

# The Impact of Rural Teachers' Work Circumstances on Rural Teachers' Belief in Teaching

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**Keywords:** Rural Teachers; Educational Belief; Teaching Reform

**Abstract:** Facing the teaching reform under the background of the new curriculum, there are significant differences in the cognitive attitude and action status of rural teachers. Educational belief is a hot issue in the field of education. Educational belief is not only a purely educational issue, but also a social and cultural issue. Whether teachers' collective beliefs or teachers' personal beliefs are the reflection of a specific social and cultural environment. Teachers' educational beliefs are of great research value. They have both theoretical value and practical significance. If we want education to be a contribution to the whole society and mankind, we cannot but attach importance to teachers' educational beliefs and shape an educational belief that is needed to adapt to social transformation and future educational development. This paper analyzes the influence of the working conditions of rural teachers on their educational beliefs, and discusses how to rebuild the image of teachers in the current lost educational beliefs of rural teachers and promote the cultural reconstruction of educational beliefs with cultural details.

## 1. Introduction

Facing the teaching reform under the background of the new curriculum, there are significant differences in the cognitive attitude and action of rural teachers. Some of them are confused, some are passive, and some are active [1]. Educational belief is a hot issue in the field of education research. The issue of educational belief is not a purely educational issue, but also a social issue and a cultural issue. It is always deeply influenced by social culture [2]. Teachers' work should be regarded as a professional occupation, and education should be regarded as a specialized occupation. This occupation requires teachers to acquire and maintain specialized knowledge and skills through strict and continuous learning [3]. From the perspective of salary income, the salary of rural teachers has changed greatly. In some areas, the salary income of rural teachers of the same title level has exceeded the salary income of County Teachers [4]. Whether teachers' collective beliefs or teachers' personal beliefs are the reflection of a specific social and cultural environment. The improvement of the environment provides opportunities for the development of the teachers' profession. Many people begin to attach importance to and join the ranks of teachers. As the relay of human civilization, teachers gradually play an important role [5].

Teachers' educational activities under the influence of negative social culture tend to the external value of students' development, which to a certain extent inhibits the growth of children's personality and makes people's education shrink or even deformed [6]. Teachers' profession has been regarded as a profession, emphasizing the mastery of professional knowledge and the training of professional skills. Driven by this idea, today's teachers are more pursuing the improvement of teaching efficiency and skills. The narrow limitation of teachers' professional development lies in knowledge acquisition and skills training [7]. The increase of rural teachers' salary and the improvement of teaching conditions have not brought about significant changes in their professional development willingness. If we want education to be a contribution to the whole society and human beings, we must attach great importance to teachers' educational beliefs and shape an educational belief to adapt to the social transformation and the future development of education [8]. It is of great theoretical significance to analyze the influence of the working conditions of rural teachers on their educational beliefs, rebuild their image in the current loss of educational beliefs, and promote the cultural reconstruction of educational beliefs with cultural details.

## 2. Root-seeking Teacher's Educational Belief

### 2.1. On the Relationship between Teachers' Educational Beliefs and Culture

Education is an activity that needs belief, because the object of education is people. Teachers' beliefs are the basic educational concepts, educational ideas and educational ideals that should be adhered to in the educational scene. Since the completion of the transformation of the market economic system, China has not only changed the old economic structure, but also changed people's cultural values. Economic change is also a cultural innovation, which has cultural spirit and cultural significance. Compared with urban teachers, rural teachers' professional ecology presents a bad state, which is mainly manifested in three aspects: the path of professional knowledge information transmission, the way of teaching culture generation, and the situation of professional culture. Receiving education can not only improve one's personal quality, but also be a way to realize upward mobility in life. Faced with the sudden impact of the new culture, the traditional role of teachers has been challenged and the established understanding of the profession of teachers has been questioned [9]. As a result, some rural teachers became aware of the cultural crisis and fell into a cultural dilemma and were at a loss. Whether one's educational belief or that of an ordinary teacher, it contains an understanding of education, students and their development. The behavior choice of rural teachers is the result of the combined action of various pushing forces and pulling forces.

### 2.2. The Foundation of Rural Teachers' Educational Belief

Every society has its own social culture, and there is no essential difference between culture and social culture. Social culture is formed by a specific human society in its long history of development. It is mainly composed of specific ideology, behavior, value system, etc. The teacher's belief is first of all a student-oriented concept, which includes respecting students' personality, respecting students' dominant position and respecting students' development potential. Due to the influence of school management system and teaching habits, the acquisition path of rural teachers' professional knowledge is realized along the path from outside to inside, from top to bottom, from predecessors to successors. After all, rural teachers teach in rural areas, and the economic development of rural areas cannot compare with that of urban areas, especially in areas where the development between urban and rural areas is very uneven. The basic salary and bonus of rural teachers are much different from that of urban teachers [10]. Teaching is accomplished in the common activities of teachers and students. Teachers provide help and support to guide students to generate new knowledge and experience from their original knowledge and experience.

Studying the educational model is helpful to deal with all kinds of Educational Relations and optimize the structure of educational activities. The orientation and uniqueness of the educational model are determined by certain educational theories or ideas. Due to the impact of Western values, the integration of multi-cultures has made everyone in today's society have the criteria to measure value, resulting in great differences in the judgment of value. Fig.1 is the network structure system of talent education management.



Fig.1. Talent education management network structure system

In the essence of education, education is to liberate children's personality and education is to cultivate children's life value. These beliefs are the core of teachers' beliefs. Under the condition of socialist market economy, people's motivation is often driven by interests. The reason why they do not stay in the countryside shows that the countryside does not have enough interests to attract talents compared with the city. The core value of market economy is commodity consciousness. The concepts of money, benefits, efficiency and so on that come from it have increasingly expanded their influence on people from the economic field to daily life. Multicultural era brings about diversification of cultural choices. People have different cultural tendencies and value preferences. Only when thought resonates with people's cognition and emotion and is confirmed by the subject and internalized into its own spirit can it be called belief. Teachers often form their own set of teaching modes in teaching practice, coupled with the characteristics of repeatability and routinity of teachers' work, often cherish the fixed set of teaching modes they have formed. As supporters and practitioners of rural education, rural teachers deserve our respect and love.

### 3. The Performance of Professional Ecology of Rural Teachers

Government departments have uneven investment in education between regions and less investment in education in rural areas, which makes rural schools have poor teaching facilities and backward teaching equipment compared with urban schools. The life of rural teachers gives people a hard feeling, which is why some people want to stay away from the post of rural teachers. Rural teachers take root in the countryside and work hard to cultivate a large number of junior talents adapted to rural economic construction and social and cultural development in China. Teachers' professional beliefs, as an ideology, guide teachers' educational behavior and provide spiritual guidance and dynamic support for teachers' career. The result of one-way transmission of teachers' professional knowledge information is the weakening of teachers' cultural construction and generation consciousness, which in turn reduces the vitality of teaching culture. Nowadays, people are pursuing more and more individualized development, emphasizing the satisfaction of individual needs. In rural schools, due to limited funds, it is difficult to organize regular recreational activities. Only by truly entering the schools where rural teachers live and observing their daily lives can we find the real pleasure of rural teachers hidden behind these hardships and difficulties.

Only by knowing exactly the employment outlook of college students can the education and teaching management, ideological and political education and employment guidance in colleges and universities be more targeted. So as to better carry out employment concept education. Fig. 2 shows the dynamic evolution of the evaluation system for college students' vocational education.

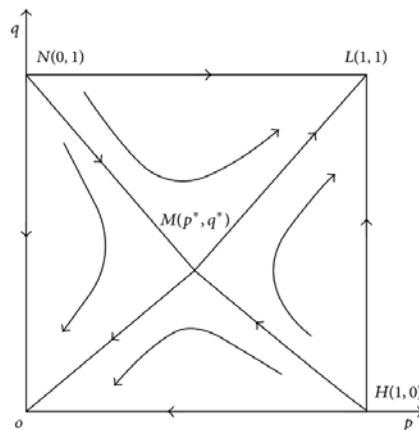


Fig. 2. Dynamic evolution of the vocational education assessment system

The loss of teachers' professional beliefs will lead to teachers' uncertainty in the spiritual world and frequent anomie in their work. The marginalization of local culture leads to the marginalization of teachers' professional circumstances in rural schools, and the marginalization of professional circumstances leads to the less and less proportion of professional resources owned by rural

teachers in the distribution process. Teachers' insight into educational phenomena and understanding of educational ideas affect teachers' educational intentions and educational behaviors. Teachers' professional beliefs affect the spiritual quality of teachers' life, and also reflect teachers' recognition of their own professional social values and their sense of mission and responsibility. Some rural teachers, especially young teachers, feel very confused and confused. They can neither see the hope of the school nor their future, so they have to endure the suffering of their hearts in the contradiction between ideal and reality. Although many teachers have strong utilitarianism, their deep feelings for their hometown and their sense of achievement in building their hometown are the driving force to support their progress. Teachers' view of teachers and students determines the relationship between teachers and students. Teachers' view of teachers and students is the key content of educational beliefs.

#### **4. Conclusion**

In this complex background of the times, the economy is developing rapidly, science and technology are progressing continuously, and culture is gradually diversified. Rural teachers should not only teach and educate people, but also strive to improve their self-cultivation, keep pace with the times and learn new knowledge, and apply it. Facing the current educational prospects, reiterating education's understanding of culture and paying attention to humanity have become the theme of this era. Teachers' educational beliefs should also be of cultural significance. This paper examines the working situation and educational beliefs of rural teachers, and establishes a new image of teachers through cultural strategies in the current loss of teachers' educational beliefs. Teacher's educational belief is a problem of great research value, which has both theoretical value and practical significance. While teaching students knowledge, it is important for teachers to cultivate students' autonomous learning ability. At the same time, teachers themselves should constantly strengthen their own moral cultivation and influence the students around them imperceptibly. To help the rural teachers break through the temporary cultural difficulties and make the rural teachers go on the road easily and bravely in the teaching reform has become an important task for the education departments at all levels and the leaders of primary schools, and is also the key to the success of the teaching reform in rural schools.

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