

Research on the Countermeasures of Rural Education Development Based on New Rural Construction

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Abstract: Building a new socialist countryside is an important part of building a well-off society in an all-round way and modernization. The Fifth Plenary Session of the 16th CPC Central Committee put forward that the construction of new socialist countryside should be steadily and solidly promoted in accordance with the requirements of production development, affluent life, civilized rural style, clean and tidy village and democratic management. Rural education is a social practice activity held in rural areas, which is aimed at the rural population and aims at cultivating new farmers and serving the rural economic and social development. Including rural compulsory education, rural adult education, farmers' vocational training and rural distance education projects. Under the background of today's goal of building a well-off society in an all-round way, China's rural basic education has been given a new historical mission and task. This paper simply retraces the development process of rural basic education in China since the reform and opening up, points out the problems existing in the current rural basic education in China, and puts forward solutions to provide some reference for the development of new socialist countryside in terms of educational policies. Therefore, based on the reality, it is the purport of this paper to study the problem of rural education serving the new rural construction from the perspective of function.

1. Introduction

From the founding of China to the years before the reform and opening up, it was a period of great development of adult education in China. It can be said that this period is the most brilliant period of adult education, especially in rural areas [1]. However, with the institutional adjustment and the popularization of compulsory education in the 1990 s, rural adult education began to decline. Correspondingly, at present, China's rural labor force quality is not high, rural areas are backward, agricultural development is slow and other "three rural" problems are prominent, which not only affect the modern agricultural construction, but also affect the development process of a well-off society [2]. The ultimate goal of building a new socialist countryside is to make farmers rich and develop, which is the embodiment of "people-oriented" Scientific Outlook on Development in building a new countryside. In the historical process of building a new countryside, whether it is to develop production or increase farmers' income, whether it is to build a clean and civilized new countryside or to realize democratic management, it is inseparable from the improvement of farmers' quality and outstanding talents in rural construction. Accordingly, the comprehensive reform of rural education has made great progress [3]. As far as the whole country is concerned, the Ministry of Agriculture carries out the "bumper harvest" plan, the State Science and Technology Commission carries out the "Spark" plan, and the State Education Commission carries out the "Start a prairie fire" plan. These three plans constitute a complete system and promote the healthy development of China's rural economy. As far as the grass-roots counties and townships in the vast rural areas are concerned, attention is generally paid to the specific requirements of local resources, industrial structure and market economic development for improving the quality of laborers and middle and primary technical talents. Agriculture, science and education should be paid attention to together, and basic education, vocational and technical education and adult education should be planned as a whole, thus initially forming a virtuous circle of rural economic development and educational development [4]. Only by arming rural basic education with a perfect education system can the basic appearance of rural backwardness be fundamentally changed. Therefore, the research

on rural basic education is of great significance and has a long way to go [5].

Through the research on the development process, existing problems and countermeasures of vocational education under the background of the construction of the new countryside, this paper provides useful reference for promoting rural vocational education and rural education reform, developing rural junior high school higher education, and providing rural vocational education. At the same time, we should integrate vocational education resources, improve school running conditions, accelerate the pace of improving the quality of rural human resources, and strive to build a rural human resources development mechanism to gradually improve the Nirvana theory of rural vocational education in China. It is of great significance to promote the construction of a well-off society in rural areas by fully developing rural human resources, alleviating rural labor surplus, improving agricultural production capacity and developing rural economy.

2. Current Situation and Existing Problems of Rural Education Development

2.1. Problems in Rural Compulsory Education

Since the reform and opening up, China's rural education has made some progress, but the overall weak situation of rural education has not been fundamentally reversed. The gap between urban and rural education is still expanding. The ability of education to serve rural economic and social development needs to be strengthened [6]. When we put the rural adult education on the level of building a new countryside and a well-off society, we will find that the current situation of rural adult education is not optimistic, and there are many problems worth thinking about and exploring. To face up to the play of rural adult education and find out the common problems should be the primary premise for studying the development of rural adult education [7]. However, due to the large rural population base, it is not enough to rely only on the limited financial allocation [8]. China's education expenditure in the gross national product ranks among the bottom 20 in the world. At present, the education expenditure accounts for 3% of the gross national product, and the investment in rural education, especially in poor areas, is even less. The serious shortage of funds leads to the failure of rural teachers' salaries to be paid normally, the failure of running schools to be guaranteed and the normal operation of schools to be in trouble [9]. Vigorously developing rural education, especially basic education, and promoting the balanced development of education and the integration of urban and rural areas play an important role in the construction of a new socialist countryside. "The foundation is not firm, and the building is not stable" is the truth that all the ancients understood. Only by running basic education well can science and technology make great progress, and the country and nation can last forever. The main position of basic education is in rural areas, so it is very important to run basic education well in rural areas [10]. At the same time, rural vocational education is also a mere formality, which is reflected in the neglect of rural vocational education in school running ideology, the separation of school running mode from the actual agricultural production, and even some departments and units take farmer training as their own way of making money. The whole training process is just a formality, with no substantive content, and farmers can't get anything from it. As shown in Figure 1.

Vigorously developing rural vocational education is a scientific choice suitable for the construction of new countryside in China. There is a shortage of educational resources in rural areas, while the number of farmers is large, so is the demand for education. However, academic education, elite education and utilitarian education are more important in farmers' ideology, which are not suitable for the education and technical level requirements of ordinary farmers in China's current agricultural development. Therefore, popularizing primary and secondary vocational education in rural areas, including academic vocational education and non-academic technical training, is a feasible way to improve the cultural and technical quality of farmers. According to statistics, among the rural labor force in China, the percentage who have received short-term training, the percentage who have received primary vocational education or training, the percentage who have received secondary vocational education, and the percentage who have not received technical training are as high as. At present, the number of agricultural science and technology extension personnel in China

is only million, and the number of people below junior high school education level is only million. On average, there are only technicians in 10000 hectares of land, and there are only technicians in 10000 labor forces. At the same time, the employment of vocational school students has also become a serious topic. The low employment rate once again proves that there are problems in the direction and thinking of vocational schools. At first, the vast rural areas were very eager for scientific and technological talents, but now it has been formed that vocational school students are unwilling to go to the countryside, even if they go to the countryside, they can not release the technical driving force for rural production, which reflects the shortcomings of vocational and technical education in quantity and quality.

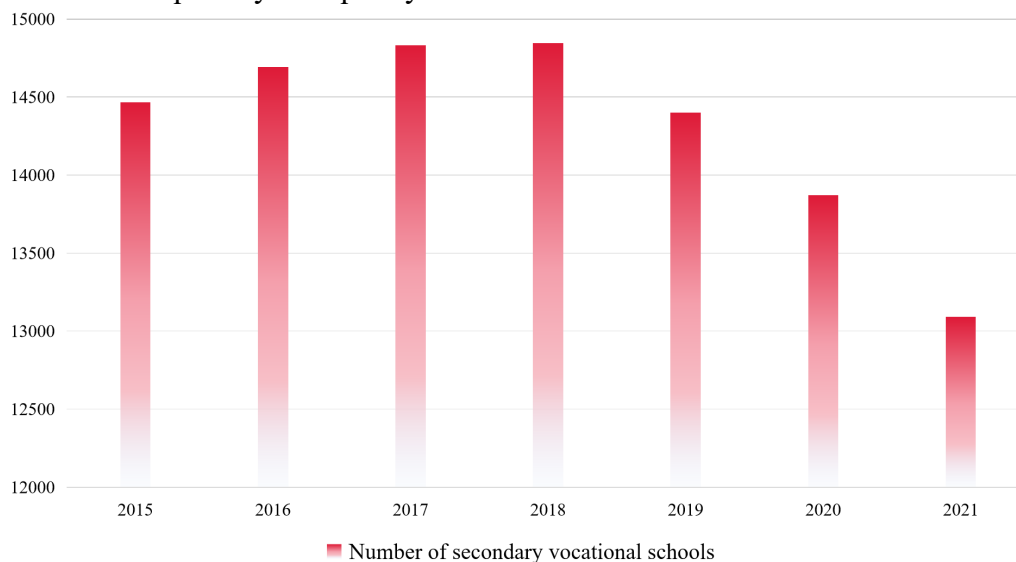


Figure 1 Number of secondary vocational schools in eastern, central and western China

2.2. An analysis of the causes of problems in rural education

The development of rural education is restricted by many factors. There are many reasons for the low level of rural education development in China. The principle of educational economics tells us that education is a public product with externalities, and its development level and development are mainly influenced by the educational system and economic system of a certain society. However, the mutual influence and restriction between education and economy determines that the development of rural education is restricted by the level of rural economic development to a certain extent. Economic development provides a certain material basis for educational development, and accordingly puts forward objective requirements for educational development. In almost all poor and backward rural areas, economic development lags behind, all of which are related to the backwardness of rural education, as shown in Table 1.

Table 1 Differences in educational level of rural labor force in eastern, central and western regions in 2002

Region	Illiterate and semi-illiterate	Primary school	Junior school	Senior high school	Technical secondary school	College degree or above	Average years
Whole country	7.59	30.52	49.33	2.08	2.68	0.56	7.78
Eastern region	4.71	27.32	52.62	11.74	2.77	0.79	8.28
Middle	5.48	28.65	53.26	10.26	1.89	0.25	8.09
The west	14.56	37.85	39.85	6.57	1.38	0.32	6.79

The time cost and economic cost of vocational schools are relatively high, and the diplomas and skills obtained by students are not proportional to them, which is another major reason why rural

families don't want their children to choose vocational schools. At present, secondary education in most regions of China is managed at the county level, and the funds for running secondary vocational schools are borne by the county finance. Therefore, how a local vocational school runs depends to a large extent on the economic development level of the county. If the economic level of the sending county is relatively low and the finance is relatively difficult, it will directly lead to the low level of investment in rural vocational education in the county. Therefore, the development of vocational education has not been included in the overall planning of local economic development, and there is no financial, material and human support for vocational education. This has greatly affected and restricted the development of rural vocational education in many places, both in terms of school funding and development planning. Specifically, we should pay attention to the following three points: First, we should adjust the structure and layout of education in the new rural areas, and centralize the schools scattered in the compulsory education stage through boarding system or shuttle system according to the corresponding standards set by the state. Second, we should reform the school system in the senior high school stage, vigorously develop the school system of comprehensive high schools and vocational and technical schools, which can be extended to one year, open up various school running channels, and constantly expand the school running scale of comprehensive high schools and vocational and technical schools, To enable as many rural students as possible to receive high school education. The third is to develop rural higher education, actively explore multi-channel, multi-level and multi form ways to develop new rural higher education, implement high-level scientific and technological culture and vocational skills training, and make a large number of rural labor force reach the level of new farmers.

3. Basic Countermeasures for Developing Rural Education in China

3.1. Increase investment in rural education

At present, most of the investment in rural education is borne by the government finance, while individuals, enterprises and groups with a large amount of social funds are often keen on urban education and rarely participate in the investment in rural education. Since the implementation of the "Hope Project" in China, although all sectors of society have paid more attention to education in poor rural areas, and various corresponding "Hope Project schools" have sprung up, on the whole, there is a huge gap between the non-governmental capital absorbed by rural education investment and the urban capital. According to the economic development status of each province, the state can formulate the amount of education funds per primary school and junior high school student in each province, and distribute the urban and rural basic education funds respectively in the province as a unit and per student education funds as a standard. The per-student education funding standard in the province is set at A yuan, and the province has B students who receive basic education in cities and C students who receive basic education in rural areas. In order to increase the number of students, schools compete with each other, which is conducive to improving the quality of education and teaching. Especially at present, the transfer of rural surplus labor force has increasingly become the key task of rural vocational education. The relevant departments must set up an effective coordinated operation mechanism as soon as possible.

The President shall be responsible for the use and construction of funds, and shall regularly disclose the details of the use of funds. Any person has the right to reflect the situation through special channels regarding improper use or misuse, misappropriation, or embezzlement of such funds. The President must be ready to accept investigation and explain the use of funds at any time. In addition, schools can make use of school resources to generate income, such as parks and rural school run factories, to improve the teaching environment, teachers' treatment, educational facilities and provide subsidies for students. Under socialist conditions, the government is the "leader" of rural education investment, but it should also give full play to the role of private enterprises and non-governmental organizations. Private enterprises should be encouraged mainly from the economic point of view. The government should guide enterprise behavior mainly from the tax policy, so that they can actively participate in the ranks of education investment. It can also be

stipulated that if enterprises open schools in rural areas, the government can give consideration to their policies in some aspects and support non-governmental organizations mainly from the social benefits. In addition, we should allow and support farmers to establish their own non-governmental organizations, give them greater voice, and increase their proportion in the National People's Congress and the CPPCC, so that they can better represent and safeguard their own interests.

3.2. Accelerate the reform of rural education and teaching

The reform of rural education and teaching is the core of the reform of rural schools. The reform of rural school education and teaching should be placed in the large system of rural education and rural economic and social development, closely focus on the needs of the socialist new rural construction for talent training and comprehensively improve the quality and efficiency of school running, adhere to the correct guiding ideology of school running, highlight the reform of education and teaching content and methods, etc, Gradually establish a rural education and teaching system with Chinese characteristics. The current development of rural education should be based on the practical needs of social development, establish a diversified rural education development system based on rural basic education, focusing on vocational education and adult education, taking higher education as the cutting-edge, integrating general education with vocational and technical education, and linking primary, secondary and higher education, adjust the layout of rural education structure, and build a rural lifelong education system, To find the foothold of rural education development between social needs and individual development. Although some vocational colleges can also see their own shortcomings and changes in market demand, due to the institutional reasons, they fail to make any changes to their major settings, resulting in unreasonable major settings, out of touch with market demand, and graduates unable to meet the needs of the workplace. On the other hand, the reform of rural vocational education in foreign countries, though different, has one thing in common, that is, to establish and improve the rural vocational education system according to the market demand and the actual needs of local rural areas. Rural vocational schools should base themselves on the natural advantages and industrial characteristics of the region, focusing on modern agricultural science and technology; At the same time, we should also pay attention to new technologies, new processes and new equipment, so as to cultivate versatile and compound talents who are suitable for local economic and social development.

Rural vocational schools should change the old model of using two generations for a textbook in the past, compile textbooks suitable for the background of new rural construction, and pay attention to the systematicness and novelty of textbooks. Reform the content and methods of rural school teaching. At present, the content of rural school teaching is obviously not suitable for rural economic and social development. On the one hand, the construction of new socialist countryside needs a large number of multi-level, multi-specification and multi-type talents; on the other hand, the content of school teaching is single and divorced from rural reality. The teaching content of rural schools must adapt to the basic requirements for talents in the construction of a new socialist countryside. At present, China's rural areas are in the transition from traditional production and lifestyle to modern production and lifestyle. The scientific and technological content of agricultural production is constantly improving, and the agricultural economy is developing in the direction of multipolarization, which puts forward new requirements for education and training. The reform of teaching content must adapt to it, The teaching content should actively reflect the new knowledge and new achievements of modern science and technology and production, especially the new knowledge and new technology closely related to agricultural modernization. It is necessary to strengthen the scientific and technological content of the teaching content in rural schools, take full account of the regional differences and local characteristics in rural areas, so that the teaching content is rich and colorful, and close to the actual living environment of students. In terms of rural vocational education and adult education, we should, according to the actual situation, adhere to the principle of giving priority to agricultural technology training, supplemented by cultural education, and combining technical education with cultural education, so as to improve farmers' scientific, technological and cultural level and production practice ability.

4. Conclusions

The construction of a new socialist countryside is an integral development problem involving politics, economy, culture, society, etc. Rural education is an important part of the process of rural social development, but also a weak link, in the new rural construction has an irreplaceable important role. The integration of urban and rural development, first of all, should take the integration of urban and rural education as the development goal of rural basic education. This must be a long process. It is restricted by economic, political and cultural conditions, especially by the level of productivity development, and cannot be achieved overnight. We should be soberly aware of the long-term and arduous nature of improving rural basic education to bridge the imbalance between urban and rural basic education, take care of the overall situation and plan pragmatically with a long-term strategic vision, and promote the development of urban and rural education integration in a down-to-earth manner. Therefore, we must vigorously develop rural education, develop rural human resources, and promote agricultural development and rural economic prosperity by improving farmers' personal development level. By promoting economic development, improving the quality of the population, promoting human development, and serving the construction of new socialist countryside.

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