

A Study on the Difficulties and Countermeasures of Girls' Education in Poor Yi Areas

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Abstract: Yi girls' education is an important part of Puge county's basic education, which is the key to improve the quality of the local population and to revitalize Puge county's taboo and overall strength. Girls' education is the focus of education in ethnic minority areas, which involves many problems. It is not only a literal reflection of education, but also a major indicator of social development and progress in ethnic minority areas. In view of the main problems existing in Yi girls' education, this paper analyzes the reasons that influence and hinder the development of Yi girls' education, and puts forward some countermeasures to promote the development of Yi girls' education, which is of great practical significance to realize the development goal of high-quality education in southwestern Sichuan and promote the all-round economic and social development in southwestern Sichuan.

1. Introduction

With the rapid development of science and technology, the increasing competition in society, the cultural and educational level of a country and a region and the high and low quality of its population have become important indicators to promote and measure its development, while girls, as the future generation of female workers and mothers, play an inestimable role in improving the quality of the population and promoting social development, and the level of girls' education development has become an important factor affecting the quantity and quality of the population [1]. The backward education in Southwest Sichuan is particularly prominent in the backward education of girls in poverty-stricken areas in Southwest Sichuan. The development of basic education in China is extremely unbalanced, and the regional characteristics of girls' education problems are very obvious, which are mainly concentrated in remote areas, underdeveloped economy and inconvenient transportation. The rural and mountainous areas where ethnic minorities live in concentrated communities are the provinces where girls' education problems are particularly prominent, and these problems cannot but arouse our concern [2].

Based on the research background of building a well-off society in an all-round way [3], this paper studies the educational development in Puge county Yi area, discusses the practical problems in its development process through field investigation, and combines the research results in related fields at home and abroad, and makes an in-depth discussion on the education poverty alleviation work in Southwest Sichuan Yi area from the perspectives of theory and practice, macro and micro, etc., in order to further accelerate and promote the balanced development of education in minority poverty-stricken Yi areas, puts forward reasonable suggestions and gives corresponding

countermeasures.

2. A Summary of the Present Situation of Education in Poverty-Stricken Yi Areas in Southwest Sichuan

Since the reform and opening-up, southwest Sichuan has gradually established an education system which is adaptable to economic, political and cultural construction, large-scale, reasonable in structure, complete in functions and with local and national characteristics, and the operating mechanism of the education industry is gradually improving and maturing. However, after graduating from junior high school, some girls lost the opportunity to receive higher education for various reasons. In the local area, girls' educational opportunities are not equal to boys', especially in junior high school and senior high school. In addition, the proportion of girls who drop out of school is higher than that of boys. From the historical basis and the actual development situation, girls in poverty-stricken areas are still vulnerable groups, their due social status and the right to education can not be truly guaranteed, and Yi girls' education still faces many difficulties and problems.

(1) Low gross enrollment rate

From the perspective of the development law of primary education, the gross enrollment rate below 100% indicates that the supply of educational opportunities is insufficient; The high gross enrollment rate means that a considerable proportion of over-aged children repeat their studies, which reflects the problems in the quality of education and the allocation of educational resources [4]. The average school floor area, the proportion of science teaching instruments and books reaching the standard in ordinary middle schools are basically similar to the characteristics reflected in primary schools. That is to say, although there is a certain gap between the average building area of ordinary middle schools in eastern and poor Yi areas, the main gap lies in the quality of school buildings and the building area of dangerous buildings. Teaching instruments and books are not only in quantity, but also in quality.

(2) Poor teaching infrastructure

In addition, it should be noted that there are quite a number of phenomena of “one teacher, one school” in poor Yi areas, which cover up the problem of insufficient area of school buildings per student in statistical data. Similarly, the lack of statistical data on the types and quality of teaching instruments and books in primary and secondary schools makes it difficult to analyze the quality of school conditions. In fact, the backward conditions of running schools in poor Yi areas are much more serious than those reflected by statistical data.

(3) The quality of teachers is not high

Due to the difficult financial situation in many areas of poor Yi nationality areas, problems such as teachers' salary arrears and the failure to guarantee public medical care often occur, and the situation of “not staying locally, not coming from other places” is getting worse and worse. There are still quite a number of unplanned private teachers and substitute teachers in poor Yi areas. The number of teachers in poverty-stricken Yi areas is insufficient, their educational level is not high, and the system of on-the-job training, continuing education and certificates for teachers is not perfect. For many years, the weak teaching staff has become a key constraint to improve the quality of education in poor Yi areas.

3. An Analysis of the Causes of Girls' Education in Poor Yi Areas

3.1 Girls Dropping out of School is a Comprehensive Reflection of Social Problems

The direct cause of rural girls dropping out of school is firstly family factors. For some ethnic

minority areas, quite a few parents still hold the idea of “a married daughter, throwing out water”. If a daughter doesn't want to read it and is willing to help at home, parents won't object. At the same time, the custom of early marriage in minority areas has a great influence on girls. Because they are located in mountainous areas, girls of Yi and Miao nationalities generally go to school at the age of 8-9, and when they reach the age of 15, they will start talking about marriage, which is one of the major reasons why they cannot persist in completing their studies.

In addition, due to the impact of the tide of working, a large number of rural laborers go out, and parents can't take care of the study of children who stay at home. In several rural primary and secondary schools randomly selected, the number of left-behind children accounts for about 55% of the total number of students, and some schools even exceed 74%. A large number of studies have shown that after 1990s, the chances of academic success of students from the bottom of rural areas tend to decrease year by year, and girls have lower opportunities than boys in rural areas due to gender reasons. This may be the internal reason for the high dropout rate of rural girls [5-6].

3.2 There Are Some Limitations in Girls' Ideology

In China's feudal social history of more than 2,000 years, feudal concepts such as “men are superior to women” have dominated for a long time, and the feudal consciousness of “boys go to school and girls are busy feeding pigs” makes women subordinate in politics, economy, society and family [7]. In addition, the old custom of early marriage of Yi girls objectively deprived them of their right to education. With the development and progress of society, although these old concepts and customs have been contained, their influence can not be ignored. At the same time, the penetration of some rules and regulations against girls in religious consciousness directly or indirectly leads to girls' low expectations for their education.

Table 1 Investigation on Girls' Ideology

	Self-awareness	Modern consciousness	Communication consciousness
Correlation coefficient	-1.25	-0.17	-0.11
P value	0.022	0.003	0.000
Significance	P<0.05	P<0.01	P<0.01

Because of the backwardness of economy and culture and the closure of geographical environment, girls still have certain limitations in ideology. Through the investigation of self-awareness, modern awareness and communication awareness (see Table 1), it can be seen that girls in poor Yi areas have higher self-development expectations, but on the whole, girls' ideological level is quite different in different regions and the overall level is low, which is the key factor hindering their own development and the development of girls' education in poor Yi areas.

3.3 Lack of High-Quality Teachers and Strong Mobility of Teachers

The main performance is that the quantity and quality of teachers are not up to standard. First, there are insufficient teachers in editing. Limited by the increase in the number of financial support personnel, the number of newly added teachers each year is far from the needs of schools. Third, the lack of management personnel. All kinds of teaching assistants, such as boarding school housekeepers, security personnel, affairs administrators and cleaning staff, are concurrently held by full-time teachers, which distracts teachers' energy and prevents full-time teachers from focusing on education and teaching, which seriously affects the overall improvement of teaching quality.

According to the actual development of Puge county education, urban teachers are responsible for nearly a quarter of the teaching tasks in the county. They work under great pressure and have

long working hours, but they fail to enjoy the living allowance for rural teachers, which makes the income not directly proportional to the pay, which dampens the enthusiasm of urban teachers to a certain extent and also affects the improvement of teaching quality. Excellent teachers can't stay and don't want to come. Every year, some excellent teachers are lost. The status quo of “can't attract or stay” high-quality teachers has not been fundamentally solved.

3.4 Parents' Educational Level is Relatively Low

Practice has proved that parents' educational level, especially mothers' educational level, has an important influence on girls' education, and educated mothers know the value of educating their children [8]. According to statistics, there is a big gap between the education level of Yi people in Southwest Sichuan and Han people in China. Due to historical reasons, the education level of Yi women in mountainous areas is lower, and illiteracy and semi-illiteracy account for a higher proportion. Mothers are illiterate families, so it is difficult for children to get a good education since childhood, and they often fail to see the benefits of girls' education.

Many parents pay attention to immediate material interests and lack foresight. Short-sighted consciousness makes some mothers who don't pay attention to girls' reading strengthen the prejudice of “reading is useless”, and some girls interrupt their studies prematurely.

3.5 The Idea of Running a School is Traditional, and the Education System is Not Perfect

The idea of running a school is still quite traditional. Parents' ideas generally believe that children attending high schools will have a bright future, while those attending vocational schools always feel inferior. The special geographical and historical environment determines that the local poor families have great demand for boarding schools. However, at present, the proportion of boarding students with one bed per person can only reach 77%, and the development of boarding education at this stage still needs great help from the state. In addition, because of the lack of bilingual education for school-age children in Puge county, it is necessary to cultivate the habit of learning to speak Mandarin for school-age children, so as to eliminate the language barrier in the teaching process. There is still room for improvement in the construction of educational informatization level, and more attention should be paid to the perfection of distance education system in the future.

4. Countermeasures and Suggestions to Realize the Sound Development of Girls' Education in Poor Yi Areas

4.1 Attach Great Importance to and Seriously Reflect on the Education of Rural Girls

Governments at all levels and educational administrative departments should carefully analyze the deep social reasons behind the phenomenon of dropping out of school. Governments at all levels should earnestly tackle the unfair distribution of social resources, the hierarchical order of culture and the excessive pursuit of material by the whole society. When they find that a college student finally returns to the countryside and earns less money than going out to work, they will definitely choose to give up their studies. Therefore, it is urgent for the whole society to really attach importance to education and change educational concepts. At the same time, the government should make great efforts to change the existing structural problems, increase the institutional inclination to poor areas, create a more fair and reasonable environment, eliminate discrimination in employment areas, urban and rural areas and gender, and give rural students, especially girls, more opportunities for development.

4.2 Clarification of Ideas

Girls' education is not only a part of basic education, but also an integral part of compulsory education. Therefore, it is the legal basis of girls' education based on compulsory education. Girls' education, as a component of compulsory education, limits girls' educational behavior from the perspectives of rights and obligations. School-age girls have the right to ask the state and society to provide them with corresponding education according to law, and have the obligation to accept the corresponding education provided by the state and society.

Girls' education, as a key to supporting basic education, can only gain a solid foundation for development after it is guaranteed on a basic basis. Therefore, girls' education should be oriented to basic life first. At the same time, as a component of basic education, girls & prime; education not only needs to give girls basic life knowledge and survival ability, but also has to shoulder the heavy responsibility of improving national quality, laying a solid foundation for girls & prime; potential development, ability formation and personality improvement, and laying a good foundation for the development of the whole nation.

4.3 Strengthen Teacher Training

In particular, we should strengthen the training of female teachers and improve the quality and efficiency of girls' education. To improve the quality of education, we should focus on strengthening the on-the-job training of teachers under the conditions of satisfying the general teaching infrastructure and experiments, so as to maximize the economic and social benefits of limited educational resources. Therefore, at present, it is necessary not only to increase the number of female teachers, but also to train female teachers in compensatory education of academic qualifications and teaching materials and teaching methods. At the same time, they should learn to treat male and female students equally in education, understand their physiological and psychological characteristics, pay attention to the gender differences between male and female students, improve teaching methods and teach students according to their sexuality.

4.4 Strengthen Educational Awareness and Optimize Educational Environment

By publicizing legal knowledge and strengthening Yi people's educational awareness, we can publicize the Compulsory Education Law, Juvenile Protection Law and other laws and regulations through various channels, and strengthen Yi women's sense of social responsibility in sending their girls to school. This kind of education method can be carried out through television and radio stations; Propaganda slogans are posted on the walls of villages and towns; Organize students to take to the streets for publicity.

4.5 Integrate School Resources and Increase the Education of Girls in Poor Yi Areas

“Education is the foundation of a century's plan”. The economic development of a region can not be separated from the improvement of education level, especially in the frontier minority areas. Local education should be based on the development of physical and mental health education for Yi girls, and strive to mobilize the masses to participate in girls' education. In the survey, it was also found that many local women are good at making ethnic handicrafts, such as embroidery, children's suspenders, aprons, embroidered shoes, embroidered insoles, handicraft decorations and so on. Therefore, we can consider offering corresponding courses on handicraft production methods of ethnic minorities in girls' education in Yi inhabited areas, so as to popularize handicraft production knowledge, improve girls' practical ability, gradually cultivate innovative ability and improve

aesthetic concepts.

Reasonable allocation of general education and vocational education factors in school education, supplementing cultural knowledge and life skills suitable for Yi people's local customs and women's special needs according to national and local characteristics, and developing multi-directional vocational training education and technical education will better handle the relationship between education promoting human development and promoting social and economic development, and at the same time open up a new way for education to face social reality and promote the combination of education and labor.

5. Conclusion

Girls' education in poverty-stricken Yi nationality areas in southwest Sichuan is difficult, which is affected by many factors and the existing problems are complicated. It is necessary to actively mobilize all forces for common development and adopt comprehensive management methods, so as to arouse the society's attention to Yi girls' education. Through the questionnaire survey and interview analysis of Puge county's education situation, this paper deeply discusses the internal poverty-causing reasons of Puge county's backward education, and further analyzes the driving force sources of Puge county's education mechanism. To determine the unique educational objectives, contents and methods of Yi people, to integrate traditional Yi culture into modern culture, to build a girl's education structure suitable for the cultural development of poor Yi areas in southwest Sichuan, and to promote the girl's education in poor Yi areas out of the predicament.

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