International Journal of New Developments in Education
ISSN 2663-8169 Vol. 1, Issue 1: 63-68, DOI: 10.25236/IJNDE.2019.010112

Research and Practice of the New Mode of Rural Primary School Teachers' Education and Teaching under the "Internet +" Environment

Junhui Zhou, Xin Feng

Hunan Vocational College for Nationalities, Hunan 414000, China

ABSTRACT. *The advent of the "Internet plus" era has broken through the time and geographical constraints, and has created a new way for rural primary school mathematics teachers to improve their teaching ability. This paper proposes to make good use of the Internet Education and teaching resources, share the network resources of excellent teachers, develop the network interaction mode, and organize the network teaching and research activities, so as to achieve the goal of comprehensively improving the teaching ability of rural primary school mathematics teachers.*

KEYWORDS: *Internet +; Rural teachers; Teaching ability; Promotion strategy*

1. Introduction

In 2015, the government work report clearly put forward the "Internet +" action plan, calling for the catalytic action of the new form of Internet to other industries, guiding the reform and development of traditional industries. Internet breaks through the limitation of time and region, provides rich and diverse teaching resources, and constructs a more open and supportive teaching relationship, which creates a new development space for the improvement of rural primary school teachers' teaching ability. Therefore, the development of "Internet + rural primary education" is surging, and its practical implementation is also imperative. This paper studies the strategies of improving the teaching ability of rural primary school mathematics teachers under the "Internet +".

ISSN 2663-8169 Vol. 1, Issue 1: 63-68, DOI: 10.25236/IJNDE.2019.010112

2. Make Good Use of Internet Education and Teaching Resources to Improve the Ability of Teaching Materials Research

2.1 Make Full Use of the Website Resources of Textbook Publishing House and Fully Understand the Textbook System

Each rural primary school has its own selected mathematics textbooks, and each set of textbooks has the official website of the corresponding publishing house. In my opinion, a thorough reading of textbooks should not only understand the contents of a certain class hour or unit, but also the knowledge system of the whole set of textbooks and understand the ideological connotation of textbooks. There are abundant resources related to the whole set of teaching materials on the official website of the publishing house, such as curriculum concept, teaching objectives, analysis of key and difficult points in teaching, analysis of students' situation, etc., which can help rural primary school mathematics teachers to solve the problem of lack of teaching materials resources. For example, the official website of Beijing Normal University Press (hereinafter referred to as Beijing Normal University) is: new century primary school mathematics network and Beijing Normal University basic education textbook network. Browsing the above website can help us to fully understand the teaching material system, flexibly control the teaching material and effectively use the teaching material[1].

2.2 Make Good Use of All Kinds of Teaching Website Resources and Develop the Ability to Use Teaching Materials Creatively

At present, the Internet includes education network of people's education press, new thinking education network of Zhejiang Education Board, and education network of green kindergarten primary and secondary schools. On the basis of reading the teaching materials, rural primary school mathematics teachers can also use these websites to consult other versions of teaching materials, teaching books and extracurricular reference materials, communicate the links and differences between different versions of teaching materials, and carry out a comparative study of teaching materials. At the same time, there are many related courseware, exercises, test papers, etc. on the website, so as to deepen the understanding of the teaching content, help us to realize the “migration” in many aspects, open up the teaching ideas, and then combine the characteristics of the students in this class to use the living teaching materials, so as to improve the ability of rural primary school mathematics teachers to use the teaching materials creatively[2].

ISSN 2663-8169 Vol. 1, Issue 1: 63-68, DOI: 10.25236/IJNDE.2019.010112

3. Sharing Network Resources of Excellent Teachers and Improving Teaching Design Ability

3.1 Using Public Platform to Improve Teaching Concept

In the "Internet +" environment, mobile platforms such as WeChat and micro-blog are increasing, and people are more and more active on WeChat platforms. Everyone is willing to use the fragmented time reasonably through the public account to improve the learning efficiency of teachers and promote the integration of formal learning and informal learning of rural primary school mathematics teachers. For example, the "one lesson research" in wechat public subscription number is organized by Zhu Leping, a special grade math teacher in primary school. The reading content is pushed and updated every day. Based on their own understanding, understanding and Inspiration of a lesson or a point, excellent teachers can spread teaching theory and practice information through "listening", "seeing" and "enjoying". This wechat platform has greatly increased the professional reading capacity of rural primary school mathematics teachers, broadened the vision of rural primary school mathematics teachers' teaching design, and thus improved the teaching design concept of rural primary school mathematics teachers[3].

3.2 Building and Making Good Use of All Kinds of Resource Banks to Highlight the Characteristics of Rural Teaching

(1) Build and Share Rural Primary School Teaching Resource Database, Enrich Teaching Resources

At present, the teaching resource platforms of rural primary and secondary education are: Modern Distance Education Resource Network of rural primary and secondary schools, a number of high-quality rural primary school campus network. The use of these website resources can promote the understanding of rural students and improve the teaching design ability of rural primary school mathematics teachers. Such as the campus network of Qianxi Central Primary School in Wucheng District, Jinhua City, which includes the school profile, teachers' strength, campus culture, students' works, teachers' teaching design, teachers' courseware and other columns. These resources provide certain help for the teaching design of the school and its surrounding rural primary school mathematics teachers. On this basis, mathematics teachers in rural primary schools should actively upload the education and teaching resources created by themselves to the campus network for sharing in time, enrich and build a high-quality digital education resource library that meets the needs of mathematics teaching in rural primary schools, so as to achieve the purpose of effective utilization of resources[4].

(2) Make Good Use of Rural Websites and Infiltrate Local Culture

The continuation of rural culture and the development of rural school education influence each other. In the process of teaching design, mathematics teachers in rural

ISSN 2663-8169 Vol. 1, Issue 1: 63-68, DOI: 10.25236/IJNDE.2019.010112

primary schools should consider how to combine school education with rural culture so as to realize the inheritance and development of school education and local cultural heritage. For example, when the mathematics teachers of Qianxi primary school in Wucheng District, Jinhua City are designing their teaching, they can browse the websites of Qianxi people's government and other websites, check the local rural culture, understand the local customs and customs, and make the main body, teaching concept, teaching content and teaching methods of the rural primary school education activities closely related and coordinated with the local society and culture[5].

4. Open up the Network Interaction Mode and Improve the Ability of Teaching Implementation

4.1 Watch Internet Micro Courses and Improve Teaching Language Ability

"Micro course" refers to the teaching activity process of using mobile Internet, taking video as the carrier, around a certain knowledge point, and implementing the teaching link. It is a micro classroom online. The emergence of "short and concise" micro courses has brought new development opportunities for rural primary school mathematics teachers to improve their teaching ability. Rural primary school mathematics teachers can not only watch the micro courses of excellent teachers, learn to imitate their questioning art, improve their teaching language organization ability, but also expand their teaching vision and form advanced teaching concepts[6].

4.2 Carry out Case Study and Optimize Classroom Teaching Strategy with the Help of Video Studio

The so-called teaching strategy mainly refers to the selection and formulation of countermeasures and methods according to the teaching content and students' characteristics in order to achieve the teaching objectives. Optimizing classroom teaching strategy is the key point to improve the teaching ability of rural primary school mathematics teachers, and carrying out lesson study is an effective way for rural primary school mathematics teachers to optimize classroom teaching strategy, and "one lesson is more grinding" and "the same lesson is heterogeneous" are the basic methods of lesson study method. Because the number of parallel classes in rural primary schools is small, the case study is difficult to carry out, and "Internet +" has created a platform for rural primary school mathematics teachers to carry out lesson study[7].

ISSN 2663-8169 Vol. 1, Issue 1: 63-68, DOI: 10.25236/IJNDE.2019.010112

5. Organizing Network Teaching and Research Activities to Improve the Ability of Teaching Reflection

5.1 Open Up Distance Education and Improve Theoretical Knowledge

We know that practice without theory is blind. To have a good lesson, we need the guidance of theory. However, most rural teachers attach great importance to practice rather than theory. However, the learning of theory can help teachers overcome the experience thinking, cultivate the theoretical thinking, from the experience thinking to the theoretical thinking. This transformation is of great significance for educational research and practice. Distance learning under the "Internet +" is a new mode of cultivating teachers. It builds a bridge for rural primary school mathematics teachers to achieve unlimited face to face interaction with university teachers. It combines network learning with online communication, combines online learning with offline learning, and integrates theoretical knowledge with teaching practice. Through distance learning, rural primary school mathematics teachers can solve the puzzles in teaching practice, while watching and discussing, while listening and commenting, while learning and practicing.

5.2 Using Blog Forum to Discuss Teaching Practice

"Internet +" blog is a very simple way to release personal information. The forum under "Internet +" is a discussion platform for simple post posting. Rural primary school mathematics teachers publish their own teaching design, courseware, teaching reflection, etc. in the forum and blog through the network, and invite experts, teaching researchers, front-line teachers, etc. to evaluate and guide, so as to improve our teaching ability[8].

6. Conclusion

The advent of the "Internet +" era has created a new opportunity for rural primary school mathematics teachers to improve their teaching ability. Rural primary school mathematics teachers should seize this opportunity to explore new ways to narrow the gap between urban and rural teachers, promote the balanced development of compulsory education, improve the quality of rural primary school teaching, and promote the professional development of rural primary school mathematics teachers.

Acknowledgement

Research on the construction of the professional ability promotion system of rural primary school teachers based on cloud platform .2018 Hunan social science foundation education special subject No.18YBJ17.

ISSN 2663-8169 Vol. 1, Issue 1: 63-68, DOI: 10.25236/IJNDE.2019.010112

References

[1] Li Wei (2019). Dissimilation and reconstruction of Internet life -- Talking about people's living conditions in the Internet era. Journal of Chongqing University of Posts and Telecommunications (SOCIAL SCIENCE EDITION), vol.31, no.4, pp.101-107.

[2] Liu Jianfang (2019). Research on the transformation of the Internet of agricultural products in the Internet + era. Hubei Agricultural Sciences, vol.58, no.16, pp.193-195.

[3] Zhou Jian (2019). Research on English micro class teaching in junior high school under the background of Internet +. Reading and writing, vol.16, no.30, pp.113.

[4] Ma Guixia, Xie Dong, Pan Lin (2019). Empirical Study on Internet communication ability of Chinese public welfare organizations in the era of "Internet +". Journal of Southwest University for Nationalities (HUMANITIES AND SOCIAL SCIENCES), vol.40, no.8, pp.162-169.

[5] Deng Xiaogang, Zhou Xiong, Yang Xiaoyi (2019). Based on the "Internet +" classroom management system. innovative education research, vol.7, no.03, pp.375-381.

[6] Zhao Wei (2019). Opportunities and challenges of government governance in the Internet era. Media Forum, vol.2, no.19, pp.95-96.

[7] Luo Qiuju, Hu Siyue (2019). Changes in self presentation of tourists in Internet group tourism. Journal of tourism, vol.34, no.9, pp.90-100

[8] Li Xiaoyi (2019). Exploration of the path of accounting higher education reform in the era of "Internet +". modern business and trade, vol.40, no.28, pp.153-154.