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A Brief Analysis of Thinking on the High-quality Development of Rural Basic Education

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Abstract

"Building a high-quality education system" and "developing a fairer education" are the Chinese current educational goals. To "build a high-quality education system" is inseparable from the high-quality development of rural basic education. However, Chinese rural basic education still has poor natural conditions, like a single form of education, shortage of educational students and teachers, and uneven distribution of resources, resulting in uneven quality of rural basic education. Thus, to develop rural basic education, we need to make scientific, systematic, and forward-looking planning and actions in order to promote the high-quality development of rural basic education in China.

Keywords

Rural basic education; High quality; Dilemma; Strategy.

1. INTRODUCTION

The report of the 19th National Congress of the Communist Party of China focuses on "promoting the integrated development of urban and rural compulsory education and attaching great importance to rural compulsory education". Realizing the reform and development of the integration of urban and rural compulsory education is a major decision made by the state focusing on promoting educational equity and the coordinated development of education. It is an inevitable choice to run rural basic education well and improve the public service level of rural education as a whole in the new era. This decision of the central government is of great and far-reaching significance for implementing the Rural Revitalization Strategy and building an educational power. In fact, after decades of development, China's rural basic education has made great progress in the allocation of educational facilities, talents and other resources, which has also made an important contribution to the country's strategy of promoting rural social development and realizing rural revitalization. However, despite the above development, some potential problems still perplex and curb the high-quality development of rural basic education, especially compared with the high-quality education in cities and towns.

Consequently, to narrow the gap between urban and rural education is not only the urgent need of the state to promote the fairness of urban and rural basic education, but also the demand of Rural Revitalization. The Rural Revitalization Strategy of the Party Central Committee not only gives a new mission to the development and reform of rural education, but also puts forward new requirements for the comprehensive development of the theme of rural life, that is, to realize the synchronous development of rural society and the good revitalization of rural society through rural basic education. To sum up, based on the current needs of Rural Revitalization and development, we must make scientific, systematic and forward-looking plans and actions for rural basic education. This paper will analyze the significance and current

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situation of rural basic education in detail, and put forward operable and scientific solutions, so as to promote the high-quality development of rural basic education and indirectly promote the realization of Rural Revitalization.

To explore the high-quality development of rural basic education, we must first understand what is called high-quality education.

2. MEANINGS OF "HIGH-QUALITY EDUCATION"

The so-called "high-quality education" means to achieve high-quality development in both quality and quantity. Its connotation mainly includes the following aspects:

2.1. High Quality Education Is Fair Education

Educational equity is the greatest equity. From the perspective of policy context, high-quality education inherently embeds the concern and pursuit of educational equity. The report of the 19th National Congress of the Communist Party of China focused on "striving to make every child enjoy fair and high-quality education", which aroused warm repercussions and resonance among the masses. Thus, fair education should ensure that everyone enjoys equal rights and obligations to education, provides relatively equal opportunities and conditions for education, and has equal opportunities for educational success.

2.2. High Quality Education Is Education with Balanced Development

Due to many factors, rural education still has educational gaps between regions, between urban and rural areas, between schools, and between groups, and the development is uneven (Kihwele et al., 2019). Thus, it is necessary to scientifically plan the spatial layout of education in various regions, optimize the educational pattern according to local conditions, develop in a coordinated manner, allocate educational resources in a balanced manner, and achieve the goal of educational development (Nnennaya et al., 2018).

2.3. High-quality Education Is An All-round Development Education

The essence of education is to educate people. Under the guidance of the party's educational policy, follow the laws of education, pay attention to people's physical and mental health(Zhao, 2021), build morality and cultivate people, and cultivate people with all-round development and complete people who need life-long and social development (Love & Horn, 2021).

2.4. High-quality Education Is Innovative Education

Innovation is the eternal theme of the development of human society. In fact, there are only two decisive factors for a country to change from weak to strong: one is innovation, and the other is education, especially the level of creative education. We need to actively explore and implement innovative education. Implement the educational innovation-driven development strategy, break the solidified behavior structure, and stimulate the vitality of educational innovation. Note that, innovation is not abandoning tradition, nor is it negating tradition, but development in tradition.

2.5. High-quality Education Is Education for Sustainable Development

Adhere to the people-centered approach, correctly handle the relationship between the development of education itself and economic and social development, and build a harmonious development operating mechanism, so that education will always maintain the vigor and vitality of sustainable development. Committed to resource-saving and environment-friendly education, creating a new normal for sustainable development of education, and cultivating talents with sustainable development capabilities, is not purely pursuing the development of scores and achievements, nor is it a fragmented, torn development.

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In short, the high-quality development of education is to change the mode of educational development, optimize the structure of education, and cultivate talents with sustainable development capabilities under the guidance of new development concepts. It is the development from "quantity catch-up" to "quality catch-up", from "scale expansion" to "structure optimization", and from "factor-driven" to "innovation-driven". Realizing the high-quality development of education is my country's demand for "building a high-quality education system" and a new blueprint for China's educational development at a new historical starting point.

3. THE SIGNIFICANCE OF THE HIGH-QUALITY DEVELOPMENT OF RURAL BASIC EDUCATION

Based on China's basic national conditions and the new development stage, the Fifth Plenary Session of the 19th CPC National Congress clearly proposed to "build a high-quality education system" and promote the integration and balanced development of rural and urban education. At present, with the accelerated pace of rural revitalization, the importance of rural basic education has attracted more and more attention with its particularity and richness. The high-quality development of rural basic education is of great significance to guide rural development. The development of rural basic education is not only the fundamental policy to realize China's rural sustainable development, an important way to solve the "three rural" problems, but also the objective requirement to narrow the gap between the rich and the poor and realize social fairness and justice. Thus, its significance is not trivial.

Specifically, it has the following important significance for promoting the high-quality development of rural basic education.

3.1. Help Improve the Quality of the Rural Population

Rural revitalization is inseparable from the moisture of education. In China, the cultural level of the rural population is getting lower, thus the improvement of population quality needs the nourishment of culture; and to realize the modernization of agriculture and become an agricultural power, it is inseparable from scientific and cultural knowledge (Shi & Sercombe, 2020). Consequently, strengthening the education level of the rural population is the top priority.

3.2. Contribute to the Development of Fairer Education

China has tried its best to pursue social fairness and justice. Actually, only fairness can promote the rapid development of society. However, there is a big gap between urban and rural education. If these gaps are not solved, it will affect the realization of social equity in our country. Thus, narrowing the gap between rural and urban education can fundamentally develop more fair and higher quality education, so as to realize the balanced development of education, then greatly promote social equity.

3.3. Concerning the Realization of Rural Revitalization

"Rural Revitalization" is an issue of great concern to our country and people. As we all know, science and technology is the primary productive force, and only education can effectively transform science and technology into productive forces (Dungey & Ansell, 2020). Education can not only improve the cultural quality of rural population and cultivate high-tech talents, but also promote the development of rural economy, and finally promote the realization of rural revitalization.

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3.4. Demand for Building A Well-off Society in An All-round Way

With the continuous modernization of China's agriculture, the labor factors relying on physical strength are decreasing. In contrast, the demand for intellectual factors is increasing. It is worth mentioning that the development of intellectual factors requires the level of knowledge (Hannaway et al., 2019), culture and technology, which are inseparable from education. More importantly, rural development is an important part of building a well-off society in China. Thus, rural development is inseparable from education, which is also the appeal of building a well-off society.

4. CHALLENGES OF HIGH-QUALITY DEVELOPMENT OF RURAL BASIC EDUCATION

In the new development stage, rural basic education is facing both opportunities and challenges. Unfortunately, the existence of these challenges will be a major obstacle to the construction of a harmonious society and comprehensive rejuvenation.

4.1. Challenge of Unreasonable Resource Allocation

The gap between rural education and urban education has widened, and "irrational distribution of resources" is the main reason. Although the state invests a large amount of funds in rural schools every year, the education funds actually received by rural schools are very small and cannot meet the normal expenditures of schools. On the other hand, the hardware facilities of most schools in rural areas lag behind that of urban schools, and the construction of information technology is relatively lagging. Compared with urban schools with multimedia teaching, teachers in rural schools have desks, blackboards and other facilities. The unequal and unreasonable allocation of these resources prevents teachers in rural areas from making full use of their knowledge in the classroom. In addition, it is difficult for teachers to explain knowledge to students to a certain depth, resulting in extremely unequal educational opportunities for rural children (Deekor, 2019). As a result, the imbalance between the regional education levels arises from this.

4.2. Challenge of Poor Teaching Conditions

The bad or remote geographical environment not only makes the economic development of some rural areas unsatisfactory, but also indirectly hinders the development of rural basic education. Currently, in China's rural areas, most schools still have some problems, such as poor teaching environment and single form of school education. The backward rural economic conditions will lead to people's neglect of education. For instance, some rural schools only offer cultural courses like Chinese, mathematics and English, but not providing music, art, physical education and etc. Due to the single curriculum, it is difficult to mobilize students' enthusiasm and interest in learning, let alone cultivate students' all-round development. The above situation seriously limits the development of rural basic education in China, and also makes rural basic education lag behind urban education.

4.3. Challenge of Constant Loss of Students

With the acceleration of the urbanization process, a large number of rural students follow their parents to enter the cities and stay in labor areas to go to school, resulting in the continuous loss of rural students. On the other hand, due to the improvement of living conditions, rural parents pay more attention to education than ever before. Some parents do not trust the conditions and teaching level of rural primary schools and send their children to schools with better conditions such as county towns. At the same time, when the number of students in rural schools has decreased, some places have taken advantage of the situation to remove some schools in order to reduce investment in education, which has further

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exacerbated the crisis of rural education. This has brought a lot of inconvenience to some students' education and also brought rural areas. Regional education has brought a vicious circle. This makes the development of rural basic education uneven and unsustainable.

4.4. Challenge of the Shortage of Teachers

Rural areas cannot attract young high-quality teachers for a long time due to remoteness and inconvenient transportation, which makes rural schools in a state of lack of teachers for a long time. In addition, due to the exclusion of rural education by young teachers, the proportion of rural education teachers is inappropriate, and teachers tend to be aging (Roberts, 2018). Although old teachers have certain teaching experience, their educational ideas and methods are relatively old, which has a certain hindering effect on the modern new curriculum reform. On the other hand, the proportion of female teachers in rural schools far exceeds that of male teachers(Chow et al., 2019). The imbalance between male and female teachers is also not conducive to the cultivation of students' individuality.

5. SOLUTION TO THE DILEMMA OF HIGH-QUALITY DEVELOPMENT OF RURAL BASIC EDUCATION

Facing a series of problems in rural schools, we must comprehensively improve the weak school running conditions of rural basic education, increase the investment in rural basic education, improve basic education facilities, improve the quality of education team (Gan et al., 2018), pay attention to family education, and realize the high-quality development of rural basic education.

5.1. Increase Investment in Rural Basic Education Funds

With the development of China's economy, the state has increased its investment in education and paid more and more attention to the development of education. Although China's rural education has made great progress with the increasing attention of the state, there is still a big gap compared with urban education. Moreover, due to different economic development in various regions, the financial investment in various regions is different, resulting in the widening of the education gap in different regions. Therefore, in order to narrow the gap between urban education and rural education, we must increase the investment in rural schools, optimize the structure of education funds, improve the guarantee system of education funds, and improve the financial investment mechanism of education.

5.2. Promote the Development of Basic Education Informatization in Rural Areas

If we want the balanced development of urban and rural education, we must let rural teachers share teaching methods and teaching resources with urban teachers, so that rural teachers can enrich themselves at any time. The development of information technology makes it possible to share educational resources. Build an interconnected and shared basic education service supply system (Xia, 2018), build the informatization of basic education, and make education informatization fully serve rural basic education. For example, build special education websites, rely on these education websites, upload the classroom teaching videos and teaching materials of some excellent teachers to the website (Araújo de Sousa et al., 2020), realize the sharing of teaching resources between urban and rural teachers, and push appropriate high-quality education resources to rural education with the help of artificial intelligence technology, so as to realize personalized and characteristic education and improve the quality of education (Wang et al., 2020).

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5.3. Improve the Quality of the Teaching Staff

First of all, it is necessary to establish a long-term and effective support mechanism for sustainable development to realize multi-dimensional and diversified assistance to rural education, so as to avoid the phenomenon of getting into trouble again after eliminating the trouble. Secondly, we must strengthen the construction of teacher ethics and style, and strive to improve the ideological quality of teachers, so that teachers are willing to dedicate themselves to rural education. Furthermore, learning should enhance teachers' sense of professional identity, guide young teachers to take root in rural education, inject fresh blood into rural areas, and effectively alleviate the current serious situation of rural teachers' aging.

5.4. Focus on Family Education

Obviously, attaching importance to family education has become a social consensus. Nowadays, many left-behind children live with their grandparents, their parents have been working outside for many years, and their parents' education level is not high, and their understanding of family education is not high (Gustafsson & Yang Hansen, 2018), making the students' family education in a state of long-term lack. Thus, it is necessary to provide guidance and support for family education, regulate and guide, clarify the main responsibilities of family education, so that rural families and schools can form educational synergy, and strive to improve the quality of rural basic education (Garcia Yeste et al., 2018).

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