teachers. Cities provide more convenience, broader career and personal development opportunities, and thus attract more educational talent. Conversely, rural areas may lack adequate medical, recreational and residential facilities, making teachers hesitant about long residence and work in these areas. Secondly, educational resources are severely scarce in rural schools. This includes not only material resources such as libraries, computer and science laboratories, but also course content and educational opportunities. Rural schools often struggle to offer the same wide range of curriculum options as urban schools, particularly in the arts, sports and STEM. This limits students' learning experience and development potential, which in turn leads to an imbalance in educational outcomes and opportunities. In addition, the problem of teacher mobility in rural schools can not be ignored. Rural schools often struggle to attract and retain good teachers, due to fewer career development opportunities and poor work opportunities. This lack of teachers and mobility problem further affects the quality of teaching and students' learning outcomes^[5].

To solve these problems requires the joint efforts of the government and all sectors of society. In

terms of policy, additional incentives can be attracted to work in rural areas, such as housing subsidies, transportation subsidies, career development opportunities, etc. At the same time, more investment should be made in rural school infrastructure and educational resources, to improve the material conditions and teaching environment of schools to provide a more comprehensive and rich educational experience. In addition, through community participation and private investment, it can also help to improve the conditions of rural schools and promote educational equity and quality improvement.

In short, the challenges facing rural schools are multifaceted and require comprehensive strategies to respond. By improving living conditions, increasing educational resources, providing teacher incentives and support from all walks of life, the quality of rural education can be effectively improved, creating a better learning environment and fairer educational opportunities for rural students^[6].

2.3 Problems existing at the personal level

In the context of rural revitalization, the problems at the individual level, especially the career development and literacy of teachers in rural areas, have become a key challenge. These problems not only limit the professional growth of teachers, but also have a profound impact on the quality and effect of rural education.

First of all, some rural teachers have the problem of not strong development consciousness. Working in a relatively closed rural environment for a long time, they may have an insufficient understanding of external educational resources and new educational concepts. This environment limits their vision, which makes them easy to be content with the status quo and lack of clear planning and active pursuit of career prospects. This not only affects the teachers' personal professional growth, but also affects their innovation ability and teaching quality in the teaching process. Secondly, the cultural quality and comprehensive quality of some rural teachers is low, which has become an important obstacle to their career development. They may lack sufficient educational background and expertise to keep up with the rapid pace of educational development. This not only limits their ability to innovate in teaching content and methods, but also affects their ability to cope with diverse educational needs. In addition, the lack of comprehensive literacy also makes it difficult for teachers to pay full attention to the personalized growth of students in the teaching process, thus affecting the teaching effect. A series of measures are needed to solve these problems. First, governments and educational institutions should strengthen their training and support for rural teachers to provide more professional development opportunities, such as regular training courses, educational seminars, and academic exchange activities. Secondly, rural teachers should be encouraged to broaden their horizons, understand new educational concepts and methods, and have access to a wider range of educational resources through the Internet and other means. At the same time, we should also strengthen the cultivation of teachers' personal comprehensive quality, including cultural literacy, communication skills and psychological quality, so as to improve their educational ability and pay full attention to students.

To sum up, solving the personal problems of rural teachers is crucial to improving the quality of rural education. By strengthening teachers' professional training, broadening their horizons and improving their comprehensive quality, rural teachers can help them better adapt to educational challenges, provide higher-quality education for rural students, and promote rural revitalization and social progress as a whole.

3. Strategies to improve the profession of rural primary school teachers under the background of rural revitalization

3.1 Explore the growth mechanism of excellent rural teachers

To improve the professional status of rural teachers, it is first necessary to explore the growth mechanism of rural teachers and explore the key points of cultivating excellent teachers. The growth process of outstanding rural teachers is not achieved overnight, but is often affected and restricted by a variety of factors. To become an outstanding rural teacher needs to go through a complex development process, in which various factors are interwoven and influence each other, forming an intricate correlation network. These factors are not single, and the relationship between them is not a simple causality, but a complex interaction system, with bidirectional or even multidirectional interactions between them. These factors may exist, or may not occur, depending on a variety of stochastic conditions, such as special circumstances, time factors, and environmental factors, etc. The specific analysis is shown in Figure 1 below, rural teachers are mainly influenced by the four aspects of social care, self-pursuit, and the promotion of educational background and inner emotion, so as to promote their growth into excellent teachers^[7].

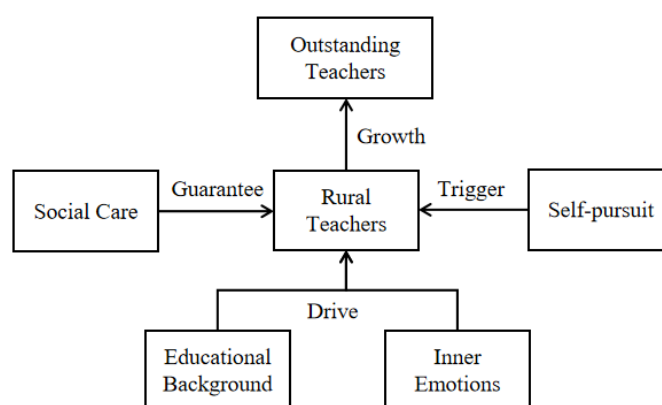


Figure 1: The growth mechanism of the role of outstanding rural teachers

3.2 Establish a subject teaching system corresponding to "subject-division"

In order to improve the quality of education and teachers' professional quality, we urgently need to strengthen the pertinence of teachers' subject training to build a subject teaching system corresponding to subject and teachers. We should establish a set of subject-teacher corresponding training plans to ensure that the professional development of teachers is highly compatible with the subject given. This requires customized training courses and resources for teachers in different disciplines to meet the educational requirements of each disciplines. Teachers of each subject need to receive more training, such as specialized mathematics courses, Chinese courses, etc. This targeted training will help to improve the professional quality of teachers, so as to make them more confident and capable to impart subject knowledge. The subject teaching system should encourage teachers to actively participate in scientific research projects and educational reform, and provide them with practical opportunities and resource support. This is helpful to combine teachers' professional knowledge with practical teaching experience, form more innovative subject education methods, and improve students' learning effect^[8]. We need to develop diversified training programs to ensure that teachers can obtain professional guidance and promotion in all aspects of moral, intellectual, physical, aesthetic and labor. This means that we should not only pay attention to teachers' subject knowledge,

but also cultivate their comprehensive qualities of educational and teaching methods, subject crossover ability, and students' psychological counseling. Only in this way can teachers better guide students to achieve all-round development in various fields, rather than just pursuing high scores^[9].

3.3 "Health care + incentive" comes together

(1) Increase investment in education and improve the salary of rural primary school teachers

Rural primary school teachers play a vital role in the field of basic education. They cultivate future social talents and bear the hope of the country. However, in reality, the salary of rural primary school teachers is relatively low, and the investment in education funds is insufficient, which not only affects their quality of life, but also limits the improvement of education quality. The government should increase the investment in the salaries of rural primary school teachers to ensure that they can receive fair and reasonable salaries. Rural education is often faced with the dilemma of scarce resources, and teachers' pay is relatively low, which leads to the loss of educators and the unbalanced distribution of educational resources. The government should formulate specific salary policies, take into account the local cost of living and economic standards, and ensure that teachers' salaries can maintain the basic standard of living, and have a certain appeal to improve teachers' career satisfaction^[10]. At the same time, it is necessary to establish a salary guarantee mechanism for rural primary school teachers, and the government needs to ensure the timely payment and stability of the salary, so as to avoid the occurrence of salary arrears and instability. Teachers' salary is an important source of their life, and any salary problem may affect their life and work stability. The government should establish a sound salary payment mechanism to ensure that teachers are paid on time to improve their professional confidence and work enthusiasm. In addition, the salary structure of rural teachers needs to be optimized, taking into account the differences in different educational levels and educational positions. Rural primary school teachers often need to assume multiple roles, including education and teaching, subject research, student management, etc. Therefore, different salary levels should be set according to their work content and responsibilities, so as to better reflect their professional contribution and work value. In addition to the above factors, teachers should also consider their working years and continuing education, and establish a salary promotion mechanism to encourage teachers to continuously improve their professional quality^[11].

(2) Improve the working environment of teachers, and pay equal attention to "hardware" and "software"

Improving teachers' working environment is undoubtedly the key to improve the quality of education and enhance teachers' career satisfaction. This process requires a comprehensive consideration of both hardware facilities and software support, especially for the relatively backward rural primary schools, which is particularly important^[12].

First, in terms of hardware, rural primary schools are generally faced with the problems of aging facilities and insufficient infrastructure. This situation directly affects the teaching work of teachers and students' learning conditions. The government should increase the investment in rural primary schools to ensure the safety of campus buildings and the modernization of teaching equipment. Specific measures include the maintenance and rebuilding of school buildings, ensuring stable power and water supply, and the introduction of advanced educational technology and equipment, such as intelligent teaching boards, computer and science laboratories. These improvements not only provide a better learning environment for students, but also create more superior teaching conditions for teachers. Secondly, in terms of software, rural primary school teachers often face greater work pressure and relatively difficult living conditions, which may lead to mental health problems. Governments and schools should provide mental health support and counseling services, such as mental health days, psychological counseling hotlines, and regular mental health training. These

services can help teachers to effectively cope with the pressure and challenges in the work, and maintain a good mental state. Moreover, encouraging teachers to participate in vocational training and education seminars is crucial to enhance their professional satisfaction and motivation. By participating in these activities, teachers can not only improve their professional skills and teaching methods, but also broaden their horizons, exchange experience with other educators, and stimulate their innovative thinking. For example, the government can fund teachers to participate in educational seminars and exchange programs at home and abroad, or organize regular teacher training and seminars locally^[13].

Further, it is also necessary to establish a comprehensive teacher support system. This includes regular career development assessments, career planning guidance, and career coaching. These measures not only help teachers to better plan and develop their careers, but also improve their job satisfaction and teaching efficiency.

In short, the working environment of rural primary school teachers can be significantly improved by improving school hardware facilities, providing mental health support, encouraging vocational training and establishing a comprehensive teacher support system. This is not only crucial to improving the quality of education, but also of great significance to improving teachers' career satisfaction and job motivation. Together, these initiatives help to create a healthier, more active and efficient educational environment.

3.4 "Internet + Education" implements urban and rural linkage

In order to further promote the balanced allocation of educational resources, we should devote ourselves to improving the exchange system between urban and rural teachers, implement the linkage between urban and rural areas within the region, and narrow the gap between urban and rural education with the help of "Internet + education". We should give full play to the complementarity of urban and rural educational resources, improve the quality and coverage of educational services, and ensure that every student can enjoy equal educational opportunities. We need to establish a sound communication mechanism for urban and rural teachers to encourage teachers to interact and communicate between urban and rural schools. This can be achieved through teacher rotation, joint lesson preparation, training and lectures, etc. Urban teachers can go into rural schools to understand the needs and challenges of rural education, and they can also share their educational experience and professional knowledge. This communication mechanism is helpful to improve the educational level of teachers, enrich their educational vision, and also help to improve the allocation of educational resources in rural schools. With the help of "Internet + education" technology means, we can realize the interconnection of urban and rural educational resources. By establishing an online education platform, urban teachers can teach rural students remotely and provide professional education courses. This can not only meet the diverse subject needs of rural students, but also improve the educational level of rural teachers. At the same time, rural students can also obtain the educational resources of urban schools through the Internet to broaden their educational horizons and improve their interest in learning.

Conclusion: To sum up, the complex and severe problems faced by the profession of rural primary school teachers urgently need the government, the society and the education department to adopt comprehensive improvement strategies. The goal of these strategies is to provide teachers with a more superior working environment and broad development opportunities to promote the sustainable development of rural primary education and contribute more to the cause of rural revitalization. The importance of this study is not only reflected in solving the professional dilemma of rural primary school teachers, but also in providing strong theoretical guidance for promoting the development of rural education and improving practice. Looking into the future, we look forward to further in-depth

research and active implementation of these improvement strategies, constantly improve and develop the rural primary school education system, and make greater contribution to the successful implementation of rural revitalization.

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