

Current Situation of Rural Education in Ethnic Areas from the Perspective of Educational Sustainable Development

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Abstract: Developing rural education is an inherent requirement of rural revitalization and educational sustainable development. It is also the starting point for building a better rural life. Rural education plays a significant role in China's comprehensive education, and developing rural education well is conducive to improving the overall quality of education in China. Since the new era, the situation of rural education has undergone great changes and made remarkable progress under the leadership of the Party. Respecting rural students right to education, protecting them from infringement, giving special assistance to this special group, better realizing their rights through carrying out relevant policies and sharing national educational resources have become problems that must be solved in social development. This study used the research methods of interviews and participatory observation to investigate the current situation of rural education of Luochang Middle School in Luochang Village, Guizhou Province.

1. Introduction

Education in China has developed in an all-round way, with the notable improvement in the central and western regions and rural areas. Promoting the integrated development of urban and rural compulsory education and striving to ensure every child can enjoy fair and quality education is an important part of the rural revitalization strategy[1]. We should integrate rural education into rural construction and make rural primary and secondary schools play the role in educational and cultural centers.

Under the guarantee of national policies, the rural education in China has made great development since China entered the New Era. However, there are still many problems in the development of rural education and people face many difficulties to improve rural education. This paper analyzes the current situation and existing problems of rural education in ethnic minority areas, and puts targeted countermeasures forward to ensure the steady development of rural education.

2. The Current Situation of Rural Education in China

In 2017, China puts forward the Rural Revitalization Strategy. Since the implementation of this

strategy, Chinese government has taken many measures to promote the revitalization of rural education. The following are some measures that have been taken by Chinese government.

- The government has strengthened the construction of rural teachers and arranging for city school teachers to support teaching in rural areas in a planned way.

- The country has implemented the policy that the average salary level of primary and secondary school teachers is not lower than the average salary level of local civil servants and bringing qualified rural school teachers into the local government housing security system.

- The government has promoted the special action to reduce dropout and ensure school attendance in rural compulsory education, and consolidating the achievements of the popularization of compulsory education.

- The school has increased the opportunities of going to school and effectively solving the problem of migrant workers accompanying children going to school.

Due to the implementation of these policies and the increased attention and support of the state to rural education, the infrastructure of rural schools has been improved, advanced multimedia technology has been popularized and applied to teaching, and the infrastructure such as libraries, left behind children's homes and children's palaces has been continuously improved. The school pays more attention to the "Second Classroom" and traditional culture of ethnic minorities has been promoted and developed. For example, Tujia hand waving dance and other activities are applied to exercises between classes. Rural Schools pay more attention to the all-round development of students' morality, intelligence, physique, beauty and labor. At the same time, with the increase of national support and the change of parents' educational concepts, the situation of left behind children has improved, and the social attention and assistance to rural education have also increased, especially the participation of young college students. They promote the development of rural education through holding various activities and caring for left behind children. In addition, the popularization rate of rural compulsory education has increased, and the pressure of families to support their children to go to school has also decreased [2]. It can be seen that great changes have taken place in rural education in ethnic minority areas since China entered the New Era.

3. The Existing Problems of Rural Education in China

Though rural education in ethnic minority areas has changed a lot, there are still plenty of problems in rural education due to the imperfection of the school system, the low quality of teachers and students and the lack of family education, etc. These problems are mainly reflected in the following aspects.

3.1. Problems about Teacher

3.1.1 Cultural Level and Teaching Experience

Through research, it is found that most teachers in rural schools only have junior college degree or bachelor's degree. Most of the teachers are educated through on-the-job education and have not received master's or doctoral education. They did not continue their studies after receiving junior college and undergraduate education. The educational level is generally low, and the number of teachers receiving deep-level education is small, so there are many low-level teachers in ethnic rural schools.

It is observed that older teachers in schools have formed a relatively fixed mode in terms of teaching content and teaching methods, compared with young teachers, and most teaching methods are no longer suitable for the teaching needs of the new era. Some teachers are so young that they are not qualified enough to control the teaching content and teaching methods. All these will lead to

rural students cannot receive a good education.

3.1.2 Stability of the Teacher Team

The teachers in rural schools are not stable in recent years. The phenomenon of teachers being transferred, exchanging, suspended and taking maternity leave is more serious. For example, some teachers will have great pressure and can't arrange teaching time reasonably after having the second child due to the popularity of the two-child policy, which has an impact on the teaching arrangements and other aspects, which will lead to the lack of teacher resources for a period of time, and affect the stability of the teachers.

3.1.3 Teachers Participation in the Training

The state and government increased investment in teacher training funds, but many teachers did not participate in national training. The reasons for teachers to participate in the training are to improve themselves, superior arrangement, professional promotion and other aspects, but most teachers do not voluntarily participate in the training and are not motivated to participate in training, which will undoubtedly affect the effect of the training and learning. At the same time, the training content covers the field of ideology, teachers' special skills, teaching ability, education and scientific research and other aspects, but there is relatively few trainings on professional knowledge and teaching skills and methods, which will not really help teachers improve.

3.1.4 Teachers' Income and Sense of Career Acquisition

The income of rural teachers mainly comes from basic salary and various subsidies (subsidies for poor areas and government subsidies). The basic salary of teachers is lower than that in developed areas. According to the survey, most of the teachers said that the current salary can basically meet the needs of daily consumption, but there is still some pressure such as buying a house or a car.

Due to the lower income and naughty students, some teachers don't have a strong sense of career acquisition and happiness, resulting in teaching perfunctory, etc.

3.1.5 Quality of Teachers

Primary school is an important stage to help students set up the correct "three views" and cultivate students' good behavior habits. And some primary school teachers did not shoulder the responsibility of teaching, resulting in students did not develop good behavior habits in primary school, after the students enter the junior and senior high school, these bad habits are difficult to get rid of, resulting in greater pressure on middle school teachers.

Some old teachers are not very strict with the management of students, which leads to students who are not serious in class. At the same time, these old teachers ability to use new technology is poor,

Teachers are not proficient in the use and operation of multimedia in modern teaching mode, which lead to the backward of ideas, educational concepts, teaching means and other aspects. It also leads to the quality of education cannot be guaranteed.

3.2. Problems about Student

3.2.1 Students' Learning Atmosphere and Their Desire for the Outside World

The rural school students in the lower grades have appeared polarization. The top students listen carefully in class, answer questions actively and they will actively ask questions when they meet

trouble and difficulties. Besides, they will take the initiative to ask the teacher questions that are outside textbook and explore the world through. Also, their plans for the future are clear, and they are not limited to receive basic education. For learning ranking slightly lower students, they always speak in class and hardly interact with the teacher, even some students have been tired of learning and rebellious. These students have no clear goals, no lofty ideals, and no desire for higher education or the outside world. They are more confused about the future. Many of them say they will go to work after receiving junior high school education. For the students of grade graduation, their academic performance has almost been finalized. Facing the pressure of the high school entrance examination, students with good grades have a strong sense of competition and their class are full of good learning atmosphere. While some others with poor grades have almost given up learning.

3.2.2 Students' Understanding of the Internet

Rural students in China are addicted to online games, especially on weekends, and their grades are basically low. As their parents go out to work, many students have their own mobile phones to facilitate contact with their parents. However, this condition makes students become addicted to mobile phones due to the lack of parental supervision. In addition to playing video games, students are generally addicted to Kuaishou and TikTok videos, and often send some short videos by themselves to get more attention. But "Virtual network information garbage" is easy to induce the thinking and value orientation of students in this age group to deviate from the healthy track. Similarly, many bad Internet information can lead to precocious students, violent tendencies and so on. The network communication of "people-machine-people" also makes many students have self-closed, which has a harmful impact on offline interpersonal communication.

3.3. Problems about Family

Most of the students in the ethnic rural areas are left-behind children. Their parents work outside all year round, only their grandparents and siblings are at home, even some students' guardians are not their immediate relatives. Because the education level of parents in rural families is generally not high, enough attention is not paid to the education of students. Only a small number of family parents pay more attention to students' education and participate more in students' education. The students of these families also get better grades in principle. In addition, some families still use "stick education" and some divorced families have a huge impact on their students, making their children resistant to learning. And some families, although parents have enough attention to education, can not have a special correct guidance for students because of their own education level. Left-behind children are still faced with difficulties. For example, their families are so poor that their healthy growth can not be guaranteed. The backward educational facilities can't meet their learning needs, They are lack of parental care and psychological problems.

Students' thoughts have not been correctly guided from childhood and students receive little care because their parents work outside for long times, which leads to the lack of family education. At the same time, because the current level of education consumption is still low, although it is the compulsory education stage, there will still be drop-out and suspension.

3.4. Other problems

Through observation and research, comparing the education in developed areas and ethnic rural areas, we also find other problems affecting education and teaching in addition to the above problems.

(1) Due to the lack of division of labor, the division of labor in the functional departments of the school is not clear, leading to problems such as overlapping work content and low work efficiency. For example, the work of the rural school office and the work of the Youth League committee have many similarities, which will lead to duplication of work arrangements or mutual evasion.

(2) Due to the widening gap between urban education and rural education, rural teachers' salary, treatment is lower than urban teachers and working conditions are worse than urban. Therefore, many well-educated, high-quality and outstanding teachers rushed to the city, the rural young and middle-aged outstanding teachers, well-educated and high-quality teachers, lead to rural teachers structure is unstable.

(3) Compared with schools in developed areas, rural schools are lacking in the cultivation of students' comprehensive quality. The specific performance is: the school has no community to promote the full development of students, the school does not pay enough attention to the construction of the "second classroom", the utilization rate of the library and other infrastructure is not enough, extracurricular activities are insufficient, easily affected by objective factors such as teaching tasks. The school's website construction is not perfect.

(4) There are many volunteers to participate in volunteer teaching, but there are still problems such as low participation of college students in helping rural education and impure motivation to participate in volunteer activities.

4. The High-quality Development of Rural Education Suggestions under the Background of Rural Revitalization Strategy Action

4.1 Expand the Ranks of Teachers and Improve the Teaching Level

4.1.1 Provide Enough Funds for Rural Teachers to Get Training

Both schools and education departments at all levels should actively hold various training programs to promote the improvement of teachers' teaching quality. We should carry out the training of "going out", make rural teachers study education in developed areas, with the opportunity to learn and fully utilize training in developed areas. It also helps the trained teachers feel the professional charm of teachers, stimulate the passion of rural teachers [3].

When various departments and schools hold various training, the training content should choose interesting topics and content helpful to teachers' teaching ability, so as to attract more teachers to voluntarily participate in the training rather than mandatory. Training should not be linked to the promotion of teachers, so as not to participate in the training with a purpose. More professional knowledge and ability tests should be held to promote teachers to improve their own professional knowledge and ability, rather than being limited to the scope of existing knowledge. Secondly, professional training should be conducted on teachers' professional ability, such as information education, office software education and so on. In addition, the physical quality and comprehensive quality should be improved among teachers, and more sports or fellowship activities should be held between teachers to promote the comprehensive development of teachers. Finally, from the selection, training, guarantee, management, incentive and other aspects, establish a working mechanism to ensure the smooth progress of the construction of teachers.

For example, through the training of teachers 'computer ability, teachers can master modern education and teaching methods, not only improve teachers' teaching ability, but also to improve their work ability of a certain help. At the same time, we should also strengthen the training of the management ability of head teacher, so that the school has greater improvement in class management and other aspects, which has an important role in cultivating students' good behavior habits. In addition, it is necessary to strengthen the training of school administrators, such as the

operation of online office, the writing of press releases, the improvement of research ability and so on.

4.1.2 Promote the "Talent Introduction Plan"

Because of the gap in education level and the lack of working conditions, many high-quality and talented teachers are unwilling to come to rural schools to teach. So it is particularly important to attract talents to improve rural education.

First, we need to expand the channels for supplementing rural teachers. We will appropriately expand the scale of posts for teachers in primary schools in villages, and focus on the placement of government-funded teachers in primary schools. Implement the "local recruitment" teacher system, new teachers priority to village primary schools.

Second, talents should be recruited for rural education by raising salary and treatment or taking other preferential terms for the development of rural education. We should make full use of and implement the existing policies on the living benefits of rural teachers, and give preference to rural teachers in terms of title evaluation and hiring, commendation and reward. At the same time, effective measures should be taken to help them solve practical difficulties in work and life.

Third, we need to establish an exchange system of promoting rural development through urban development and rotating posts in both directions. We will continue to strengthen the system of urban teachers supporting rural education, with the focus on encouraging teachers from urban schools to exchange posts in rural schools, and promoting teachers from central schools to exchange posts in primary schools and teaching centers in villages and towns.

4.1.3 Improve the Quality of Rural Education

Teaching quality is the lifeline of education and an important yardstick to test the revitalization of rural education.

First, we need to focus on quality improvement. We will vigorously reform the routine management and teaching of rural primary and secondary schools, and urge rural schools at all levels and of all types to offer full courses to promote the all-round development of students.

Second, teaching and research should play a leading role. We will guide rural school teachers to actively explore new models, constantly improve their professional level and classroom control ability, and promote the improvement of classroom efficiency and teaching quality.

Third, promote the construction of campus characteristics and campus culture. Through the construction of characteristic campus culture, enhance the quality of school culture and lead the all-round development of students.

4.1.4 Strengthen the Construction of Volunteer Teams

We should expand the ranks of outstanding college students such as volunteers of the Western Plan, graduate student teaching groups, "Three Supports and One Assistance" volunteers and teacher in special position, strengthen their training and improve their skills so that we can provide a high -quality and high - level college students volunteer service team for rural education.

4.2 Increase the Management and Efficiency

4.2.1 Implement Integrated Management of Primary and Secondary Schools in Townships

Each village and town sets up educational administrative agencies (education management center), which is responsible for managing the belonging to the junior middle school, elementary

school and kindergarten, implementing the education teaching, education, personnel and education integration management. Reduce administrative cost, integrate the optimization of resources, realize the educational resources in the villages and towns overall arrangement and the sharing of equilibrium configuration[4].

4.2.2 Establish a Perfect Management System

Rural schools should clarify the responsibilities of each post, reasonable division of labor, and avoid problems such as resource waste, post vacancy and low work efficiency. Introducing high-level management talents and advanced management experience, management methods. Simplify the management organization of the school, and improve the management efficiency by focusing on the essence and routine. The school has made rigid regulations for all teachers' lesson preparation, homework, listening, class, testing and so on.

For example, moral education and safety education should be permeated in the teaching plan, detailed requirements should be put forward for teachers' homework correction, and the system of class and listening should be formulated in detail to effectively improve the teaching level of teachers. At the same time, schools should train teachers to use modern teaching methods, encourage teachers to communicate and study in other schools, make clear provisions on teachers' attendance assessment, gradually phase out existing incompetent teachers, and establish a reasonable mechanism of assessment.

4.3 Promote the Comprehensive Development of Students

4.3.1 Accelerate the Improvement of School Conditions

We should improve school conditions in rural areas so that rural children can go to school at home is not only the basis for raising the level of education and teaching in rural areas, but also an important means of retaining students and teachers.

First, the government needs to increase investment. We will continue to increase investment in education, make sure that the allocation of funds is tilted toward rural schools, effectively improve the infrastructure of school buildings, canteens and toilets, beautify, brighten and afforest the campus environment, add teaching equipment and facilities, and build information-based teaching classes.

Second, we need to make overall planning and development. On the one hand, we should continue to strengthen the construction of small -scale rural schools and township boarding schools, promote the integration of education between urban and rural areas and the construction of standardized schools. On the other hand, school construction projects will be planned, budgeted and constructed in the same way as key rural revitalization projects, so that beautiful campuses will become part of beautiful villages.

Third, the government should vigorously develop the rural economy, improve the overall quality of the rural areas, provide suitable jobs for students' parents, improve the rural teaching environment, reduce the burden of farmers, cultivate rural talents, and achieve a well-off rural life. To a certain extent, this can reduce the parents of students going out to work, reduce the number of left-behind children, and provide a better learning environment for students. At the same time, the government should invest in infrastructure construction to provide a good learning environment for students in the second classroom.

4.3.2 Provide Care for Students

First, teachers should carry out more home visits, not only to provide psychological counseling

for students, but also to guide students' parents, so that children can feel the care of parents, to help students develop good behavior habits. Teachers should also actively pay close attention to the growth of the poor students from their families, help the poor families within their capacity, actively participate in the poverty alleviation activities, and consolidate the achievements of poverty alleviation.

Second, we should intensify cares for left-behind children. The care and protection of left-behind children in rural areas is related to people's livelihood and must be attached great importance. We should actively build a work pattern of family responsibility, government leadership, public care, and addressing both the symptoms and root causes. Besides, we should actively mobilize the participation of social groups and representatives of township sages, strengthen the construction of "left-behind children's homes", strive to reach the full coverage of the village. We should enhance the rural children's director, children's supervisor professional training, so that "left-behind children's homes" becomes a paradise of extra-curricular life[5].

4.3.3 Strengthen the Construction of the Second Classroom

The rural schools should strengthen the construction of associations, enrich students' after-school life, and help students grow up and develop in an all-round way. We can use the spare time to promote the construction of associations, cultivate students' interests and hobbies, improve students' comprehensive quality and ability, but also to create a good and warm learning environment for students.

We can also carry out "4:30 class" which refers to a service platform where communities and villages provide free tutoring, free childcare, interest cultivation and other activities for children in their jurisdiction after school and before parents go off work, to help fill the "management vacuum" before parents go off work, so as to reduce the pressure of education and child management for working parents.

5. Conclusion

Developing rural education so that every rural child can receive fair and high-quality education will help prevent the inter-generational transmission of poverty. It is also conducive to educational sustainable development and rural revitalization. Therefore, to promote the development of rural education, the country, the government, the society, schools, families, all educators and every student need to work together, overcome difficulties and make greater contributions to rural education and rural revitalization.

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