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Retraction

Retracted: An Algorithm for Locating the Educational Function of Rural Primary Schools under the Background of Rural Revitalization by Neural Networking

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

(1) Discrepancies in scope
(2) Discrepancies in the description of the research reported
(3) Discrepancies between the availability of data and the research described
(4) Inappropriate citations
(5) Incoherent, meaningless and/or irrelevant content included in the article
(6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

References

[1] N. Wang, "An Algorithm for Locating the Educational Function of Rural Primary Schools under the Background of Rural Revitalization by Neural Networking," *Wireless Communications and Mobile Computing*, vol. 2022, Article ID 1945562, 12 pages, 2022.

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Research Article

An Algorithm for Locating the Educational Function of Rural Primary Schools under the Background of Rural Revitalization by Neural Networking

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The functional orientation of agricultural primary schools in China has not been "rewritten" under the Rural Revitalization Strategy but has been given new connotation and new requirements. With the help of qualitative research design, taking three representative agricultural primary schools as the research field, a semistructured interview was conducted with 12 teachers engaged in management, teaching, and scientific research. According to the analysis of NVivo data, the Rural Revitalization Strategy promotes the expansion of agricultural primary schools in the four functional areas of teaching, scientific research, social services and cultural inheritance, and innovation, that is, to provide the "three rural" identity and value construction of agricultural primary school students under the curriculum reform; build first-class disciplines and first-class research and become the booster of Rural Revitalization; create a "decent" campus culture for agriculture, rural areas, and farmers; and cultivate new talents with morality, feelings, knowledge and ability.

1. Introduction

With the vigorous development of the economy and society, China's primary education has also experienced unconventional and leapfrog development, and its function is becoming more and more prominent. However, due to the path dependence of China's education system, neither researchers nor primary schools themselves have a very scientific understanding of the positioning of primary school education functions [1]. Although the relevant national policies have been continuously improved in the macro, they have not yet better supported the exertion of primary school education functions in the micro. This paper intends to explore the scientific understanding of the functional orientation of primary school education. As for the functional orientation of primary schools, there are diversified definitions in academic circles, but a wide range of opinions believe that the main functions of primary schools are reflected in their three functional areas of teaching, scientific research, and social services. It is also recognized that its fourth function is related to culture (or cultural innovation and cultural guidance), that is, to perform "cultural inheritance and innovation," which is also the theory of primary school function with original value put forward by Chinese scholars based on the rapid development and great prosperity of China's higher education [2]. The formation and development of teaching function have experienced a long-term and dynamic process—from the teaching function of cultivating talents to the common development of multiple functions such as education, scientific research and social service. The formation and development of primary school function do not exist after the emergence of primary school but gradually evolved with the progress and development of society and the changing social demand for higher education. With the further development of society, another function of primary schools, namely, the function of cultural inheritance and innovation, came into being. While promoting their own development, primary schools actively promote cultural inheritance and innovation according to their own characteristics, which are not only the result of economic and social development but also the internal needs of primary school students' survival and development. It can be said that

cultural inheritance and innovation are incorporated into the fourth function of primary schools, which is the unity of subjectivity and objectivity, history, and logic [3]. As an important part of China's higher education system, local primary schools should always uphold the responsibilities entrusted by society and highlight the social service function and cultural inheritance function in development.

We are now able to take into account the contextual aspects that may affect students' lives and, as a result, their education and learning results thanks to the recent development of the Internet of Things (IoT). Children commute to and from school for an excessive length of time all around the world [4].

2. An Algorithm for Locating the Educational Function of Rural Primary Schools

2.1. Function Management Model of Rural Primary School Education. At present, the rapid development of society has promoted the strong demand for high-quality talents and promoted the training of primary school talents to meet the requirements of richer, more comprehensive, and higher quality [5]. As we all know, educating people is not simply imparting knowledge and skills, but it also includes ideological understanding, moral cultivation, innovation and enlightenment, cultural value inheritance, and development, that is, to cultivate people with "both morality and ability." From this perspective, as the main output base of high-quality talent, primary schools must always adhere to the comprehensive talent training direction of building morality and cultivating people and putting morality first. To achieve this goal, we must adhere to the guiding ideology of all-round education in the whole process, give full play to the educational function of each role, and pay attention to every link and gateway of talent training [6]. Among them, "whole staff education" is the basis of "whole process education" and "all-round education". Whether it is classroom, dormitory, or track and field, curriculum teaching, or environmental education, all the education processes are always inseparable from the full participation of teaching staff at all posts in primary school. Primary education informatization is a historical category, which comes down in one continuous line with social informatization, national informatization, and educational informatization [7]. Secondly, primary school informatization is a dynamic process, and its goal is to build an informatization campus, that is, through the networking of the environment, the digitization of resources, the intellectualization of application and the multimedia of performance, make full use of information technology to provide the whole process support and services for teaching, scientific research, management and campus life, comprehensively improve the efficiency and quality of running a school, and realize the modernization of primary education. Thirdly, primary school informatization has system attributes and its own architecture, as shown in Figure 1.

In terms of expression form, it is an organic combination of networking of environment, digitization of resources, intelligent application, and multimedia expression. From the main task, it is divided into four parts [8]: teaching informatization, scientific research informatization, management informatization, and campus life informatization. The functional organization of teaching informatization is responsible for the implementation and promotion of teaching informatization. It not only is responsible for creating an information application environment and integrating educational resources but also shoulders the important task of promoting and deepening education and teaching reform and improving teaching quality and level. It has become an indispensable force in the process of informatization in primary schools [9]. In a narrow sense, the information-based functional institutions of teaching institutions include modern educational technology center, computer center, network, and information center. In a broad sense, in addition to the above departments, it also includes some departments directly or indirectly involved in primary school informatization work, such as informatization leading group, informatization construction, and management office [10]. Due to the complete staffing and strong service awareness, the Teaching Information Service Department of primary schools in the United States provides a wide range of teaching information services, meticulous and thoughtful services, and diverse access channels. The service covers teachers' professional development, teaching quality evaluation, multimedia technology services, information management, network system and communication, consultation, and training, as shown in Table 1 below.

On the basis of good information technology services, the daily network management of American primary schools is strictly standardized. First, all computers connected to the campus network must be installed with relevant software required by information technology institutions. Secondly, all networked computers are strictly prohibited from using software with large resource occupation and file sharing without password. Third, all campus users must use the only legal account on the campus to use the campus network. At the same time, the relevant departments also conduct real-time monitoring of the traffic of the campus network. Once it is found that the bandwidth is illegally occupied and the network equipment is added without permission, the information technology organization will notify the relevant departments to give severe punishment [11]. The function of teaching informatization functional organization refers to the function and role that the organization should and can play in the education system of colleges and universities according to the division of education, including "what can be done," "what has actually been done," and "what should be done." Among them, the first layer is the possible role of teaching informatization functional organization in primary education according to its nature, which is the ideal state of its functional construction and development [12]. The content of the second layer is the actual role of the teaching informatization functional organization under the realistic educational background, which is the true embodiment of whether its function is perfect or not. The third level is the final choice of the value orientation of the functions of teaching informatization institutions and the development direction of departmental functions. No matter what level of content, it reflects the close relationship between the

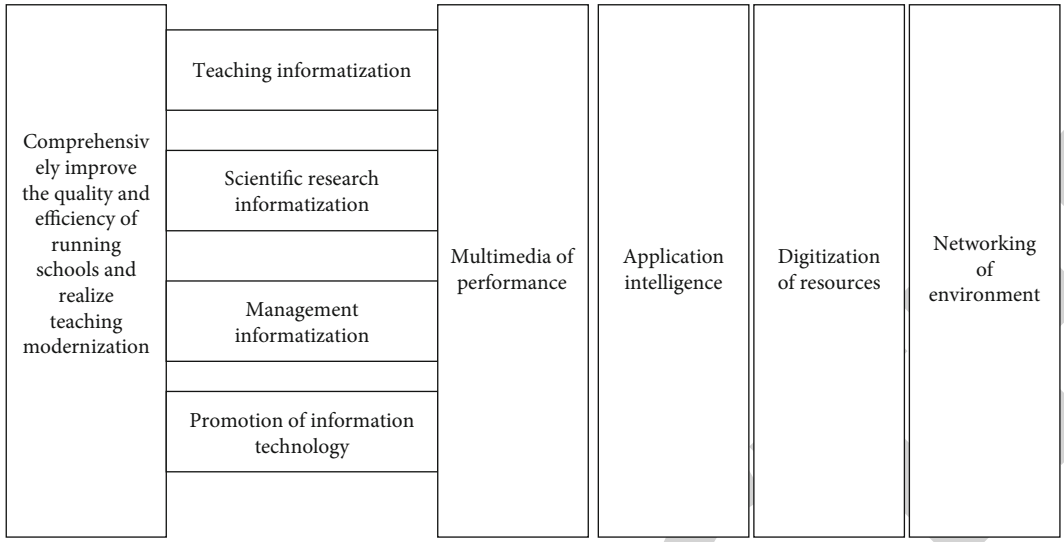

Figure 1: Teaching function information management of Township Primary Schools.

Table 1: Service contents of primary school teaching informatization functional institutions.

Service category	Concrete work
Teaching support service	Responsible for the management and maintenance of online teaching platform, the development of multimedia resources, and the provision of multimedia equipment services and video conference services for teachers and students
Information management services	Manage and maintain student information, faculty information, finance, and human resource application systems, and be responsible for data storage and backup in the data center, so as to facilitate the trading activities of the school
Network and communication services	Provide limited TV services for classrooms, offices, and dormitories, provide a variety of telephone services, and be responsible for building a campus virtual private network to facilitate teachers and students to access the campus network
Tools and resource services	Service multimedia classroom and office computer operating system and provide common software download, campus address book service, file transmission, and sharing service
Consultation, training and assistance	Provide knowledge base and helper entrance and help desk service, multimedia classroom, common software, new media, and project management training
Software and hardware purchase and maintenance	Provide users with purchase guidelines for computers and other equipment, provide various electronic equipment and siege, buy equipment, and provide follow-up maintenance services

survival and development of institutions and the educational needs of colleges and universities as shown in Figure 2.

The functional orientation of primary school teaching informatization functional departments needs corresponding principles and basis. In terms of positioning principle, this study believes that it should first comply with the national education policies, secondly comply with China's current national conditions, and finally take the scientific outlook on development and keeping pace with the times as the core idea [13]. On the basis of positioning, we should first take the definition of educational technology as the basis, followed by the core theory of educational technology, and finally take occupying the commanding height of education as the idea. The normal development of primary school teaching informatization must have a perfect and strong organizational system. The organization system should have the characteristics of integrity, authority, and clear professional division of labor [14]. This study divides the organizational system of the functional organization of teaching informatization into three levels: the school Informatization Leading Group (in which the competent leader is the group leader) is at the leadership and decision-making level and plays a leading and decision-making role. The information office and the expert committee are the management and service level and are responsible for guiding the work of the four subordinate centers. Teachers, students, and managers belong to the application and operation layer as shown in Figure 3.

As the leader of the information construction leading group, the information competent leader is usually served by a vice president or primary school C. He is a member of the information decision-making level and acts as a bridge between the school management and the information management department. On the one hand, he should convey

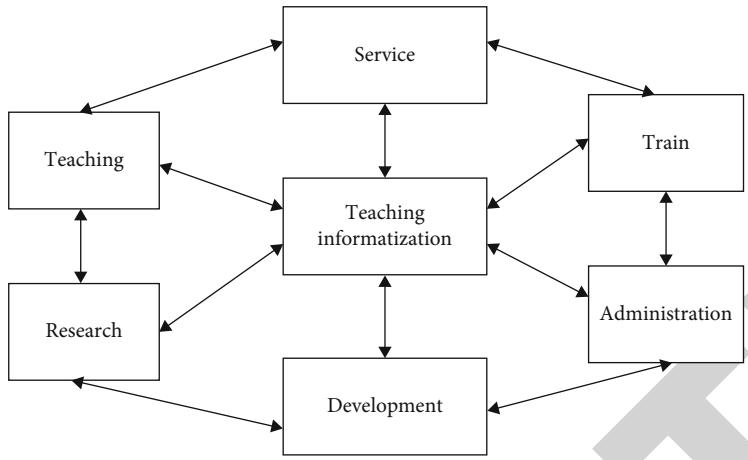

Figure 2: Functional model of teaching informatization functional organization in Township Primary Schools.

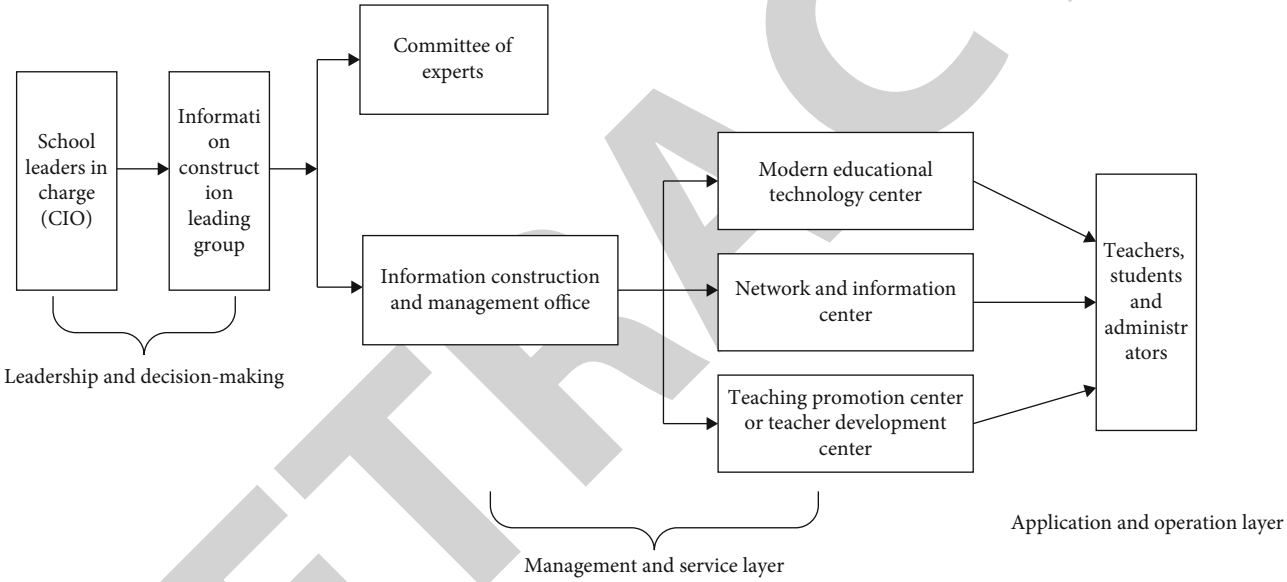

Figure 3: Organizational structure model of teaching informatization functional organization.

the strategies, views, and key points of the primary school management to the information management department. On the other hand, he should report the problems, direction, and capabilities of the information management department to the management. When the management makes some business decisions, he can provide some technical capabilities to better ensure the matching between the school's business strategy and the strategy. Its main responsibilities can be summarized as follows: (1) participate in the high-level decision-making of the school, and formulate the planning scheme and implementation plan of information construction; (2) lead and manage the information technology department and Information Service Department of the school; (3) coordinate information communication and task cooperation between information technology department and other departments; (4) formulate school the policies, standards and regulations, etc. The information construction leading group is the top management and decision-making body to comprehensively promote the information construction of the university [15]. In addition to the group leader, it also includes deputy group leaders and other members. The deputy group leader can be served by the director of the information construction and management office, and other personnel include the president's office, science and technology office, academic affairs office, personnel office, student office, equipment office, logistics management office, archives, the person in charge of the library, and other departments. Among them, the leading group is responsible for determining the decision-making, strategic objectives, and long-term planning of the information-based campus, guiding, and supervising the construction of the information-based campus. Specifically, it includes the following aspects: examine and approve the overall planning scheme and fund budget of school information construction; examine and approve the responsibility division, resource allocation management, and assessment mechanism for the

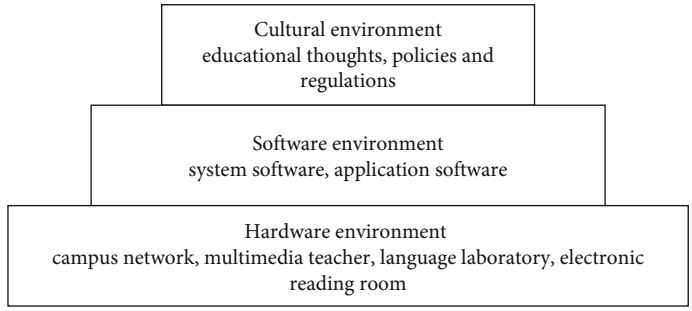

Figure 4: Contents of teaching environment construction in Township Primary Schools.

promotion of school information construction; examine and approve the plan initiation, fund budget, summary, and acceptance of annual major information construction projects; review the information construction project scheme proposed by various departments; consider the major issues related to information construction and operation submitted by the expert inquiry group or the information construction and management office [16].

2.2. Intelligent Power and Responsibility Evaluation Algorithm for Rural Primary Education. The teaching right of teachers is the right of teachers relative to students. Education is an ancient and eternal social phenomenon. Teaching is an ancient profession accompanied by educational activities. As "preachers, teachers teach and dispel doubts," the purpose of educational activities is not entirely for their own interests but ultimately for the learning and development of students. As on the subject of teaching rights, teachers' are first and mainly students [17]. Without the premise of students, the teaching profession is impossible. "The right to education is the premise of the existence of the right to education, and the right to education is the specific relative of the existence of the right to education. It is impossible to talk about the right to education without the right to education; on the contrary, it is impossible to talk about the right to education without the right to education." The school teaching process is a bilateral activity between teachers and students, and it is difficult to carry out teaching normally without any one of them [18]. In the teaching process, teachers' teaching takes students' learning as the premise and purpose, and teachers' teaching finally serves students' learning. Therefore, teachers' teaching rights are closely related to students' learning rights, which are bound to be restricted and affected by students' learning rights. For example, teachers' right to choose teaching content, teaching methods, and the right to guide students' learning and development must be consistent with students' learning reality and the law of students' physical and mental development and cannot act arbitrarily. As far as teachers' evaluation right is concerned, this right itself takes students as the evaluation object and evaluates the content of students' academic performance and behavior [19]. It can be seen that teachers' teaching rights are directly relative to students' rights. The exercise of teachers' rights shall not damage students' rights and shall be affected and restricted by students' learning rights. From the perspective of teaching information, the construction content includes the construction of hardware environment, software environment, and humanistic environment. The hardware environment is the foundation. Without high-speed campus network, a certain number of computer teaching rooms, multimedia classrooms, voice classrooms, network classrooms, and other hardware infrastructure, teaching informatization can only be "cooking without rice." Without powerful software and development tools, teaching informatization can only be carried out inefficiently. Without the change of thinking and understanding, teaching informatization cannot last, let alone improve the level, as shown in Figure 4.

Teaching informatization resources are the core and soul of teaching informatization and the "cornerstone" of teaching informatization. Primary school teaching informatization functional institutions should use advanced information technology, to create a perfect and rich teaching resource system and scientific resource management system, promote the application of teaching resources in teaching and learning, and improve the utilization rate of resources. Due to the differences in teachers' professional background and informatization level, the training class can be divided into primary, intermediate, and advanced [20]. The teachers participating in the training can choose the training level according to their own situation. In terms of training content, from simple introduction to in-depth production, the content should have both depth and breadth. In the training, as educational technology trainers, we should be able to reflect the advantages of modern teaching concepts and means, conquer teaching with practical cases, flexible teaching modes and diversified means, mainly teachers' participatory training, supplemented by trainers' teaching, and adopt the course organization form of combining teaching, discussion and practical combat, flexible use of diversified display, and explanation means to help teachers master the training content as shown in Figure 5.

The special server of the teaching evaluation system is connected with the single chip microcomputer of all classrooms through Ethernet to monitor and receive the data sent by each single chip microcomputer in real time [21]. At the same time, the special server can also access the campus network and obtain educational administration information such as curriculum, teacher timetable, classroom timetable, and student timetable from the school teaching management system [11, 22, 23]. All teachers and teaching managers can

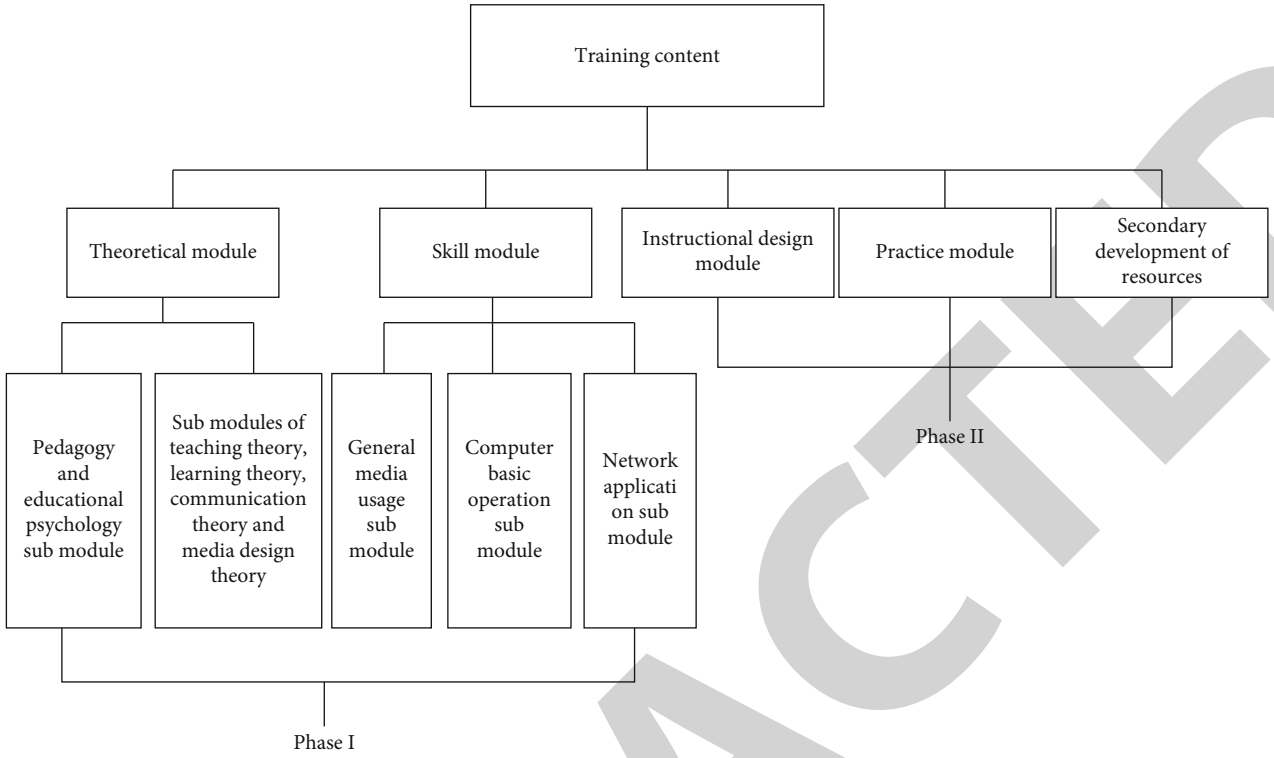

Figure 5: Content structure of teachers' educational technology ability training.

access the teaching quality statistical reports allowed by their permissions through the campus network. For example, teachers can view the classroom teaching quality reports of their courses; college leaders can query the reports of all courses offered by the college and can screen and make statistics according to the teachers, classes, and course names of the college and specify the responsibilities of each member and the relationship between responsibilities in order to achieve more effective management. In this paper, the responsibilities of functional organizations are divided into department level responsibilities and position level responsibilities (hereinafter referred to as department responsibilities and position responsibilities or department responsibilities and position responsibilities). The business subprocess determines the main responsibilities of the department. The functions of each node of the subprocess are the main responsibilities of the department. The conceptual model of responsibility relationship of department position business process nodes describes the department's business, the relationship and responsibility transfer process between business process and position responsibility, department responsibility, and department function. The department's responsibility and position responsibility sets are the same as the business process node rule sets across the positions of the department. They are the union of different responsibility sets formed from different angles and ranges. Department's responsibilities, position responsibilities, and process node rules should have strict quantitative correlation, so as to improve the pertinence of department and position responsibilities to department business operation requirements and ensure the effective connection and collaboration between these management elements. Department function is the induction and refinement of department responsibilities. It is a qualitative and summary description of department functions. It is not specific and measurable, while department responsibilities are specific, determined, and measurable. Department responsibilities, position responsibilities, and business process node rules are related. Department responsibility, position responsibility, position, business process mode, and business process are relatively independent management elements, which can be properly combined according to the actual needs of business process operation and function management. Among them, business and its process, position and process node, and department and its activities correspond to each other and form the internal and external circulation relationship of function management. It is the internal law that must be followed for functional management. According to this model, the external cycle of functional management can operate normally only under the effective operation and support of the internal cycle, as shown in Figure 6.

Set up a functional department h with P posts. i is the department and position responsibility correlation matrix, j is the position and business process responsibility correlation matrix, M is the department and business process responsibility correlation matrix, and n is the comprehensive index matrix of department and business process responsibility correlation after weight correction. K represents the comprehensive index of the importance of the responsibilities of the department in article i. The larger the index, the higher the comprehensive importance of the responsibilities of the department. q_k refers to the number of sub

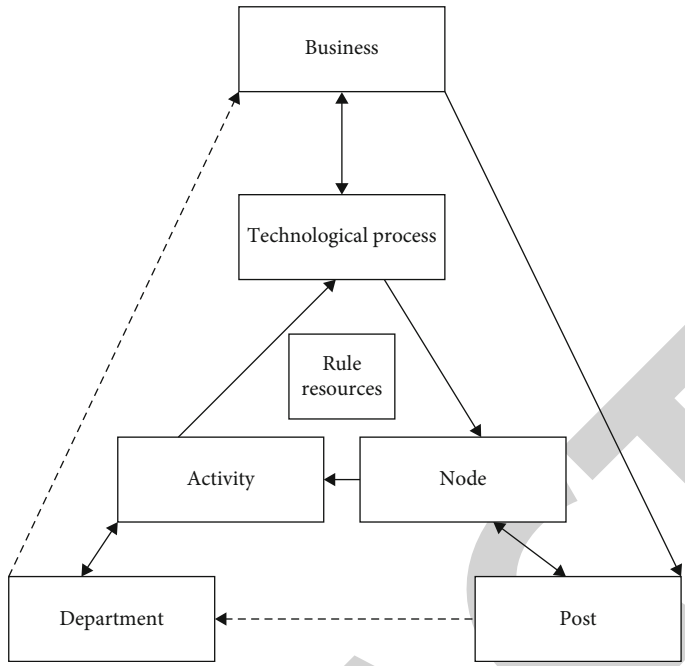

Figure 6: Double triangle circulation function relationship of functional management elements.

responsibilities of post q undertaking department level responsibilities in article K, of which

$$\begin{cases} h = 1, 2, \cdots, p, \\ i = 1, 2, \cdots, m, \\ j = 1, 2, \cdots, n, \\ k = 1, 2, \cdots, l, \end{cases} \quad (1)$$

$$0 < q_k < 1, \sum_{k=1}^{l} q_k = 1.$$

The correlation matrix and algorithm of department and postresponsibilities are

$$R = \begin{bmatrix} r_{11} & r_{12} & \cdots & r_{1n} \\ r_{21} & r_{22} & \cdots & r_{2n} \\ \cdots & \cdots & \cdots & \cdots \\ r_{m1} & r_{m2} & \cdots & r_{mx} \end{bmatrix}. \quad (2)$$

The responsibility incidence matrix and algorithm of department and position are the responsibility incidence matrix corresponding to m department responsibilities and n positions. The complete set of department responsibilities obtained from the position perspective is

$$R' = \sum_{i=1}^{i31} \sum_{j=1}^{n} r'_{ij}. \quad (3)$$

The distribution matrix of department responsibility quantity is

$$R_b = \begin{bmatrix} R_{B1} \\ R_{62} \\ \cdots \\ R_{i0w} \end{bmatrix}. \quad (4)$$

The department responsibility set (complete set) is

$$R'_b = R'_{b1} \cup R'_{b2} \cup \cdots \cup R'_{imm}. \quad (5)$$

The number matrix R of the relationship between department responsibilities and responsibilities corresponding to each position is

$$R_{b1} = [r_{11}, r_{12}, \cdots, r_{1n}]. \quad (6)$$

Department responsibility 1 responsibility set is

$$R'_{b1} = r'_{11} \cup r'_{12} \cup \cdots \cup r'_{1_\mu}. \quad (7)$$

Post responsibility quantity distribution matrix:

$$R_k = \left[R_{k1}, R_{\varepsilon 2}, \cdots, R_{gm}\right]. \quad (8)$$

Table 2: Primary school teaching rights and responsibilities information management policy.

Level	Content
General policy	Confidentiality policy, copyright policy, rational use policy of electronic resources, e-commerce information security policy, campus network access, and use policy
Personalized policy	Social security number use policy, procurement policy, academic and technical support policy, accommodation and use of school resources smart car for disabled students and employees, and campus network user responsibility policy

The responsibility relationship quantity matrix corresponding to the responsibilities of position R and each department is

$$R_{g1} = \begin{bmatrix} r_{11} \\ r_{21} \\ \cdots \\ r_{m1} \end{bmatrix}. \tag{9}$$

To sum up, the union of responsibility sets extracted from the perspectives of department and position is equal; that is, $R_{g1} = R_K = R'_{b1}$ is established. Then, the position and business process responsibility association matrix and algorithm are

$$F = \begin{bmatrix} f_{11} & f_{12} & \cdots & f_{1i} \\ f_{21} & f_{22} & \cdots & f_{zl} \\ \cdots & \cdots & \cdots & \cdots \\ f_{w1} & f_{nz} & \cdots & f_{ml} \end{bmatrix}, \tag{10}$$

where f represents the responsibility association matrix corresponding to n positions and l business processes. The responsibility correlation matrix and algorithm of department and business process are

$$B = \begin{bmatrix} b_{11} & b_{12} & \cdots & b_{1l} \\ b_{21} & b_{22} & \cdots & b_{2r} \\ \cdots & \cdots & \cdots & \cdots \\ b_{m1} & b_{m2} & \cdots & b_{mt} \end{bmatrix}, \tag{11}$$

where B represents the responsibility correlation matrix corresponding to M department responsibilities and l business processes: $B = R * F$. The matrix establishes the responsibility relationship between department responsibilities and all business processes of positions across departments. According to the transformation relationship and algorithm of responsibility quantity and content set among the above departments, positions, and business process nodes, we can draw the following conclusion: the responsibility quantity is strictly corresponding. Departments, positions, and business process nodes have strict correspondence and transformation relationships in the number of responsibilities. When designing and managing department responsibilities, position responsibilities and business processes, and relevant responsibility, association matrices should be established, and the distribution and matching relationship of responsibilities should be decomposed, designed, transformed, and verified according to the responsibility matrix algorithm.

2.3. Realization of Intelligent Optimization Orientation of Rural Primary Education. Primary education belongs to the category of vocational education in terms of type. It trains technical and skilled professionals and is oriented to students' employment; ordinary primary school education belongs to engineering and scientific research education, which cultivates engineering and academic talents. Primary education is a type of high-level vocational education with distinct vocational characteristics. In the determination of talent training objectives, it more reflects the characteristics of senior professionals with all-round development of morality, intelligence, and physique. The task of teaching management is to make full use of various conditions inside and outside the school (human, financial, material, environment, etc.), formulate plans, organize implementation, inspect and supervise, and control quality according to the requirements of training objectives. Primary schools should highlight the teaching management characteristics of the cultivation of skilled talents. At present, there are guiding policy opinions on the specialty setting of primary education and ordinary primary education, but the talent training orientation of primary education determines the flexibility of specialty setting and the adjustment scope of specialty construction. On the basis of good information technology services, the daily network management of American primary schools is strictly standardized. First, all computers connected to the campus network must be installed with relevant software required by information technology institutions. Secondly, all networked computers are strictly prohibited from using software with large resource occupation and file sharing without password. Thirdly, all campus users must use the only legal account in the campus to use the campus network. At the same time, the relevant departments also conduct real-time monitoring of the traffic of the campus network, and if it is found that the bandwidth is illegally occupied and the network equipment is added without permission, the information technology organization will notify the relevant departments to give severe punishment, as shown in Table 2.

Professional teaching must be aimed at the trend of economic and industrial structure adjustment and form a professional steering committee with the participation of industries, primary schools, and schools on the premise of extensive research to predict talent demand, analyze industrial development prospects, talent training objectives, teaching plan arrangement, main curriculum, and ability structure elements evaluate, and demonstrate and review

Table 3: Configuration of experimental equipment and operating environment.

System development environment		System operating environment	
Development application system	Windows 10	Server application system	Windows 7
Development environment	Framework 4.0	Client operating system	Windows 7 and above
Development and application software	Visual Studio.Net2017	Comply with the agreement	UDP, TCP/IP
Editing language	C#	Information Service Manager	IIS 7.0 and above
Foreground technology	JavaScript script	Browser	IE8 and above
Other components	Office components	Database running environment	Oracle 10 g

Table 4: MBTI learning style description.

Learning style	Describe
Introversion type	Extroversion: act before thinking, suitable for discussion and communication Introverted: think first and then act. Like to learn and complete tasks independently
Sensory intuitive	Sensory type: prefer learning of applied knowledge and like analysis Intuitive: like to learn abstract learning content
Thinking about emotions	Thinking type: like thinking and good at analysis Emotional type: like learning situational simulation and paying attention to self-concept
Judgment perception	Judgment type: like sequential learning step by step Perceptual: like to master the knowledge structure first

Table 5: Descriptive statistics of primary school teachers' self-assessment on the path of performing educational functions (percentage (%)).

Entry	1	2	3	4	5
Carry out various forms of ideological and political activities to educate and guide students	1.0	0.6	5.0	49.6	46
Combine current affairs and politics to educate students and understand their ideological trends	0.6	2.0	7.8	49.0	42.5
Teach by precept and example	0.6	0.6	1.6	41.2	58.6
Do a good job of Student Award Evaluation in a fair, just and open manner	1.0	0.0	1.0	22.2	77.2
Do a good job in punishing students for violating discipline fairly, fairly and openly	0.6	0.6	0.6	26.5	73.8
Actively, do a good job in selecting typical trees for model students	1.0	0.0	.0	32.5	66.5
Often help students solve their academic difficulties	1.0	0.6	0.6	40.6	59.5
Effective identification, funding and education of students with family difficulties	1.6	1.0	1.0	32.8	65.8
Go deep into students' studies and life, understand students' situations and deal with all kinds of emergencies	1.6	0.0	1.6	42.2	56.9
Guide the construction of student party branches and give full play to the role of student party members	1.0	1.0	3.2	38.2	58.9
Guide the work of the General Youth League branch and the student union, and give full play to the role of student cadres	1.0	1.6	1.6	35.2	61.8
Carry out students' ideological and political education with other functional management departments	0.6	3.6	5.5	48.0	43.7

the conditions for specialty establishment and the social available resources for specialty construction. On this basis, it is decided to adjust the teaching of the major. Primary school primary school education emphasizes the strong system theoretical foundation, while primary education emphasizes the penetration of strong practical skills and specialized skills. The curriculum must be closely integrated with the acquisition of skills certificates, so that the curriculum contents highlight occupation adaptability and reflect advanced nature and practicality. The successful experience of vocational education in developed countries has proved that only when the professional curriculum and research direction are close to the needs of social and economic development and grow and develop together with the industry, can we provide practical professional and technical talents for the industry and adapt to the needs of the market and the development of the new economy. As a primary school training applied talents, we should pay special attention to improving students' practical ability. Many graduates reported that they learned more abstract theories and less specific technical knowledge in textbooks during their school years. At present, the heads of some practical work departments in China also reflect that some graduates are unable to enter the role and are not competent for the job. In addition to the lack of practical professional curriculum content, the weakness of practical teaching is also an important reason. Therefore, we should scientifically construct the primary education curriculum system, provide more opportunities for students to practice activities, make up for the shortcomings of classroom teaching through effective practical activities, let

Table 6: Description of teaching function orientation style.

Learning style	Describe
Extroversion introversion type	Extroversion: act before thinking, suitable for discussion and communication Introverted: think first and then act. Like to learn and complete tasks independently
Sensory intuitive	Sensory type: prefer learning of applied knowledge and like analysis Intuitive: like to learn abstract learning content
Thinking about emotions	Thinking type: like thinking and good at analysis Emotional type: like learning situational simulation and paying attention to self-concept
Judgment perception	Judgment type: like sequential learning step by step Perceptual: like to master the knowledge structure first

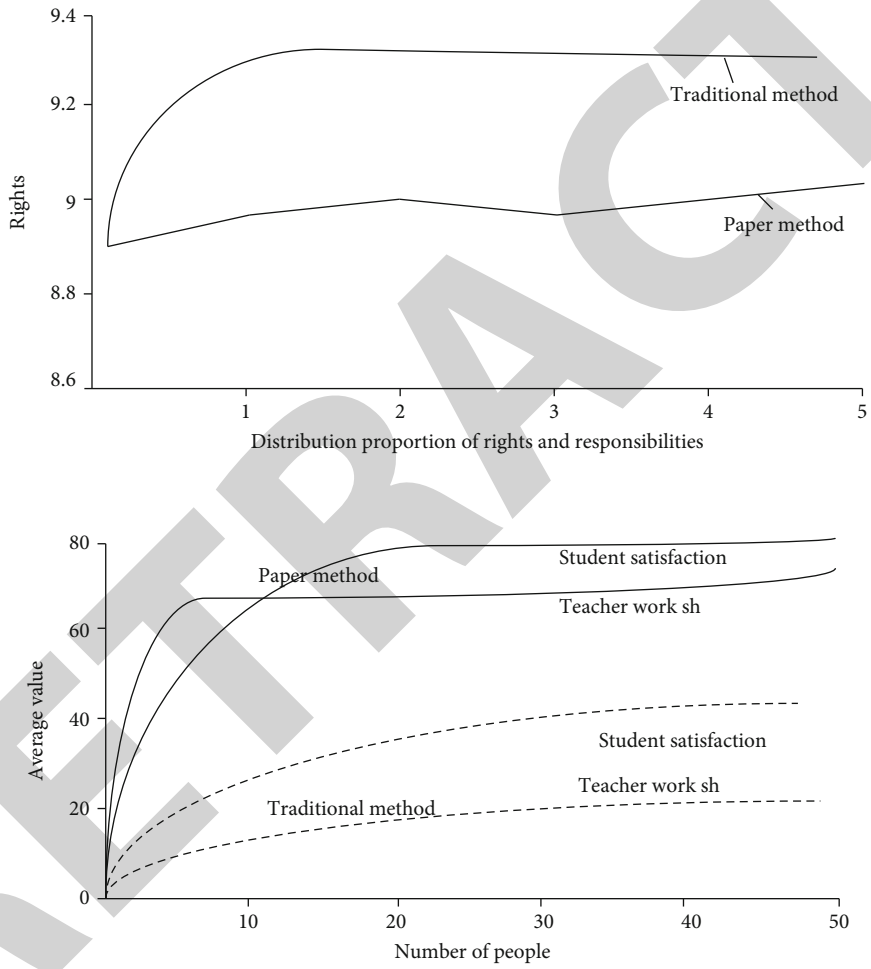

Figure 7: Comparison test results of teaching intelligent positioning effect.

students show their strengths in practical activities, and improve their practical ability and adaptability.

3. Analysis of Experimental Results

In order to ensure the authenticity and effectiveness of the experimental research results, the experimental environment and equipment parameters are set uniformly, as shown in Table 3.

The MBTI learning style model is used to analyze learners' learning styles from four types: introversion type, feeling intuition type, thinking emotion type, and judgment perception type. The learning style is described in Table 4.

School teachers are the imparters of knowledge and skills, the substitute parents in students' lives, the implementers of social education, and the influencers of students' education and teaching. According to the job division and teachers' self-report, the descriptive statistical results of primary school teachers' self-evaluation on the path of performing educational functions are obtained, as shown in Table 5.

Based on this record, the function setting of primary school teachers should be further evaluated within the

Table 7: What factors do you think that mostly affect your interest in the course.

		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	Curriculum practicability	48	54.6	55.0	55.0
	Teacher himself	16	18.0	18.3	71.6
	Teaching materials	3	3.5	3.5	75.8
	Teaching method	21	23.8	23.5	98.8
	Course attribute	3	2.5	2.4	100.0
	Total system	88	99.8	100.0	
		1	1.2		
Total missing		89	100.0		

group, and the topic participation should be improved. Table 6 shows the description of teaching function orientation style.

Based on the analysis of the survey results, primary school teachers prefer to use the traditional mature model to carry out primary school education, but the efforts to carry out political outlook education and situation and policy education are relatively weak, showing an obvious shift of focus; Network new media tools have entered teachers' work and become an important auxiliary means, but they are not fully used; it is relatively insufficient for teachers to cooperate with other primary school teachers to carry out primary school education, especially the coordination and interaction with teachers. The choice and application of these methods will directly affect the effect of teachers' educational function as shown in Figure 7.

Based on the above detection results, it is not difficult to find that, compared with the traditional methods, the rural primary school teaching intelligent positioning algorithm proposed in this paper can better reasonably allocate teachers' rights and responsibilities and improve teaching quality and students' learning satisfaction. During the research, the author learned that the learning and life department of the student union guided by teachers will regularly organize the students of the college to participate in the sampling survey. The sampling objects are the primary school students from grade 1 to grade 3 of the college, and the subject background is mainly science and agriculture. The analysis tools used are SPSS10 and Excel. Here, it is only used as a background reference for general students to see how teachers' teaching affects students' learning. The sampling feedback results shall be provided by teachers as shown in Table 7.

After the responsibility quantity and content set are determined, system documents such as department responsibility specification, postresponsibility specification, and business node rule specification should be prepared to solidify the responsibility in the form of system and determine the correspondence and transformation relationship between the three layers of responsibility in the form of structured responsibility set template to realize dynamic linkage. In order to maintain the synergy between the elements of department function management, the mutual connection and matching of various management elements in department function management are the basis for effective function management. The basis of postresponsibility design, on which the management elements such as post ability and quality requirements, postconditions, performance evaluation indicators, and weights of departments and employees, postsalary level, and post importance measurement standard are reasonable. This paper focuses on the preliminary research on the relationship between process node rules, postresponsibilities, and department responsibilities and the quantity conversion algorithm of responsibility distribution. According to the actual needs of functional management, it is also necessary to further introduce relevant management elements and management quantities, such as postcapacity and quality requirements, postactual workload, postperformance rights, and resource allocation, The algorithm is further improved by considering the practical problems such as multiple staffing of the same position and the relationship between superiors and subordinates.

4. Conclusion

The historical evolution of teaching function has distinct characteristics of the times, which are gradually developed and formed in the process of long-term interaction with society. With the development of the times, the three functions of traditional primary schools—teaching, scientific research, and social service—have been enriched and expanded. The increasingly prominent cultural inheritance and innovation function of modern primary schools are the inevitable choices for primary school functions to meet social needs and lead the trend of social development in the process of development. Different levels and types of primary schools should have different emphases for dealing with the relationship between various functions. According to their own characteristics, local primary schools should choose an appropriate path, focus on local development, based on teaching functions, highlight the concept of social service, strengthen the function of cultural guidance, constantly solve the problem of improper functional positioning in development, further clarify their own goals, and continue to make positive contributions to promoting the coordinated and all-round development of local politics, economy, and culture.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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