

Rural Education in the Background of China's "Internet +" and Countermeasures

Geng Shuwen

School of Business, Jiangxi Normal University, Nanchang, Jiangxi, 330022, China

Keywords: Internet+, Rural Education, Problems, Causes, Countermeasures

Abstract: With the rapid development of internet technology, digital education has gradually entered rural classrooms. "internet + rural education" has effectively improved the situation of backward education in rural areas, but it also faces many difficulties in its development. On the basis of reading and sorting out relevant literature, this paper uses qualitative research methods, starting from the current situation and opportunities of "internet + education", analyzes the problems and causes of rural education in the context of "internet +", and proposes relevant countermeasures provide corresponding thinking directions for the further development of rural education in China.

1. Introduction

In China, the concept of "internet +" was first proposed by Yu Yang, chairman of Alibaba Group. Yu Yang proposed to fully use the internet in various services of life. This is in line with the view of Ma Huateng, the founder of Tencent. A lot of resonance. At the national two conferences in 2015, the "internet +" proposed by Ma Huateng can effectively promote the development of various undertakings in China. In the same year's government report, Premier Li Keqiang also made "internet +" an important action plan for China's economic development^[1].

The "internet +" new thinking is not only a simple superposition of internet technology and traditional enterprises, but a new development model that effectively integrates the internet and related resources of traditional industries through the use of internet thinking. For example, it is now popular online shopping, sharing economy, etc., have formed an organic combination of information technology and traditional physical industries, thereby forming an efficient allocation of resources and improving the operational efficiency of society.

"Internet + education" is the organic integration of internet technology and traditional education concepts. This education model is based on traditional education methods and uses internet thinking to transform traditional teacher-centered teaching methods into student-centered teaching methods. Teaching methods^[2]. The core of informatization education is the process of using internet technology to efficiently use educational information and to form an efficient interactive utilization mode.

2. Problems Existing in Rural Education in the Background of China's "Internet +"

2.1 It is Difficult to Support Education Policies to Suit Local Conditions

As early as March 2012, the Ministry of Education issued a ten-year development plan for education informatization (2011-2020), and made a relatively comprehensive deployment of education informatization in the next ten years. It is proposed that by 2020, the educational informatization goals and tasks set out in the education planning outline should be fully completed, an educational informatization system that is compatible with the national education modernization development goals and comprehensive coverage of broadband networks in all regions and at all levels and schools has been basically achieved. The level of informatization of education management has increased significantly, and the level of integrated development of information technology and education has increased significantly. Education informatization as a

whole is close to the international advanced level. The plan has been explained and explained in more detail in terms of overall strategy, development tasks, action plans, safeguard measures, and implementation. However, the actual situation of each rural area has its own characteristics, and the problems encountered may be different. To formulate a corresponding unified governance model across the country, there will indeed be some difficulties. It is also a huge problem to adopt a method tailored to local conditions.

2.2 Insufficient Teacher Building

From the perspective of teachers' education level, many outstanding teachers in the countryside are unwilling to stay in the countryside, and some young teachers of outstanding teachers majors are also unwilling to support education in the countryside. They all want to stay in large, medium and small cities in order to have better development opportunities and promotion space . According to the data of China Education Statistical Yearbook 2013: from the perspective of age structure, rural teachers With older teachers as the main faculty, young and middle-aged teachers account for a small proportion, while urban primary and middle school teachers mainly use young and middle-aged teachers as their core strength and are more competitive. In most rural areas of China, the concept of education is relatively backward, and many of them rely on past traditional experience to teach. They cannot keep pace with the times and are not sensitive to accept new things^[3]. In particular, the rise of the “Internet +” technology has brought huge innovations and changes to the education industry, and has also had a huge impact on rural education.

2.3 Differences in Teaching Quality

For the students in the city entrance examination education, their curriculum is relatively complete, more characteristic of the times, and able to keep up with the times. However, due to the shortage of teachers in rural primary and secondary schools, many courses cannot be offered, such as computer courses and art courses. Although some schools offer quality education courses, due to local conditions, many schools have some courses that are not available. In the situation, even some less important courses are held by a teacher^[4]. Of course, due to the implementation of the “Internet +” strategy, on the one hand, older teachers in rural primary and secondary schools will find it difficult to accept the innovation and convenience of educational products brought by Internet technology in the short term. Their ability to accept new things is still better than The younger generation is a bit slower.

2.4 Lagging of Information Dissemination in Rural Education

With the rise of Internet technology, the dissemination of educational information has also presented a variety of forms. Due to the superior conditions of urban primary and secondary schools, education equipment and teaching equipment can be continuously updated. However, in the backward rural areas, the limited economic conditions and conservative ideas have restricted the pace of Internet technology in rural primary and secondary education. Some rural primary and secondary schools still use traditional blackboards for teaching and teaching^[5]. For areas where information is relatively closed, textbooks may be mainly used for knowledge transfer. This limits the spread of educational information to a certain extent and seriously affects teaching quality.

3. Analysis of the Causes of Rural Education Problems under the Background of “Internet +”

3.1 Influence of History and Culture

Under the influence of the “Cultural Revolution”, due to the shortage of national talents in the early stage of reform and opening up, under the slogan of “quick out talents, good talents”, China has focused on the construction and support of key primary and secondary schools, and these Schools are often located in urban centers, while rural schools have not received sufficient attention and support^[6]. At the same time, when the education department formulates education policies, it is more about urban students to start, and does not really see the big differences between urban and rural areas, and ignores the specific actual situation of rural education. Because the unified

textbooks and unified standards are mainly formulated based on the overall situation of urban students' learning, this has certain incompatibility to education in rural areas, and makes rural students feel that learning is too difficult.

3.2 The Issue of Teacher Treatment and Development Space

Since teaching in urban elementary and middle schools, teachers generally believe that there will be good treatment and development space, convenient transportation, and the latest information technology, the school's activities will also present a variety of forms, and their experience will be more abundant. More advanced thinking, convenient study, easy promotion, can also create a good environment for future education of their children. If you stay in the village, the treatment may not meet your expectations. School conditions are more difficult than in the city. It is not convenient to travel and receive information. It is also slow to confine your own thinking to a certain extent. In the future, your children may There is no good education guarantee. Because of these reasons, the overall education of rural teachers is lower than that of urban elementary and middle school teachers. In this way, especially young teachers are unwilling to support rural education. As a result, the age structure of rural teachers appears to be “aging”. There is a certain gap between teachers and urban primary and secondary teachers.

3.3 Restrictions on the Actual Conditions of Rural Education

The teachers in rural primary and secondary education are inferior to those in urban areas. In addition, due to the inadequate investment in the school's hardware facilities and the constraints of geographical conditions, many teachers are reluctant to go. In the end, a teacher may be employed part-time. The situation of multiple courses has also caused the quality of teaching to be incomparable with that of the city to a certain extent^[10]. Of course, due to the family conditions of various students in rural areas and insufficient school funding, the school does not have excessive funds to invest in the renovation of teaching equipment, especially new education facilities, resulting in students not being able to obtain the most advanced teaching experience like urban students. At the same time, due to economic constraints, teachers and students may not have corresponding online learning equipment, and the acceptance and transmission of information may not be as fast.

3.4 Impact of Traditional Teaching Concepts

As Internet technology is a model that uses the Internet platform to effectively integrate educational information resources for teaching, this brand-new teaching model has greatly changed the form of education. The majority of rural teachers tend to be middle-aged and elderly teachers. Many of them come from the traditional education system and have always followed the traditional education and teaching methods. When this new type of education model was born, many teachers were still not very good. The new products brought by the habit of using emerging technologies are more traditional and conservative, making it difficult for them to accept advanced teaching technology for a while, and they will have a certain degree of resistance in their hearts. The influence of this traditional concept also hinders the Internet An important reason why technology has entered rural classrooms.

4. Countermeasures to Solve Rural Education Problems in the Background of “Internet +”

4.1 Vigorously Promote the Policy Guarantee System Suitable for the Development of Rural Education

4.1.1 Relevant Departments Work Together to Coordinate and Solve Schools with Small Rural Populations

In the past ten years, the state has increased its support for compulsory education, from the relatively perfect rural compulsory education guarantee mechanism established in 2006 to the “two exemptions and one supplement” policy in 2007, and then to the compulsory education stage in

rural areas in 2011. Students proposed nutritional dietary assistance program. In 2015, the state continued to propose education poverty alleviation policies and the “two worry-free and three-guarantee” system proposed by President Xi Jinping in Chongqing in 2019, both of which have made important contributions to the development of rural education. With the correct guidance and support of the Ministry of Education and the Ministry of Finance, local education bureaus should formulate specific response measures based on the actual situation of local rural education. For some rural schools with too few students, local governments can Merger, try our best to take care of the living and learning problems of such students, and protect the interests of students, so that they can receive better education and services.

4.1.2 Establish a File of Poverty Education Population

The rural students enrolled in the spring and autumn semesters are compared with each other for the information on the poverty education population for file registration, and each poverty-stricken student who is filed for registration is accurately located to provide a basis for the precise implementation of education poverty alleviation policies and the accurate investment of education poverty alleviation funds. Establish an annual reporting system for the education and funding status of poor students who have filed and filed. The actual funding situation should be reported to the higher management department in the form of a report.

4.1.3 Intensify Efforts to Develop Rural Preschool Education

The local government should support the vigorous development of public kindergartens, support each township to run at least one public central kindergarten, independently build large parks in small villages, jointly set up parks or set up branch parks in small villages, improve rural preschool education service networks, and help rural poor families to receive their children nearby. Preschool education, liberating rural labor. Various methods were adopted to encourage inclusive private kindergartens to recruit poor students who set up files for registration. Implement the kindergarten staffing standard, provide adequate staffing for kindergarten teachers, and increase training for rural kindergarten teachers.

4.2 Comprehensively Improving the Living Environment of Rural Teachers

4.2.1 Comprehensively Improve the Salary of Rural Teachers and Improve Teachers' Accommodation Environment

Comprehensively improving the living environment of rural teachers and giving them more sense of gain and happiness are the key elements for retaining rural teachers to continue to take root. The “Internet + Education” model is not only a new type of teaching method, but also a huge system project. It not only needs the support of high-tech equipment and software systems, but also pays attention to solving the problems encountered by people. Improving the ability of rural teachers to use information technology is only an obvious element. More importantly, it is necessary to consider issues such as low wages for rural teachers, serious shortages of books, and heavy teaching tasks. Due to limited school accommodation, some teachers have no housing and can only teach. The local education bureau should actively cooperate with local government schools to help teachers solve the housing problem, try their best to increase teachers' salaries, and increase teachers' happiness and work enthusiasm.

4.2.2 The Local Government Should Give More Humane Care to Rural Teachers

Rural teachers in remote areas are in difficult conditions. It is inevitable that they will encounter some difficulties in life and work. As the head of the relevant department, it is necessary to pay necessary attention and care to rural teachers from an emotional perspective. The superior department should send relevant personnel to village schools from time to time to visit teachers working in the field, to communicate heart-to-heart with these rooted teachers, and to record their touching stories of work in the village. Encourage them to work actively, visit their families, and give more care and help to teachers in need.

4.2.3 The Local Government Should Give Rural Teachers More Professional Modernization Training

In the era of “Internet + Education”, many rural teachers are older and more conservative, and receiving information-based education products in rural areas has certain limitations. They may not be familiar with new networked and information-based education methods. . To better apply “Internet + education” to the teaching process of primary and secondary schools in rural education, teachers are in a very important position. The local government must actively guide rural teachers to carry out professional education and training so that they can master the “Internet” in a timely manner. + Education “new type of education. By regularly organizing the corresponding professional training sessions for rural teachers to improve the overall teaching literacy and knowledge level of rural teachers, it is also possible to organize corresponding urban-rural teacher interaction sessions to allow rural teachers to feel the arrival of new education methods.

4.3 Constructing Teaching Resources Suitable for the Development of Rural Education

4.3.1 Development of Rural Classrooms Suitable for Local Characteristics

“Internet + Education” often permeates the teaching model of urban schools. It can not only bring advanced teaching concepts and teaching methods into rural classrooms, but also allow rural teachers and students to broaden their horizons and thinking styles. However, whether many online teaching resources are in line with the development of rural education is a question worthy of school and teachers' joint thinking. It is necessary to screen and integrate the corresponding resources. The leader and guide of rural classrooms are teachers. When developing and constructing Internet education resources, teachers should be given the opportunity to participate fully in teaching. It is necessary to fully develop teaching resources suitable for the local rural education culture and rural culture. In addition, the government needs to strongly advocate that experts be appointed to provide professional training for rural teachers in using information technology. At the same time, schools should play a good role as a bridge between new and old knowledge and learning methods.

4.3.2 Strengthen the Cluster of High-Quality Curriculum Resources through School-Enterprise or School-School Cooperation

Establish a market access mechanism, support social forces to join in the development of online course resources, commercialize course resources, give full play to the market's decisive role in the allocation of educational resources, and promote the formation of high-quality course resources. “At the same time establish a trading platform to promote the flow of high-quality course resources within the Internet.” The famous schools cooperate with each other or the famous schools cooperate with famous enterprises to jointly establish an influential online platform for curriculum resources and jointly develop a relatively strong online high-quality curriculum resources.

4.3.3 Promote the Scientificity and Completeness of Curriculum Evaluation through Qualitative and Quantitative Evaluation Methods

A scientific and comprehensive curriculum evaluation system is conducive to the deepening and promotion of the new curriculum reform. The traditional curriculum evaluation method has certain limitations because the evaluation method is relatively simple, and the collection of data is difficult, resulting in the final evaluation result is not accurate. For example, the traditional course evaluation method is to determine the quality of the course based on the students' test scores. This mechanical evaluation method has great problems. According to the powerful functions of Internet technology, a scientific evaluation system must be worked out. The online evaluation and offline operations are used as the relevant evaluation procedures, and then the corresponding qualitative and quantitative research methods are given based on relevant data and information to give the corresponding The evaluation index gives a comprehensive evaluation of the students' learning situation and the teacher's class situation, and gives reasonable suggestions and opinions in a timely manner.

4.4 The Government Should Strengthen the Active Guidance of Internet Education Thinking

4.4.1 The Government Should Vigorously Promote Theoretical Research and Introduce Relevant Policies to Guide

In academic research, the government must vigorously promote the study of the educational modernization system and mechanism, and provide corresponding theoretical guidance to reduce the gap between urban and rural education development. In terms of policies, the state can provide local preferential policies with unique characteristics and actively promote “Internet + education” And fair development of urban and rural education. The rapid development of Internet technology has brought great convenience to our lives. The government must not only provide macro guidance and support, but also provide human, material and financial support, so that all students are no longer affected by region, time, Restrictions on space and age allow them to enjoy the benefits brought by the Internet and realize the value of network use for all students.

4.4.2 The Government Should Coordinate and Promote the Education Informationization and Network Work

It is necessary to attach importance to the practical application of Internet education, as well as management and services. Both the quality of materials and the quality of people are important. Every input and project of education informationization and networking is always centered around “ “People” as the core, so that the results of technology fully meet the needs of people, and constantly improve the integration of information technology and people; always around the education and teaching and training of the concept of running a school, continuously improve the integration of information technology and teaching and research, truly let Students and teachers form a good communication and interaction group, allowing teachers and students to feel the great changes and convenience brought by Internet thinking.

4.4.3 Do Basic Work Well and Improve the Networked Education Service System

Efforts should be made to build rural education into an online one-stop service center to better serve teaching and educating people, better play the role of teachers and students, provide more convenient campus learning and life, and reflect the humanistic care of the rural campus network. ; Actively drawing on the experience of rural education construction in other regions, focusing on sustainable development, organically integrating informatization, networked education, and Internet thinking into rural primary and secondary school teaching, thereby cultivating students' thinking methods that keep pace with the times and allow rural students Able to keep pace with the development of the times.

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