

Analysis and Countermeasures of the Potential Default Risk of Rural Oriented Normal University Students in Yancheng

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Abstract: To achieve rural revitalization, priority should be given to developing rural education. For rural areas, education not only carries the function of spreading knowledge and shaping civilized village customs, but also provides talent support for rural construction, and plays an irreplaceable basic role in rural revitalization. The policy of rural oriented normal university students in Jiangsu Province aims to train rural teachers who can “go down”, “stay” and “teach well”, but the construction of rural teachers in Yancheng is still facing the problems of shortage of quantity and quality to be improved. This paper analyzes the demand and trend of rural teachers from the current situation of rural normal students in Yancheng, and understands the default of rural normal students in Yancheng, and explores the potential causes of default and the attribution of rural teachers. On this basis, the paper puts forward the countermeasures to construct the training and development mechanism of rural oriented normal university students in Yancheng, which integrates training, management and service, in order to promote the construction and development of rural teachers in Yancheng and accelerate the realization of high-quality development of rural education in Yancheng.

Keywords: Rural orientation; Normal university students; Default risk; Development mechanism

1. Analysis of regional distribution and current situation of rural oriented normal students in Yancheng

In 2016, Jiangsu Province began to implement the policy of targeted normal university students to recruit high school graduates who meet the national college entrance examination policy and registered their residence in the county (city, district). They choose and fill in the corresponding targeted training colleges and majors corresponding to the county (city, district), and the admitted colleges and majors are undergraduate. As a new force of rural school education in the new era, rural oriented normal university students have been endowed with the status of “localization”, “one specialization”, “rural root”, “general teacher” different from ordinary normal university students. (Liu Cheng, Chen Peng, 2022) Studies have shown that the policy of rural oriented normal university students has attracted a number of excellent students and achieved the expected enrollment effect. (By Yan Zhao, 2021)

From 2016 to 2021, 89% of the rural normal students to 98% tended to be full. It can be obtained from the data that the demand for rural normal university students in counties and districts has eased, which proves that rural oriented normal university students do play an optimization role in the rural teachers.

2. Analysis of the potential default problems and causes of rural oriented normal university students in Yancheng

2.1 Investigation results of the potential default phenomenon of rural oriented normal university students

At present, there are 1050 rural oriented normal university students in Yancheng, 3 of whom directly breach the contract after graduation, accounting for 0.28%. It is understood that the three people who broke the contract are all fulfilled because they have made new development plans, such as studying abroad for graduate school or being engaged in other industries. Their individual interests conflict with their policy goals. In the process of pursuing self-interests and life planning, individuals affect the realization of the established policy goals. The training quality of rural oriented normal university students is influenced by the registration motivation, learning input and teaching choice. (Zhu Yanfei, Wu Dongzhao, Wang Yunlai, 2021)

2.2 Potential reason and motivation of default of rural oriented normal university students

Poor families are one of the main reasons for the default of targeted normal university students. In rural areas, students with poor family economic conditions tend to face greater pressure, and their families may not be able to afford the cost of their school, so they choose rural oriented normal university students.

The default of the directed normal university students may also be due to personal reasons. For example, when some students enter the learning stage of oriented normal university students, they find themselves not very interested in education, and even have resistance. In this case, they may choose to default and replan their life path.

2.3 Analysis of the potential default motivation of rural oriented normal university students

The motivation of default is divided into subjective factors and objective factors. The subjective factors should be analyzed from individual behavior, and the objective factors should be analyzed by combining policies and local actual situation.

2.3.1 Subjective factors: an analysis of the individual behavior of normal students

① Policy speculation, registration motivation. Mainly reflected in the orientation of 5 years after the return of tuition, can advance batch admission of undergraduate colleges, after graduation has a post and iron rice bowl. Some directed normal university students do not have a systematic and comprehensive understanding of the policy of rural directed normal university students before the voluntary application, which leads to blind filling.

② Rural teachers do not agree with the position. The identity identity and initiative of rural oriented normal university students are generally low.(Liu Cheng, Chen Peng, 2022) Blindly covet the policy benefits brought by the rural oriented normal university students, but they are unwilling to assume their due obligations and responsibilities.

2.3.2 Objective factors: an analysis of the realization of the established policy objectives

① From the policy formulation ideas analysis. The promotion of human capital of this group of rural oriented normal university students shows clear The dynamic demand change, but the contract of the established policy is relatively static. When the individual produces the dynamic demand, the relatively static contract does not realize the matching incentive and constraint effect, which will lead to the balance of the original agreement to be broken.

② Job planning is inconsistent with the actual demand. In some rural schools, due to the weak teachers, the number of targeted students filled every year is far from enough to supplement the number of basic education and teaching, so the schools transfer targeted students, thus causing the dissatisfaction of targeted students.

3.The Construction of the training and development mechanism of rural oriented normal university students in Yancheng

3.1 Establish a “trinity” quality evaluation mechanism for rural oriented normal university students to ensure the delivery of excellent teachers for rural basic education.

In order to ensure the high-quality development of rural basic education in Yancheng, the key lies in the high-quality teachers. Through the training policy of rural oriented normal university students, Yancheng can further improve the quality of rural teachers. In order to realize the rural oriented normal university students “go, stay and teach well”, it is necessary to establish a “trinity” rural oriented normal university students quality evaluation mechanism, namely Yancheng government, education bureau, county government, education bureau, and the linkage between training schools and rural schools, and the document is clearly implemented. This mechanism includes a three-level comprehensive quality evaluation mechanism, combined with the professional characteristics of oriented normal university students, and emphasizes clear evaluation orientation, scientific classification, quantitative operation and precise refinement.

3.2 Strengthen the performance management mechanism of Yancheng rural oriented normal university students, formulate post evaluation indicators and rules of reward and punishment, and improve the obligation and responsibility quality of rural oriented normal university students.

We will improve the dynamic tracking and management mechanism of rural oriented normal university students. Jiangsu province rural directional normal university students training currently has the “directional employment agreement”. In order to ensure the performance of rural oriented normal university students, on this basis, the dynamic tracking management mechanism of the performance of rural oriented normal university students can be further improved, and the integrity file of rural oriented normal university students can be established. At the same time, the establishment of directional normal university student teachers’ education and teaching post evaluation indicators, according to the evaluation results, to give rewards and punishments.

3.3 Improve the differentiated subsidy and professional title evaluation mechanism for rural teachers, and expand and enhance the professional development space of rural teachers.

We will improve the mechanism for ensuring funds for rural teachers, and clearly stipulate the proportion of funds allocated at the provincial, municipal and county levels to avoid them The financial burden of the county level is excessive. Under the principle of “fair compensation”, differentiated awards and subsidies should be implemented according to the level of county economic development. In the existing Opinions on the Evaluation Policy of Rural Teachers in The Province, the local situation in Yancheng is considered to make adjustments to meet the dynamic needs of rural teachers, increase the opportunities for rural teachers to learn and exchange, clarify the path of professional title promotion, expand the channels of professional development, and improve the space for improvement.

Rural teachers are the key to revitalizing rural education and cultural construction. The policy of rural oriented teacher training provides support for the rural training and delivery of excellent teachers who can “go down”, “stay” and “teach well”. To resolve directional students and induction teachers potential default risk, in addition to the policy support, also need to Yancheng city government and county bureau of education, higher normal colleges and rural school tripartite synergy, establish a radiation of the city, information, long-term, the whole process, all-round service in Yancheng rural directional teacher training and development mechanism, not only for the country transport “to” to “stay” well “teach well” outstanding graduates, also make these graduates have a sense of belonging and identity, let them “want to stay” “stay” to stay “” stay “, rooted country, lifelong service rural education career.

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