

The Dilemma, Attribution and Development Path of Rural Education

Yun Xing

Jingchu University of Technology, Jingmen, Hubei, 448000, China

Keywords: Rural education; Dilemma; Development path; Policy suggestions; Sustainable growth

Abstract: The purpose of this article is to deeply explore the predicament and development path of rural education, in order to provide theoretical basis and practical guidance for the reform and sustainable growth of rural education. The introduction first expounds the important position of rural education in the development and the severe challenges it faces at present, and emphasizes the importance and urgency of studying rural education. Then, this article makes a comprehensive and in-depth analysis of the present situation, problems and attribution of rural education; Combing the development course and present situation of rural education; Deeply understand the actual problems and needs of rural education. Finally, this article summarizes the successful experience and lessons, which provides a basis for putting forward targeted policy recommendations. The research shows that there are obvious problems in rural education in terms of resource allocation, education quality, family education and student loss. In order to promote the sustainable growth of rural education, the government should increase policy support and capital investment, promote the integrated development of urban and rural education, innovate the educational model and content, enhance the participation of families and communities, and build a diversified assessment system.

1. Introduction

As an important part of the education system, rural education not only bears the heavy responsibility of improving the quality of rural population and promoting rural economic development, but also is the key link to realize educational equity and social harmony [1]. In recent years, with the country's increasing emphasis on rural education, a series of policies and measures have been introduced to improve rural education conditions and improve the quality of education [2-3]. However, in practice, rural education still faces many challenges, such as the lack of educational resources, the low quality of education, and the serious loss of students, which restrict the healthy development of rural education and affect the improvement of the overall education level of the country [4].

The purpose of this study is to comprehensively and deeply explore the difficulties faced by rural education, analyze its causes, and explore feasible development paths on this basis, with a view to providing useful reference for the reform and development of rural education. It is of great theoretical and practical value to study the predicament and development path of rural education.

Theoretically, this study is helpful to deepen the understanding of rural education problems, reveal the deep-seated reasons behind them, and provide new perspectives and ideas for the development of rural education theory. From a practical point of view, this study can provide reference for the government and education departments to formulate more scientific and reasonable rural education policies, promote the reform and development of rural education, and promote educational equity and social harmony.

2. The dilemma of rural education

2.1. Uneven distribution of educational resources

Rural education generally faces severe challenges in resource allocation, mainly reflected in the weakness of teachers. It is difficult for many rural schools to attract and retain high-quality teachers, which leads to unreasonable structure of teachers and lack of professional teachers, especially in science, art, information technology and other disciplines [5]. This not only limits the overall opening of the course, but also affects the teaching quality. In terms of teaching facilities, rural schools often lack modern teaching equipment and laboratories, and multimedia teaching resources are scarce, which makes it difficult for students to access advanced teaching methods and means. The shortage of books and materials is a common phenomenon. The collection of books in rural libraries is limited and the update is slow, which is difficult to meet the needs of students' reading and learning.

2.2. Difficulties in improving the quality of education

Rural education faces multiple challenges in improving the quality of education. In terms of curriculum, due to resource constraints, rural schools are often unable to provide a variety of curriculum choices, which is difficult to meet the needs of students' personalized development. In terms of teaching methods, traditional spoon-feeding teaching is still dominant, lacking innovation and practical teaching, and it is difficult to stimulate students' interest and creativity in learning [6]. In the aspect of cultivating students' comprehensive quality, due to the lack of enough extracurricular activities and community organizations, it is difficult for students to effectively exercise their social skills, teamwork skills and leadership.

2.3. Lack of family education and concept lag

Rural families pay different attention to their children's education, and some parents can't give their children enough attention and guidance because they are busy with their livelihood or have limited education [7]. In terms of educational methods, some parents still adhere to the traditional concept, attach importance to test scores and ignore children's all-round development, lacking scientific educational concepts and methods. This lagging educational concept not only affects the healthy growth of children, but also restricts the overall progress of rural education.

2.4. The problem of student drain and dropping out of school

The problem of rural students losing and dropping out of school can not be ignored. Economic factors are one of the main reasons, and it is difficult for poor families to afford their children's education expenses, which leads to children having to drop out of school to farm or go out to work. In terms of educational expectation, some students and parents don't know enough about the value of education and think that education can't bring economic benefits directly, so they lack the

motivation to continue their studies. In addition, the lack of employment opportunities also makes some students choose to give up their studies and seek job opportunities instead.

3. Attribution of rural education dilemma

3.1. Insufficient policy support and capital investment

Policy support and insufficient capital investment are important factors restricting the development of rural education. In terms of policy orientation, although the state has increased its support for rural education in recent years, there are still some problems in the implementation of relevant policies, such as inadequate implementation and ineffective results [8]. In terms of financial allocation mechanism, the allocation of rural education funds is unreasonable, which makes it difficult for rural schools to obtain sufficient financial support and effectively improve educational conditions and quality.

3.2. Urban-rural dual structure constraints

The imbalance between urban and rural development has aggravated the lack of rural educational resources. The dual structure of urban and rural areas leads to the uneven distribution of educational resources between urban and rural areas. High-quality educational resources are mainly concentrated in cities, and it is difficult for rural schools to obtain equal development opportunities. This imbalance is not only reflected in the hardware facilities, but also in the teaching staff and teaching quality, as shown in Table 1:

Table 1: Comparison of urban and rural educational resources distribution

Item	Urban Educational Resources	Rural Educational Resources
Hardware Facilities	Advanced teaching equipment (e.g., smart boards, laboratories, libraries, etc.)	Simple facilities, lack of modern teaching tools
Faculty Strength	Highly educated and experienced teacher teams	Insufficient number of teachers, limited professional quality and training opportunities
Teaching Quality	High teaching quality, diverse and rich course content	Varying teaching quality, relatively simple course content
Educational Resource Investment	Large investments from the government and various sectors of society, sufficient funds	Limited investments, shortage of funds
Student Opportunities	Abundant extracurricular activities, competitions, and opportunities for further education	Limited extracurricular activities, relatively few opportunities for further education
Information Access	Convenient network and information resources	Limited channels for information access, insufficient network coverage
Parental Support	Strong parental educational awareness, able to provide more learning support	Varying levels of parental educational awareness, limited support

3.3. Social and cultural factors

Traditional cultural concepts and rural social structure have had a far-reaching impact on educational concepts and behaviors. In traditional cultural concepts, education is often regarded as a

means to change one's destiny, rather than a way for one's growth and development. This concept leads some students and parents to pay too much attention to the exam results and ignore the all-round development function of education. In terms of rural social structure, it is closed and conservative, and lacks an open and inclusive educational atmosphere, which limits educational innovation and reform.

3.4. The construction of the teaching staff lags behind

The lag in the construction of rural teachers is the key factor that restricts the improvement of rural education quality. In terms of recruitment, it is difficult to attract high-quality teachers because of the difficult rural conditions and low pay. In terms of training, rural teachers have limited opportunities to receive professional training, which leads to outdated teaching concepts and methods. In terms of incentive mechanism, rural teachers' career development path is narrow, their promotion opportunities are limited, and they lack sufficient incentive measures to stimulate teachers' work enthusiasm and creativity. These problems together lead to the low overall quality of rural teachers, which makes it difficult to meet the needs of modern education development.

4. Exploration on the development path of rural education

4.1. Increase policy support and capital investment

In order to improve the present situation of rural education, the first task is to increase policy support, optimize resource allocation and significantly increase education investment. Specific strategies include:

Policy guidance and inclination: the government should formulate and implement policies that are more inclined to rural education, such as improving the treatment of rural teachers, setting up special funds to support rural school infrastructure construction and updating teaching resources.

Diversified fund raising: In addition to government financial allocation, relevant departments should encourage social capital, public welfare organizations and enterprises to participate in rural education investment in various ways to form a diversified fund raising mechanism.

Accurate delivery and supervision: The government should ensure that education funds are accurately delivered to the places where they are most needed, such as teacher training, updating teaching equipment, purchasing books and materials, and establish an effective supervision mechanism to ensure the transparency and efficiency of the use of funds.

4.2. Promote the integrated development of urban and rural education

The integrated development of urban and rural education is the key to narrow the gap between urban and rural education and realize educational equity. Specific measures include:

Construction of resource sharing platform: relevant departments can establish a resource sharing platform for urban and rural schools, so that rural students can also have access to quality educational resources.

Teacher exchange and training: the government can implement the system of regular exchange between urban and rural teachers to promote the sharing of teaching experience and teaching methods. At the same time, strengthen the professional training of rural teachers and improve their educational and teaching ability.

Cooperative education and assistance: The government should encourage urban schools and rural schools to establish cooperative education relations, carry out twinning assistance activities, and improve the quality of rural education through resource sharing and joint teaching and research.

4.3. Innovative education mode and content

It is an effective way to improve the quality of rural education by using modern information technology to innovate the educational model and content. In view of the lack of rural education resources, relevant departments can widely promote distance education, especially for rural schools in remote areas. Through online classes, webcasts and other diversified forms, students can cross geographical restrictions and get in touch with high-quality educational resources. At the same time, with the help of big data and artificial intelligence technology, teachers can deeply analyze each student's learning needs and personality characteristics, and tailor personalized learning programs and teaching support for them, thus stimulating learning interest and improving learning effect.

In addition, combined with the actual situation in rural areas, schools should actively develop curriculum content with local characteristics, such as agricultural science and technology knowledge and rural cultural inheritance, which not only enriches students' knowledge system, but also enhances their practical ability and deep feelings for the countryside.

4.4. Strengthen family and community participation

The participation of family and community is an indispensable part of rural education. Specific measures include:

Parents' education and training: Schools can hold parents' education and training activities on a regular basis, so as to improve parents' attention to education and educational ability, and promote co-education between home and school.

Strengthening the function of community education: the government needs to strengthen the function of community education, such as setting up community libraries and cultural activity centers, so as to provide rural students with more learning space and activity opportunities.

Construction of home-school cooperation mechanism: schools should establish home-school cooperation mechanisms, such as parent committees and home-school contact groups, strengthen communication and cooperation between schools and families, and jointly promote the all-round development of students.

4.5. Construct a diversified assessment system

Constructing a diversified assessment system oriented to quality education is an important measure to stimulate students' all-round development and promote rural education reform. Specific measures are shown in Figure 1:

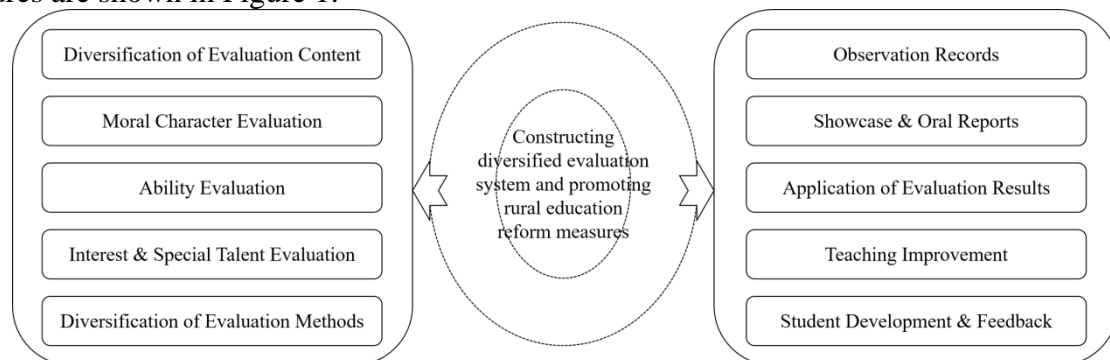


Figure 1: Building a diversified assessment system

Based on the above analysis, in order to promote the sustainable growth of rural education, this section puts forward the following targeted policy suggestions: (1) Increase policy support and

capital investment. (2) Promote the integrated development of urban and rural education. (3) Innovating education mode and content. (4) Strengthen family and community participation. (5) Construct a diversified assessment system.

5. Conclusions

This study reveals the core problems and attributions faced by rural education through in-depth analysis of its challenges. The main findings include: there is a significant imbalance in resource allocation in rural education, with weak teaching staff, outdated teaching facilities, and a lack of books and materials being common phenomena. The improvement of rural education quality faces many challenges, including a single curriculum, outdated teaching methods, and insufficient cultivation of students' comprehensive qualities. The lack of family education and outdated concepts, insufficient parental attention, unscientific educational methods, and outdated educational concepts have affected the healthy growth of children. The problem of student loss and dropout is serious, and economic factors, educational expectations, employment opportunities, etc. are the main reasons that affect students' willingness to continue their studies. The root cause of these problems lies in insufficient policy support and funding investment, constraints of urban-rural dual structure, influence of social and cultural factors, and lagging teacher team construction.

Future research can expand the scope of research and data sources, collect more data and information about rural education, to more comprehensively reflect its problems and challenges. By continuously deepening research and understanding of rural education, more powerful support and guarantees can be provided for the reform and development of rural education.

Acknowledgement

Key Scientific Research Project of Jingchu University of technology: Research on the excavation and reconstruction of the educational value of rural culture in the context of rural revitalization (ZD202206)

The key project of Hubei province educational scientific planning: Research on the integration of rural culture into rural education practice in the context of rural revitalization strategy (2022GA080)

References

- [1] Wu Zhihui, Xu Meng. *The Chinese Path to Comprehensively Promoting Rural Education Revitalization* [J]. *Education and Economy*, 2023, 39(6): 3-10.
- [2] Ren Shenghong, Zeng Ya, Huang Huan. *Modernization of Rural Education in the Chinese Context: Concept, Logic, and Implementation Path* [J]. *Theory and Practice of Education*, 2024, 44(4): 3-8.
- [3] Qiu Lijian. *The Connotation, Value, and Path of Modernization of Rural Education in the Chinese Context* [J]. *Theory and Practice of Education*, 2023, 43(22): 3-9.
- [4] Chen Xinyu, Ma Jiahong. *Boosting Rural Talent Revitalization: The Transformation Demands and Path Selection of County Vocational Education* [J]. *Vocational and Technical Education*, 2023, 44(33): 48-54.
- [5] Pan Xinmin, Wang He. *"Localized Modernization" of Digital Educational Resources in Rural Schools: Connotation, Characteristics, and Path* [J]. *Education Science*, 2023, 39(6): 45-51.
- [6] Chen Kewei, Chen Shuyi. *Effective Paths for Universities' New Media Education to Empower Digital Rural Construction* [J]. *China Higher Education*, 2023(6): 38-41.
- [7] Wang Fang. *The Value Logic and Optimization Path of Higher Education for Rural Revitalization* [J]. *China Higher Education*, 2023(1): 13-17.
- [8] Liu Jinwei, Yu Xiao, Liu Jinxiu. *Lifelong Education Empowering Rural Revitalization: Educational Mechanisms, Obstacles to Development, and Strategic Paths* [J]. *China Adult Education*, 2023(20): 75-80.