

RURAL HEAD TEACHERS' LEADERSHIP IN LOCAL EDUCATION CURRICULUM UNDER THE PERSPECTIVE OF EDUCATIONAL MODERNIZATION IN XI'AN PROVINCE*

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Abstract

This article aims To study the problems of rural administrators in leading local education programs from the perspective of modernizing education under the perspective of local education theory and methods used in education. Some important findings or conclusions emerged from the study to improve rural leadership. Director of Local Education Programs Rural executive leadership in educational programs has attracted increasing attention from experts and academics. Rural headmasters' leadership in the educational curriculum refers to the rural headmaster's ability to mobilize the capacity of stakeholders. and creatively use the educational resources and environment of rural schools and students to jointly promote the development of rural schools and students. Therefore, this study consists of four parts, respectively, for the modernization of

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education under the perspective of Rural headmaster in the study of leadership theory, local education curriculum

It was found to tailor rural administrators in the leadership dimension of the translation education curriculum. and study specific factors under related dimensions The third section is the development status and general case studies. which mainly surveys the development status Root cause analysis Mobilizing educational elements and the logical structure of different types of rural head teachers. To be a leader in local education Summary of successful experiences and operating mechanisms in various cases. and create interpretive models The fourth part is the study of promotion strategies. From the above theoretical and practical research. Targeted recommendations are offered to help rural administrators improve their leadership in local education programs.

This will be useful/can be used for modernizing education in the influencing factors of leadership in the rural education curriculum. Modernization of education in the leadership development of rural headteachers General status and case studies Modernizing education in the local education curriculum Studying strategies for promoting leadership The first part is rural headmasters in the theory research related to local education curriculum leadership: which mainly defines rural headmasters in local education curriculum leadership and other key concepts, describes rural headmasters in related theories. Leadership of most local education courses to find reading Related literature: Books for rural principals on the theoretical framework of leadership in the local education curriculum that influences the theoretical basis. and for the creation of rural principals in the theoretical framework of leadership in the local education curriculum. The second part is the research of influential factors based on theoretical theories. To influence the educational leadership of rural principals on key indicators of refinement and classification. Scientific construction of rural

head teachers in the framework of the Leadership Index in the educational curriculum.

Keywords: leadership, Rural education, Local Education Curriculum, Education in Xi'an Province

Introduction

Problems existing in the leadership of rural principals in localization courses In recent years, with the education modernization and the rapid advancement of high-quality education construction, our country's rural schools with sufficient teaching equipment, setting and implement a full set of courses, improve the quality and quantity of teachers, teaching form is also increasingly standard and specification, but, the content of rural education seriously from rural students' learning life experience and the connection between the hometown and hometown culture, not established course content and the connection between the rural community. As an important part of China's basic education, rural education has many problems and still faces great challenges. (Khotta, W., & Jariyarangsiroge, A., 2023) It is of great significance to study the development path of rural principals' leadership in localized courses

Facing the "14th Five-year Plan" and "2035" goals, what kind of rural education does China need, what rural people need, and how to take the road of rural education modernization? Is it urbanization, information technology, or local change? Many leaders of rural primary and secondary schools are confused about their future development. Rural teaching in China (Zou, X., & Merritt, M. R., 2022)

There are various development paths of education. The "localization" of rural teaching is an important way of rural teaching reform, which is in line with the overall expectation of national education for the

development of rural education, and the construction, planning, implementation, and improvement of rural schools should be an important part of it. (Yue, A., Tang, B., Shi, Y., Tang, J., Shang, G., Medina, A., & Rozelle, S, 2018).

Insufficient research on the development path of rural principals' leadership in localization courses under the perspective of education modernization First, the current research mainly focuses on the leadership of rural principals and rural principals' curriculum leadership. There are relatively few studies on the leadership of rural principals in localized courses, which are still in the exploratory stage. In addition, most scholars study the development path of principals' leadership from a macro perspective, but rural principals (Liu, S., & Hallinger, P, 2018).

There are relatively few development paths of leadership in geochemical courses. By reviewing the relevant literature, it can be seen that most of the existing studies put forward suggestions and countermeasures for the leadership improvement of rural principals, focusing on solving the problems existing in rural principals, but did not establish a relatively systematic and complete research paradigm. Given this, it is particularly important to explore the relevant research on the local curriculum leadership of rural principals. (Xunan, L., & Worapongpat, N, 2023).

On the necessary level, in the localization education curriculum leadership development path of theoretical analysis, determine the rural principal in the localization education curriculum several factors of leadership, explore the principal in the localization education curriculum leadership dimension framework and explanation path, for further analysis in the localization education curriculum leadership practical problems lay the theoretical foundation. First of all, based on the theoretical circle, the important indicators influencing the leadership of rural principals in localized education are refined and classified, and the inductive educational index

analysis is adopted to scientifically construct the index framework of the leadership of rural principals in localized curricula. Secondly, to further refine the exploration of rural principals in the dimension of localized leadership, and to find out the specific indicators of localized leadership in localized education under the dimension of curriculum leadership. (Min, Y., & Worapongpat, N, 2023).

On the real level, for the rural principal in the local education curriculum leadership questionnaire survey and in-depth interviews, around the institute of rural principals in the local education curriculum leadership index, through the case study of different rural principals, explore different types of rural principals in the local curriculum leadership development present situation, case typical characteristics and operation structure, summarizes the successful experience and operation mechanism, combined with several cases of the elements of leadership structure, further summarizes the rural principals in the local education curriculum leadership development path and operation mechanism. Find out the problems existing in the process of the leadership of rural principals and the causes of the problems, and put forward corresponding improvement strategies and suggestions.

Objectives

To study the rural educational leadership of the local education curriculum under the perspective of educational modernization in Xi'an Province.

Literature Review

The first is the basic theoretical research of rural principals' leadership in localization education courses

Zi Yun, H, & Worapongpat, N. (2023) Secondly, a dimension frame is to analyze the leadership of rural principals in localized education courses, and on this basis, the current situation and problems of the leadership of rural principals in localized education courses are explored by combining questionnaire data and case research

Finally, the methods of quantitative research and qualitative research are comprehensively used to deeply analyze the current situation and causes of the leadership of rural principals in localized education courses and put forward targeted improvement strategies and suggestions accordingly.

Chongwen., G., Worapongpat., N. (2020) To answer the above questions, this study will be composed of theoretical research, index framework research, questionnaire research, case analysis research, countermeasure research, and other parts. 1. Theoretical research on the leadership of rural principals in geochemical curriculum from the perspective of education modernization If there is a curriculum leadership in localization, it can encourage rural principals to lead the curriculum team and community members to make creative use of local characteristic educational resources, and promote students in rural areas to become "modern people". So what is the logical structure and theoretical community of this leadership? Based on the design of "modernization of rural education" and the relationship positioning of "geochemical education", this study will analyze the logical correlation, action mode, and organizational form of the core elements in the theoretical framework.

2. Worapongpat, N., Wongkumchai, T., Saikham. S., Boonchuay., P., Chotiwongso, Bhasabutr, P., (2023) Research on the leadership of rural principals in localization curriculum from the perspective of education modernization Based on theoretical theory, the important indicators that influence the leadership of rural principals in localized education are refined and classified, and combined with the analysis of systematic touch, inductive mode, and deductive mode in the research of educational index system, the index

framework of leadership in rural principals in localized education is scientifically constructed. The specific contents include:

2.1 Exploration of rural principals in the dimension of localized education leadership.

2.2 Taking the index dimension as the reference, exploring the leadership of rural principals in the localized curriculum, and the Delphi method is applied to analyze the curriculum concept, the integration, and development of curriculum resources, curriculum planning and evaluation, curriculum implementation, and curriculum management.

2.3 The relationship between the leader and the leader and the impact of the local environment on the curriculum leadership in rural principals.

3. Ning, L, Worapongpat, N ,Wongkumchai, T, Zidi, X, Jiewei, W, Mingyu, Z. (2023) Development status and typical case study of rural principals' leadership in the geochemical curriculum from the perspective of education modernization Rural education development in China is unbalanced, not only the geographical form, resource endowment, and traffic conditions different, and the history of education itself, resource allocation, local culture ecological also vary, these constraints determine the starting point of rural education modernization, shape the rural principals in local education leadership of different cases, explore different types of rural principals in the development of local education leadership, education elements mobilization, and logical structure.

TianShu, M., Worapongpat., N. (2022) Choose rural two to three implementations in the education of primary and secondary schools, through the rural principals, teachers, students, and community staff questionnaires and in-depth interviews, thus the typical case study, summarizes the successful experience of different cases and operation mechanisms, formed in the local

education in the basis of rural education development, the rural principal in the theory of the curriculum leadership research.

4. Dongling, Z., & Worapongpat, N. (2023) Research on the promotion strategy of rural principals' leadership in localization courses from the perspective of education modernization

The practice of ecological transformation of rural education with geochemical education as the fulcrum provides a realistic possibility for the sustainable development of rural education based on reconstructing rural schools embedded in rural community form under the perspective of education modernization in China. In this regard, relying on the individual, local, school among the local education practice, explore the local

The essence of the function, structure, function, theory, and purpose of village education is hoped to improve the curriculum concept and understanding level of rural principals in localization and lay a foundation for further summarizing the leadership strategy of rural principals in localization education. Research methods and research ideas

Methodology

(1) Research methods

1. Methods of data collection

1.1 Literature method

The literature method is to better understand the current situation of future research before comparing the research situation at home and abroad, find out the shortcomings and shortcomings of the leadership of rural principals in the localization curriculum at the present stage, look back at the development history of China in this field vertically, and explore the future development trend from the scientific perspective of development. According to the literature

Understanding the current situation of the curriculum leadership of rural principals, Also consult with other relevant countries, For example, the research status of the United States, Canada, South Australia and other countries on the leadership of rural principals in geocourses, open question, Advantages and learn from their successful experience, By reading WuZhiHui editor of China's rural education: policy and development (1978-2018), education organization behavior, ChuHongQi wrote the path of education modernization-introduction to modern education, (beauty) Clifford gertz, the local knowledge-interpretation of anthropology, Song Linfei wrote the local classroom, Chen Li wrote the principal leadership eight, Dewey related books such as democracy and education, the transformation of philosophy, Tao Xingzhi, "Education Reform in China", etc., Learning the relevant theories of the leadership of rural principals in the geochemical curriculum from the perspective of modernization, Consult the relevant journals, magazines, excellent master's and doctoral papers and other documents of cnKI, Wanfang, VIP and other websites, The use of the literature method has two main purposes: the first is to classify the literature, Theoretical construction for the interviews. After sorting out the interview questions, the rural principals plan the constituent elements and development paths of the leadership in the geochemistry curriculum, as well as the successful experience and improvement strategies in geochemistry education on this basis. The second is to sort out the research methods on the curriculum leadership research of rural principals, to provide a reference for future research.

A questionnaire survey is a research method based on the form of a "questionnaire" and is an important means to carry out educational research. Through the questionnaire survey, we can better understand the problems existing in the current educational science research, and we can better understand the problems existing in the current educational science research.

Through the analysis of the phenomenon, we can also find the law of the development of the existence of things, so that we can better grasp the essence of this problem, and improve it. In particular, the questions to be studied are divided into certain dimensions; secondly, the questionnaire is distributed to school teachers and students in paper and electronic form

Community residents, government workers, and others responded; finally, the questionnaire was collected and analyzed using Amos and SPSS26.0 to obtain the relevant research theory.

The main purpose of the questionnaire survey is: to investigate the elements of the rural school principals in localization curriculum leadership, verify these factors for their influence and relevance, analyze the research status of rural principals in localization curriculum leadership, and consult the rural school teachers, students, community residents, government workers and other relevant personnel to further promote the development of education in localization.

The design of the interview survey method is individual interviews with rural principals and semi-closed interviews. Prepare the interview outline, questions, and interview plan in advance for the answer to the research content, and pay attention to the wording and ranking of the questions. The interview plan is based on the interview outline and questions to adjust the content of the interview according to the corresponding questions actively and mobilize the enthusiasm of the interviewees. The interview outline will be organized in December.

The specific implementation process of this study is as follows: the selected interviewees are mainly the principals teaching in some rural schools and township primary and secondary schools in S province. The first stage is to interview all teachers of selected rural primary and secondary schools and control the interview time within 60 minutes. The main purpose is to

understand the current situation of the teachers to lead the principals. The interviews were kept within about an hour and lasted for about three days.

The interview questionnaire method used in this paper mainly includes two parts: first, the survey of the curriculum leadership of the principals of rural primary and secondary schools under the concept of localized education aims to make a realistic description of the actual situation of rural schools; the second is to consult the rural principals and teachers on how to improve the leadership of the principals in rural schools and realize the modernization of rural education.

Case analysis emphasizes typical, typical cases has many advantages: "With relatively rich historical information and social tolerance; social natural mechanism can spontaneously maintain" daily "and" daily "external interference factors; only in this way, it is possible to create a more centralized, more extreme, more comprehensive, more scalable social mechanism" [1].Through the above advantages of case analysis, this study intends to select the implementation of education in Liaoning province in one or two typical rural primary and secondary schools, select the provincial implementation in the education of two typical rural primary and secondary schools to collect and organize about the rural principal education curriculum leadership in the objective situation and research ideas.

This research uses the research method of "should-real-should-ran", with "theory-experience-promotion strategy" as the main line, and expounds that the research on the leadership of rural principals in the localized curriculum is of great significance for improving the development of the leadership of rural principals in localized education.

First of all, the study of explaining the leadership of rural principals in localized curricula is of great significance in improving the leadership of rural principals in localized curricula. From the theoretical level, it explains the

influence factors of rural principals' leadership in the localization curriculum from the perspective of education modernization.

Secondly, we find out the problems in the leadership of principals in the local curriculum and analyze the reasons. Targeted constructive improvement strategies are proposed to help rural primary and secondary school principals better implement the local curriculum leadership and solve the local teaching

The difficulties existing in education will promote the comprehensive development of rural principals.

Finally, expand the research idea, combine the development trend of education modernization in China and the requirements of education modernization for the principals of rural primary and secondary schools, and put forward the development path of rural principals in the field of education modernization.

2. From the perspective of education modernization, rural principals are engaged in geochemical education courses

Theoretical research on Cheng's leadership

2.1 The core concept of Rural Principals' Leadership in the Localization of Education Curriculum

2.1.1 Principal leadership

2.1.2 Leadership of rural principals in geochemical education

2.1.3 Leadership of rural principals in geochemical education curriculum

2.2. Theoretical basis of rural principals' leadership in geochemical education curriculum

2.2.1 Theory of rural education modernization and its enlightenment

2.2.2 Geoeducation theory and its enlightenment

2.2.3 Principal curriculum leadership theory and its enlightenment

2.3 Theoretical construction of rural principals' leadership in geochemical education curriculum

2.3.1 Leadership components of rural principals in localized education curriculum

2.3.2 Logical analysis of the leadership elements of rural principals in the geochemical education curriculum

3. Study on the influencing factors of rural principals' leadership in geochemical education curriculum under the perspective of education modernization

3.1 Research on the leadership index framework of rural principals in localized education curriculum

A brief analysis of educational indicators

3.1.1 Concept of Educational Indicators

3.1.2. Multiple value orientation of educational indicators

3.1.3. Construction of educational index framework

3.2 Construction of the leadership index framework of rural principals in localized education curriculum

3.2.1. Construction of the indicator framework

3.2.2. Theoretical analysis of the index framework

(1) The principal's ability of decision-making and planning in the localized education curriculum

(2) The principal's ability to develop and integrate localized education curriculum resources

(3) The principal's ability to implement the evaluation in the localized education curriculum

(4) Summary

Principal leadership in the localization education course decision, the principal leadership in the curriculum planning, development of the curriculum resources, integration in the curriculum implementation, and improvement in

the curriculum evaluation in logic is a progressive relationship, be short of one cannot, together form the rural principal in the localization education curriculum leadership evaluation index framework.

Principal leadership in the localization education curriculum decision is the basis of the principal leadership in the localization curriculum planning, the principal leadership in the localization curriculum planning is the goal of the principal leadership in the localization education curriculum decision, the principal to in the curriculum plan decision, pick out the most suitable for the school in the localization education curriculum plan, and then in the localization curriculum planning, in other words, the principal leadership in the localization education curriculum decision the result is in the localization education curriculum planning. whole

Combined the curriculum resources is a necessary condition for the development of the course resources, development in the course resources is the basis of integrating into the course resources, in other words, the development of the curriculum resources to integrate into the curriculum resources to provide resources, and integration in the course resources can prove that has finished the development in the course resources this step. The implementation of the localized curriculum and the evaluation of the localized curriculum the fundamental purpose of its implementation is to "adapt the case" in the localization education curriculum, to improve the leadership level of rural principals in the localized education curriculum.

4. Development status and typical case study of rural principals' leadership in localization education from the perspective of education modernization

4.1 Current status of rural education development

4.2 The development status of local education in rural areas

4.3 Leadership development status of rural principals in localized education courses

4.3.1 The ambiguity of local education concept shakes the foundation of principals' curriculum decision-making ability

4.3.2 Busy administrative tasks affect the generation of principals' curriculum planning ability

4.3.3 External factors suppress the principals' curriculum resource development and integration ability to play 4

4.4 Analysis of the causes of the leadership development of rural principals in localized education curriculum as described above, We can find that these problems are the result of the long time, multi-factor accumulation and superposition, teachers, parents, principals, schools, society, the government all have a certain responsibility, Hindering the leadership of rural principals in the geochemical education curriculum, The following will analyze the internal and external causes of the leadership problems of rural principals in localized education curriculum from the three dimensions of teachers, parents, schools and, To provide some theoretical analysis and realistic basis for improving the leadership of rural principals in local education courses.

4.4.1 Teachers' aspect

Mike Fullan believes that the most difficult part to break through in education reform is learning, and the continuous improvement of student's academic performance under the perspective of education modernization, the leadership research of rural principals in localized education curricula requires teachers to conduct continuous professional learning. However, rural teachers have a lack of learning autonomy, and poor enthusiasm, let alone lifelong learning. The low pay of teachers does not match the pressure of education work and lacks the drive for education innovation and reform. Many teachers in rural schools have several jobs. As head teachers, multi-subject teachers, administrative affairs, and some have to return to their homes to farm, with little time left to improve their professional level. Rural teacher's life workspace

may be narrow, and the soil is no pressure of the concept of time, so the step-by-step work and work became the vast majority of rural teachers' daily microcosm, long-term use of the same teaching material, taught about age children, lack of access to advanced teaching information channels, accustomed to according to the empirical processing problems, so when the spring breeze to the school, the rural teachers first is indifferent or think of life state will change even conflict, nearly 31% of the rural teaching think implementation in the localization education has no sense

4.4.2 Parents' aspect

The families of rural school-age children generally have poor economic foundations. To improve their quality of life, young and middle-aged parents will choose to go out for work, which leads to a large number of left-behind children in rural areas, and these children may follow their grandfather's milk

Milk or my grandparent's life, their older lack of certain knowledge level, for children from spoil, resulting in rural students disobedience, living habits and learning habits and even serious character problems, biological parents to children lack of timely company and care, rural students in problems, also unable to seek help, may to the children's mental health, physical health, personality development are incalculable negative impact. Many rural parents think that education is the only way out for their children, so they pay attention to the graduation rate of their children. If local education affects the learning time and energy of rural students, so they will not support the development of local education.

4.4.3 School aspects

To popularize compulsory education, the state requires that rural schools should meet certain standards, but in reality, some remote rural and remote primary schools, which lack social fund support and state financial subsidies, are still lagging behind

Level, when it rains, it will rain outside the house, poor infrastructure, lack of teaching hardware facilities, such as multimedia classrooms, and computers, some do not set up computer classes, such as the playground, basketball court, and fitness facilities. The management system of the school is relatively backward, and many are all around the exam-oriented education service, believing that all educational activities are for admission. Many high-quality teachers in rural schools cannot stay and enter, and do less on-the-job training for teachers, or are of low quality, which leads to the outflow of teachers and the overall age of teachers.

4.5. Typical case studies

4.5.1.k Primary school profile: K primary school is located in S province Q city W town, created in 1965, "farmers" evolution year by year, in 1971 renamed "seal couplet", renamed "township" middle school, 1990 renamed K primary school, the school is in September 2003 by three primary school merged into a complete primary school, covering the grade one to sixth grade,

4.5.2.K Primary school in the ground chemical education wheat curriculum exploration and implementation process

(1) K primary school in the ground education establishment of wheat curriculum

(2) Exploration: the decision-making and planning of the wheat course

(3) Constantly plump wings: the development and integration of wheat curriculum resources, (4) not maturity is a good result: the implementation evaluation of wheat curriculum

4.5.3. Experience and problems

4.5.3.1 Summary of the experience of localization education in K primary school

Because the concept of "education in the localization" takes root, teachers attach great importance to, actively cooperating, and begin to practice

and explore. In the school, the teachers of the whole school brainstormed and experienced several local education courses. Although not perfect, they are gradually improved in the process of continuous practice. In this process, teachers have improved their understanding of the concept of geo-education education, defined the goal of implementing geo-education, and constantly promoted the implementation of geo-education curriculum, practiced in exploration, and explored in practice. Schools that implement localized education should fundamentally cultivate the "root of life" of rural students and reshape the "spiritual home" of rural students. The development of geochemical education courses can not only protect and inherit local culture, but also arouse students 'memory of local culture, cultivate students' local feelings, and increase rural students' pride in their hometown.

In the practice of geochemical courses, students can feel the unique charm of geochemical culture, and influence and infect the local culture imperceptibly, to deepen people's love for every tree and grass in their hometown. At the same time, it enhances the understanding, identification, and inheritance of local culture. In the local education, let us see the children's enthusiasm for learning activities for rural culture desire, has been completely changed.

4.5.3.2 Problems encountered in the implementation of localization education in K primary schools

Difficult team construction, Insufficient teachers in rural schools, The administrative position is busy, Taking up the time that teachers and principals could be used to optimize the implementation of local education, Although the central government has issued a document on the construction of teachers in 2018, It clearly stipulates that to reduce the burden of teachers, But in the practical work, The pressure on teachers has not been eased, For example, carrying out epidemic prevention work, preparing school files to deal with administrative inspection, organizing anti-drowning activities during holidays,

river patrol and so on are restricted by subjective and objective conditions, At the early stage of the geochemical education curriculum implemented in K Primary School, School teachers and community members' unfamiliarity and disapproval of the geochemical curriculum, The motivation to participate in the geochemistry curriculum implementation is not very high, Failure to initially give full support to the principal in the wheat curriculum planning, Not enough course program options were received, As a result, when Principal L conducts the localization course Principal curriculum leadership performance is limited.

The school software and hardware conditions are poor, and the implementation of the localization curriculum can not be guaranteed

The hardware facilities of rural schools are poor, and there is not enough attention and support from the government, resulting in a certain gap between the hardware and software of schools. High-quality teachers can not stay, teachers' on-the-job training is still insufficient feelings Due to the lack of professional guidance, the slow progress of localized education in rural areas, and the initiative of balanced and high-quality development cannot be implemented.

Not fully meet the uniqueness and differences of students in the implementation of the wheat curriculum in K primary school, different students' hands-on production ability gap is large, finally show the wheat curriculum results, some students can make five or six DIY paintings, while some students can only make one painting. In the process of students' creation, the teacher did not give good guidance and did not take care of every student as soon as possible.

The class hour arrangement is not enough, the time in the implementation of geochemical courses is not good enough, the class hour is not enough, many students ask the teacher when the class can be more for a while, feel not enough. Follow the regular method for attending classes,

The teaching method of question and answer is for the individual children who listen to the thinking carefully, but for the kind of children who are not focused and do not love to answer, the implementation effect of the ground curriculum is not ideal.

Rural students are relatively timid and good at doing but not good at expressing their feelings with words. Their enthusiasm for handmade is relatively high, but when they talk about learning feelings, they can not use appropriate words to describe their feelings. For example, what do you want to be when you grow up? What are you going to contribute to your hometown? Students can only use a small number of words to describe their feelings, and students do not care enough about anything around them.

Failure to fully explore the localized curriculum resources Principal L of K Primary School developed wheat curriculum resources and implemented wheat curriculum, but the curriculum plan was single, and after the class time was long, the students became tired. China includes many rural areas where K Primary School is located, which

Hidden a lot to mining resources, although far less than urban school quality education resources, but rural schools also have unique advantages, Q city has a long human and natural history, but L principal failed to base on K primary school's development characteristics, fully consider the local nature, geography, history, the celebrity, folk, culture, integrating practical conditions of K primary school, improve the suitability of the curriculum resources, according to the actual in the teaching situation to make appropriate adjustment, rich in the curriculum types, give full play to the education in the education value

5. Research on the promotion strategy of rural principals' leadership in geochemical education courses from the perspective of education modernization

5.1 Promotion Strategy of rural Principals' decision-making ability in localized Education courses

5.1.1 Set up a local education team and encourage the participation of multiple subjects in local education

5.1.2 Enhance the accumulation of practical knowledge and cultural identity between teachers and students

5.2 Promotion strategy of rural principals' curriculum planning ability in localized education

5.2.1 Clarify the curriculum concept of localization of education

5.2.2 Design the curriculum plan

5.3 Promotion strategy of rural principals in localized education development and integrating localized curriculum resources

5.3.1 Give full play to the main role of rural principals and teachers in local curriculum development

5.3.2 Effectively integrate the course resources in the localization

5.4 Improvement strategy of rural principals in geochemical education and implementation evaluation in geochemical curriculum

5.4.1 Improve the implementation of the localization curriculum

5.4.2 Evaluation of improvement in localization courses 5

This paper adopts the literature method, questionnaire method, in-depth interview method, case analysis method, and data analysis method.

Discuss the results

First of all, the study of explaining the leadership of rural principals in localized curricula is of great significance in improving the leadership of rural principals in localized curricula. From the theoretical level, it explains the influence factors of rural principals' leadership in the localization curriculum from the perspective of education modernization. Jianzh.,X, Worapongpat., N. (2020).

Secondly, we find out the problems in the leadership of principals in the local curriculum and analyze the reasons. Put forward the targeted constructive promotion strategies, to help the rural primary and secondary school principals to better implement the local curriculum leadership, solve the difficulties existing in the local education, and promote the comprehensive development of the rural principals. Worapongpat., N., Phakamach., P., Choothong., R., Tuachob.,S. (2020).

Finally, expand the research idea, combine the development trend of education modernization in China and the requirements of education modernization for the principals of rural primary and secondary schools, put forward the development path of rural principals in the field of education modernization

Body of Knowledge

The results of the relevant literature search with "in localization" show that in recent years, the number of literature on the leadership of rural principals in localization education courses has been increasing year by year, and the research scope has been expanding. However, from the literature research content, the rural principal in the localization education curriculum leadership research the main content is still focused on the promotion of primary and secondary school principal curriculum leadership, has not yet to its time background, the specific connotation and hair, exhibition trend to conduct a comprehensive, systematic and in-depth analysis, the lack of experimental data to verify the effectiveness of the principal in localization education curriculum leadership.

Conclusions

Local education is a new paradigm of school reform. Improve the principal in the curriculum leadership is not just a slogan, the principal needs to play autonomy and creative lead in the practice of curriculum reform, break through the rural school development bottleneck another way to make a living, based on local culture to develop and utilization of rural regional resources, make it serve the rural social development, promote the healthy growth of rural students and comprehensive development, to realize the rural revitalization strategy provides an important guarantee of talent support.

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