



Dilemma and Reflection on the High-quality Development of Rural Education in China

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Abstract. Education plays an important fundamental and leading role in the construction of new socialist countryside. With the gradual deepening of Chinese-style modernization and the construction of new socialist countryside, the lag of high-quality development of rural education has gradually become prominent in China. Based on the investigation and research on the rural education situation and basic living situation of Miajiaping Town, Yulin City, Shaanxi Province, this study briefly analyzes the basic living situation of rural China, the current situation of rural education, and the main factors restricting the high-quality development of rural education, and tries to put forward relevant suggestions to solve the difficulties faced by the high-quality development of rural education.

Keywords: Keyword: Rural education; The new countryside; Rural modernization.

1 Introduction

The report of the 20th National Congress of the Communist Party of China put forward the strategic goal of building Chinese-style modernization, of which the modernization of education and the construction of a powerful country through education are an important part[1]. Entering the new development stage, the high-quality development of rural education is an important means and support to realize rural modernization. In recent years, with the national emphasis on education equity and rural revitalization strategy, the high-quality development of rural education has gradually entered people's vision. However, compared with urban education, rural education still faces many difficulties and challenges. In the process of China's modernization, with the adjustment of rural industrial structure and the continuous promotion and application of agricultural mechanization, the rural surplus labor force is increasing, and a large number of farmers enter the city to work. With the increase of migrant workers, the education of "left-behind children" has become an important issue to improve the living standard of people. In the absence of direct guidance and caring education from parents, these children are faced with many social and psychological problems, which will affect the fu-

ture growth, study and life of the next generation, and will also affect the comprehensive construction of the new socialist countryside. Therefore, the research on the high-quality development of rural education has important theoretical value and practical significance. It can not only improve the quality of rural education, promote the development of rural economy, but also promote the realization of social equity and provide scientific basis for the government to formulate relevant policies.

2 The Important Role High Quality Development of Rural Education Plays in the Construction of a Strong Education Country and a Strong Talent Country

The General Secretary of China pointed out that "building a strong education country is a basic project for the great rejuvenation of the Chinese nation, and education must be given priority." High-quality development of rural education is not only the key to achieving equitable and balanced development of education, but also an important way to cultivate talents needed for rural revitalization and rural development, and an important support for laying the foundation for long-term national development and enhancing international competitiveness. Therefore, promoting the high-quality development of rural education is of great significance for building a powerful country in education and talent.

2.1 An Important Cornerstone for Realizing Equitable and Balanced Development of Education

The high-quality development of rural education is the inherent requirement of building a new socialist countryside. The rural problem of our country is a hot spot of social concern. In order to build a new socialist countryside and realize a harmonious society, Chinese government must deeply understand the current situation of rural education. Marx believed that "man is the essence and basis of all human activities and all human relations." The development of rural areas depends on talents, and the training of talents depends on education. The problem of rural education will directly affect the future development of rural areas. Vigorously running the rural education cause is an urgent need to realize China's agricultural modernization and an inherent requirement for building the new socialist countryside, which plays a very important role in constructing the socialist education system with Chinese characteristics.

2.2 The Main Starting Point of Training of Rural Revitalization and Rural Development Talents

Farmers are the builders of the new countryside, and the construction of the new countryside cannot be separated from high-quality farmers. The construction of a new socialist countryside is to invest in the education of farmers. "A country prospers when education is strong.[2]" The high-quality development of rural education is the founda-

tion of the construction of a new socialist countryside, and also the inexhaustible driving force for the construction of a new socialist countryside. The construction of new socialist countryside is a complete and systematic project, which requires not only the construction of material civilization, but also the construction of political civilization and spiritual civilization. In the long run of the new rural construction, the high-quality development of rural education plays an important role in popularizing cultural knowledge, increasing the ideological and moral cultivation of farmers, and improving the overall quality of farmers, which is conducive to promoting the process of the construction of the new socialist countryside.

3 The Basic Living Conditions and Education Status Quo in Rural Areas of Yulin City

Yulin City is located in the northernmost part of Shaanxi Province, at the junction of the Loess Plateau and the Mu Us Desert. The landform is roughly bounded by the Great Wall. The north is the wind-sand grassy beach area, accounting for 42% of the total area, and the south is the loess hilly and gully area, accounting for 58% of the total area. The city has jurisdiction over 2 municipal districts, 9 counties, 1 county-level city, 222 townships and 5,545 village committees. The permanent population of Yulin is 3,616,100, of which 2,957,300 are agricultural. This study takes Yulin City Miao-Jiaping town as a reference example, introducing the basic status quo of Yulin city countryside.

3.1 Current Situation of Rural Development

Miao-jiaping town belongs to the agricultural township, is the pure mountainous township. The total area of the town is 86.5 square kilometers, with jurisdiction over 29 administrative villages, 153 villagers' groups, 5544 households and 32,408 population. The town's total cultivated land is 40,734 acres, of which 5094 acres of Sichuan. The town has various forms of income, of which planting accounts for about 47.1%. The total output of grain is 5,378 tons, and each household has a slight surplus of grain, which is one of the main sources of economic income for villagers. The main products are wheat, corn and soybean. The fruit trees are mainly apricot trees and apple trees. The average annual income of the average family is about 7,800 yuan. If no one in each farmer's household is sick and hospitalized, the debt is almost zero.

3.2 Current Situation of Rural Education

Through field visits and sample surveys, it is found that 34% of the rural labor force in Miajiaping town, Yulin City, went out to work, leaving their children to study at home. Long-term single-parent guardianship or intergenerational guardianship, or even guardianship by others or no guardianship, makes left-behind children unable to get the care of parents like other children, and parents can not understand and grasp the psychological and ideological changes of children at any time. This lack of affection makes the

child become solitary and depressed, which seriously affects the healthy development of the child. These psychological problems directly affect the behavior of children, so that they are often different from other children at home, at school, and in society. The behaviors often exceed the moral and legal limits. In addition, left-behind children generally have poor performance at school. Due to the lack of effective family education, left-behind children lack enthusiasm for learning, enterprising, self-discipline. Most cannot complete homework on time, cope with problems. According to the survey, less than 10% of left-behind children have excellent academic performance, and more than 70% of left-behind children have medium or lower academic performance.

4 The Development Dilemma Facing the High-quality Development of Rural Education

4.1 School Education Resources are Insufficient

Education resources in this area, such as hardware facilities, teachers, teaching materials, etc., are generally relatively scarce, which directly affects the quality and effect of rural education.

The Role of Teaching Facilities is Not Obvious

For the second year in a row, the American Library Association and the American Public Library Association have shared and discussed issues such as public library participation in family education, with the goal of continuously increasing the participation of more than 100,000 libraries across the country in family education[3]. In today's highly developed society, textbooks are not the only important curriculum resources, multimedia, laboratory, library, museum, exhibition hall, science and technology museum, network information and so on have become important support resources for students' learning process. On the whole, the construction of hardware facilities in rural primaries and secondary schools in Yulin, Shaanxi province is relatively backward, and libraries, computer rooms, multimedia classrooms and other places to cultivate students' creative thinking are generally lacking. According to some teachers, although the school has a library and laboratories, they are barely functional. The books in the library are almost decorations, rarely open to students; Laboratory equipment is simple, because of the lack of special funds for the purchase of consumables, it is almost impossible to do experiments.

The Teaching Staff is Relatively Weak

The teachers in Miajiaping town are highly aged, with 67% of the total number of teachers over 45 years old. In terms of educational structure, more people have college degree and fewer have undergraduate degree. On the one hand, the professional level of rural teachers is low. Rural school teachers are still part of the private teachers, who most graduated from vocational colleges, and did not go through formal teacher education. Teachers limited capability seriously affects the learning level of students. On the

other hand, the quality of post-service teacher training is not ideal. At present, the training of rural teachers mainly focuses on the improvement of academic qualifications, but there is still a lack of training in the aspects of discipline, educational technology and educational theory. In addition, although some rural teachers have good teaching ability, they have lost many opportunities to further improve their professional skills because of working location.

The Concept of Education is Relatively Backward

The level of rural economic development limits the level of students receiving education, and the concept of "reading is useless" seriously restricts the modernization process of rural education. Survey data show that 40 percent of farmers regard children's education as the most important factor of family economic pressure. The cost of training a high school student may cost a rural family more than three to five years of net income, and it takes 12 years to finish high school without kindergarten. For the average rural family, the pressure of children's education mainly comes from junior high school, that is, high school and university stage. The income of rural families is generally lower than that of urban families, and the basic annual income of a family is generally less than 10,000 yuan, and the main source of family income is generally farming and migrant work. Apart from the basic expenses of the family, this meager income is simply not enough to cover the tuition fees and living expenses of a college student's child. Another situation is that some families have more than two children, which adds more to the burden.

4.2 Family Education is Backward

Many western countries call the family Education guidance service as Parental Education, emphasizing the important role of parents in the process of education. William W. Cutler discusses the evolution of the relationship between home and school and the involvement of parents in school education in the United States during the 19th and 20th centuries[4]. Dong et al. took Chinese mother-child pairs as samples and used reverse classification tasks and externally imposed delay tasks to conduct experiments on the internalization of rules in children under different effort control conditions, aiming to explore maternal parenting[5]. The general secretary of China pointed out that "the family is the child's first classroom, and parents are children's first teachers." Affected by social and economic background, regional conditions and other factors, rural students receive relatively backward family education, especially the lack of family companionship and emotional education.

The Concept of Family Education is Backward

According to the survey, about 45 percent of parents chose the option of "scolding or beating up" when their child did something wrong. Parents beating, scolding, punishing children damages their self-esteem. Other parents spoil children very much, al-

ways there trying to solve every problem. Many students are not encouraged and recognized by their parents because they do not get high scores, resulting in weariness or dropping out of school.

Family Education Environment is Insufficient

The rural family education environment is relatively weak, and the investment in children's education is not too high. In the survey, 72.4% of families never subscribed to books, newspapers and magazines, and 3.4% of families ordered only one to two books and magazines. The annual cost of buying books for children is only about 50 yuan. At the same time, there are fewer healthy cultural and recreational activities in rural areas, and many parents do not read books and newspapers in their spare time, but are immersed in drinking, playing mahjong and poker, which has a negative impact on their children's learning and growth.

4.3 Distribution of Educational Resources is Not Even

Affected by many factors such as region and economy, the distribution of rural educational resources among regions is obviously unbalanced. The government's investment direction and ruling philosophy greatly affect the development of rural education. According to the investigation, limited funds provided by the local government to run rural education can not meet the needs of rural teenagers for education. In addition, compared with the education sector, the power of power, transportation and other institutions control resources, which leads to the relative insufficient allocation of educational resources, thus the rural population has more limited access. At the same time, the society has not paid enough attention to the differences and long-term nature of urban and rural education, and there is no clear understanding of the practical needs of rural education. This will inevitably increase the cost of education and offset the achievements of rural education reform, construction and development. A closed loop in rural education, employment and entrepreneurship has not yet formed; Higher education is only concentrated in the city, has not reached the degree of regionalization; Rural middle and high schools are increasingly far away from the countryside. These problems have become the bottleneck of rural education development.

5 Conclusions

With the rapid development of information technology and the solidification of urban-rural dual structure, the gap between urban and rural education has a further widening trend, and rural education is still facing great pressure from traditional to modern transformation. These unfavorable factors pose a severe challenge to the modernization and high-quality development of rural education. Therefore, the high-quality development of rural education can be comprehensively implemented from the following aspects to form a systematic improvement and optimization.

5.1 Deepen Educational Reform and Innovate Educational Models

Establish a Matching Support System

A long-term friendly and mutual assistance system should be established between urban primary and secondary schools and rural schools, sharing teaching and other aspects of resources; Higher education schools should set up teaching and training bases in rural schools to achieve a mutually beneficial pattern of university education and rural education. College students majoring in normal education can be required to practice in grassroots rural areas for a certain period of time every year, and the outstanding students would be commended and rewarded. Rural students should be encouraged to return to their places of origin to teach after graduation.

Establish a Mechanism for Connecting Schools and Enterprises

A school-enterprise joint training mechanism should be established, accelerating the pace of joint education between rural schools and society, carrying out career planning training in advance, and forming a joint operation between middle school employment classes and industries, enterprises, and vocational education institutions, so as to achieve a school-running mode in which the government provides policies, enterprise groups provide funds, and the education system provides teachers. For students who plan to work in enterprises, schools should contact local relevant enterprises, adopt the principle of two-way choice between enterprises and students, and determine the flow of students' graduation as soon as possible.

5.2 Integrate Educational Resources and Improve Teaching Quality

Integrate Educational Hardware Facilities to Realize the Sharing of Educational Resources

Compared with the urban advanced educational hardware equipment and facilities, the rural education hardware is relatively backward, many urban primary and secondary schools have long been equipped with advanced multimedia teaching equipment, but rural schools have not. Many of the idle facilities in municipal schools are in good working order. In the case of insufficient national education funds, the less made use of equipment in urban schools can be transferred to rural schools for secondary use.

Strengthen Teacher Training in Rural Areas and Increase Exchanges between Urban and Rural Teachers

Strengthening the communication between urban and rural teachers is one of the best ways to improve the level of rural teachers. Some excellent teachers can be selected to study in urban schools. After learning for a period of time, they can absorb the advanced concepts of urban education and refine their own teaching methods based on mastering the teaching methods and integrating the actual situation in rural areas. We can also exchange excellent urban teachers to rural areas for short-term teaching through the support policy of rural teacher resources.

5.3 Improve Institutional Supervision and Strengthen Emotional Care

Give Play to the Role of Village Committees in Territorial Management

Some scholars pointed out that governments at all levels should carry out practice under the guidance of policies, actively try to promote the policy design, action mode, characteristic cases and typical experience of education to promote rural revitalization, and paint a vivid and colorful picture of education to help rural revitalization[6]. Therefore, as a front-line worker, the village committee should establish a tracking account, understand and master the details of the left-behind children in the village, and establish the life files of left-behind children. The files of left-behind children will be fed back to the school where the students work to help the school understand the psychological changes of left-behind children in detail. The village committee shall communicate regularly with the guardian, and require the parents of the students to give their children ideological education for a certain time every week, which can be achieved by phone calls and letters.

Strengthen the Management and Guidance of Left-behind Children

Schools at all levels in rural areas should establish a parent contact system, institutionalize the contact between schools and parents, and strive to contact the parents of every child at any time (especially parents of children who work outside the home), and completely change the phenomenon that parents turn their children over to school and do nothing else about it. In addition, according to the actual situation of left-behind students, schools can carry out "loving parents" activities. Those left-behind students who are in special need of help in conduct or study will be divided into groups and arranged by teachers for key guidance.

Strengthen Family Education and Guidance for Rural Parents

The training of parents can be carried out in three aspects: First, the training is organized by the school. The school can simply train the parents in the education method and direction, guide the parents to adopt the correct family training mode, and strengthen the emotional communication between parents and children; Second, relevant education departments can set up a special school for parents in the leisure time of farming, to give parents lectures on the cultivation of students' character and conduct, and to improve parents' awareness of family education; Third, outstanding students' parents can do more as examples to exchange ideas in family education methods.

To sum up, the high-quality development of rural education needs the joint efforts of the government, schools, families and society. Through the comprehensive policy of increasing investment, optimizing resources, strengthening teachers, deepening reform, strengthening equity, promoting informatization and strengthening management, the modernization process of rural education can be promoted, and powerful talent guarantee and intellectual support can be provided for the economic and social development of rural areas, so as to achieve high-quality development of rural areas.

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