

Thoughts on the Modernization of Chinese Rural Education

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Abstract: *During the period of the 14th Five-year Plan, under the background of the strategy of revitalizing rural education, in order to effectively break through the multi-mode talent training mechanism in urban and rural areas, and realize the integrated development of urban and rural education, based on the analysis of the current situation of rural education in China, this paper puts forward the practical significance and challenges of constructing the modernization of rural education, and explores innovative ways to promote the development of the modernization of rural education in China.*

Keywords: *Strategy of rejuvenating the country education; The rural education; Modernization*

1. Introduction

Education is an important part of Chinese traditional culture. From the modern "education to strengthen the country" to the contemporary "education to strengthen the country", the evolution of these concepts all shows that the Chinese people attach importance to and recognize education and educational concepts. National rejuvenation and national strength are inseparable from education. The development of education is inseparable from the evolution of modernization. Only with a large amount of investment in high-quality education with Chinese characteristics can we steadily move forward towards the two-step strategy of modern power.^[1] With the proposal of the rural revitalization strategy, rural education has developed to high quality, and its extension and core have changed accordingly, becoming the key link of China's education modernization. How to break through the multi-talents training mechanism of urban and rural areas, transform from traditional education to modern education, and realize the modernization of rural education has become the key.

2. The rural education present situation analysis

2.1. Historical background

Socialized mass production provides necessary conditions for social division of labor and is the basis of social culture. Modernization comes into being with the industrial revolution and the scientific revolution, and it is a process of "integration" of social production practices. The path of Chinese modernization in the new era continues to be explored in primary, secondary and tertiary industries. The primary industry opens a new chapter of the rural revitalization strategy with the path of "agricultural modernization, rural social governance modernization, and farmer ideological modernization". The rural revitalization strategy focuses on the modernization of the issues of "agriculture, rural areas and farmers", and the modernization of "agriculture, rural areas and farmers" lies in the modernization of farmers. The modernization of farmers' ideology plays a key role in the modernization of "agriculture, rural areas and farmers", and is the booster for the implementation of the rural revitalization strategy.

Thought is the forerunner of action. The key to the cultivation of high-level talents in rural areas lies in ideological education and skill training, which is based on the degree of modernization of rural education. At present, China's urban and rural areas have multiple structural problems such as social, economic and cultural problems. To narrow the gap and achieve common prosperity, rural areas must cultivate professional farmers with management ability and advanced technology through education to provide intellectual support for the realization of agricultural and rural modernization.^[2]

2.2. Environmental analysis

China's rural education development is influenced by the distance from the central city, regional economy, gender structure, religious belief, ethnic attributes and other physical geographical conditions and social and cultural structure, forming a diversified, complex and multi-level development mode. The development of rural education is characterized by uneven distribution and low degree of modernization. The main factors hindering the development of rural education modernization are as follows: Lack of supporting teaching environment, weak teachers, uneven investment in education funds, aging teaching facilities, low level of teaching intelligence, backward thinking of farmers, and poor cooperation between families and schools.^[3]

Some rural schools do not have aesthetic education, physical education and other general education teaching AIDS, do not have the conditions of scientific experiments, even the basic demonstration experiment equipment is not equipped. In some rural schools, the allocation of teachers is not uniform or one teacher is not professional in multidisciplinary teaching. In some rural areas with lagging economic development, financial shortage at the grassroots level and insufficient investment of education funds, the principals of village schools raised money everywhere to ensure the normal teaching operation of schools. Some rural areas are remote and backward, and the villagers' ideological concepts are solidified. The theory of the uselessness of reading, the preference for sons, feudal superstition and other phenomena still exist. Most rural family parents work outside the home for a long time, school and parents are difficult to form a benign communication, lack of effective docking.

3. The realistic significance of constructing the modernization of rural education

The modernization of rural education is based on the balanced development of quality education in urban and rural areas, so that the educated farmers realize the leap of ideology, value orientation, cultural skills to the development of modernity. The modernization degree of rural education determines the modernization degree of its agriculture, countryside and farmers.^[4]

3.1. Re-feeding the modernization of agricultural economy

People are the most active factor in socio-economic relations. The adjustment of agricultural economic structure needs modern agricultural builders of management type and technology type. The modernization of rural education is the only way to train modern farmers. First of all, it is beneficial to improve the comprehensive quality of farmers. Make it develop to high quality and professional, so as to improve its ability to master advanced agricultural production technology, and then change the backward and primitive rural production mode, improve agricultural production efficiency, promote the development of modern agriculture. Secondly, it is conducive to the adjustment of agricultural industrial structure. The establishment of a scientific and modern professional farmer system, so as to make the small-scale peasant economy develop to marketization and organization. Finally, it is helpful to adjust the structure of rural population employment. We will promote the coordinated development of the "primary, secondary and tertiary" industries in rural areas, transition the rural economy from a "unitary" structure to a "diversified" structure, and enrich part of the labor force in the primary industry with new skills into the secondary and tertiary industries, so as to realize the diversified development of the rural economy.

3.2. Perfect rural social management modernization

Farmers are not only the basic units of rural society, but also the subject of rural social governance policies and governance methods, and more importantly, the center of rural social governance. The essential requirement of rural education modernization is the cultivation of farmers' modernity, so the degree of rural education modernization directly determines the degree of rural social governance modernization.^[5] First of all, it is helpful to improve the comprehensive judgment ability of farmers, rational analysis ability, psychological ability. Through the guidance and penetration of social mainstream thoughts and values, the disorder of rural society can be improved and the modernization of rural social governance driven by rural cultural construction can be realized.^[6] Secondly, it is conducive to the promotion and implementation of rural social governance policies. Farmers have a comprehensive understanding of their rights and interests in social governance through education, complete the organic integration of economy, culture and society, and realize their rights and interests through the implementation of social governance. Finally, it is beneficial to improve the level of rural

public services, enhance the degree of farmers' modernization, assist agricultural modernization, and finally achieve the goal of rural modernization.

3.3. Promote the modernization of the concept of peasant

The modernization of farmer thought is the foundation and premise of farmer modernization. Farmers' ideology is restricted by traditional consciousness, customs and habits, and there is the inferiority of the thought of fear of difficulties and equality, which affects the realization of farmers' modernization. The dynamic function of thought makes the necessity become inevitable, and the modernization of rural education makes the modernization of farmer's thought become possible. First of all, it provides a theoretical basis for realizing the modernization of farmer's thought. Rural education builds a theoretical learning platform for educated farmers, through which the educatees acquire theoretical knowledge and arm the minds of farmers through learning, thus changing their inherent thoughts. Secondly, it provides practical basis for realizing the modernization of farmer's thought. The active role of the modernization of rural education influences the transformation of farmers' ideas from traditional to modern, and provides practical basis for the modernization of farmers.^[7] The practice process of quality education with Chinese characteristics in rural education is the process of liberating peasants' thoughts and improving their comprehensive quality.

4. Problem analysis of rural education modernization

Rural education modernization exploration in China, there exists the villagers idea conservative, old school conditions, education funds into a single, do not have a higher level of modernization of education software and hardware problems.

4.1. Conflict between old and new ideas

The rural social concept is a universal and general rural ideological concept. Its main body is produced by farmers in production and life, and dominate their daily behavior and speech of the general idea, it contains the understanding of the social attitude, the way to deal with problems, and so on, restricting the development of the whole rural society. With the construction of new countryside and the integrated development of urban and rural areas in recent years, the concept of farmers has changed, but there are still shortcomings such as poor family economic conditions, ineffective communication between teachers and parents, and deep-rooted traditional concepts.^[8] The traditional view is that reading books does not directly produce economic value. Restricted by educational conditions, it is difficult to train college students in rural areas, coupled with the severe employment pressure, leading to the difficult employment of college students, virtually formed the useless theory of new reading. In ethnic minority areas or remote mountainous areas, old-fashioned thinking has not been completely improved, and traditional culture plays a certain dominant role in all aspects of society. As a result, the structure of education is unbalanced, and some girls fail to receive education, becoming a new type of illiteracy, and boys are not well educated.

4.2. Single investment in education

Economy is the basis of social development, and the investment of rural education funds is a favorable guarantee for the revitalization of rural education. Governments at all levels should, according to the current situation of local economic development, issue new measures to ensure the funding of rural education and formulate specific implementation tables, so as to ensure the high-quality development of rural education.^[9] However, the development of the modernization of rural education is still restricted by the problems such as unbalanced investment and insufficient total amount of rural education funds. Such as remote areas and suburban areas, ethnic minority areas and other areas have the imbalance of education funds; For example, affected by the epidemic, the economic income of most rural areas is not ideal, and local finance is in short supply, resulting in low education budget, low teachers' salaries, insufficient supply of teaching facilities and equipment and other problems. The investment structure of education funds is single, and only the shortage of funds caused by government investment is prominent. This model is affected by multiple social and economic conditions, and can no longer fully meet the development requirements of the new era.

4.3. Education hardware and software modernization is not high

In the development of rural education modernization, restricted by natural and historical conditions and social and economic conditions, there are some shortcomings, such as low degree of modernization of teaching staff, narrow coverage of rural basic network and aging teaching equipment.

The basic structure of rural education teachers is not perfect. There are the following deficiencies: First, the age structure of teachers is unevenly distributed, middle-aged and elderly teachers account for a large proportion, young teachers are absent; Second, the proportion of non-regular teachers is relatively large and the education level is generally low, the teaching stability is not high; Third, the professional degree of teachers is not high, the teaching subjects are mixed, there is a phenomenon of multi-disciplinary part-time teachers; Fourth, restricted by the conditions of rural education, the mechanism of teachers' continuing education is not perfect, and the improvement of teachers' comprehensive ability is hindered.

In the process of rural education implementation, the school teaching hardware is deficient. There are shortcomings such as narrow network coverage and aging teaching equipment, which can not meet the requirements of modern teaching. For example, online teaching is needed during the COVID-19 pandemic, but the coverage of basic network in rural areas is narrow and the bandwidth is insufficient. Schools do not have online courses, and teachers are not familiar with online teaching, so they cannot effectively guide students to learn online, which affects the teaching effectiveness. In offline classroom teaching, there is a lack of high-quality teaching equipment. For example, physics, chemistry and biology courses mostly stay in pure theory teaching, lack of supporting experimental equipment, unable to carry out effective classroom deduction. The superposition of many factors hinders the realization of the modernization of rural education and thus slows down the progress of the revitalization of rural education.

5. The innovation countermeasure of constructing rural education modernization

China has lifted itself out of absolute poverty and built a moderately prosperous society in all respects. To achieve the second centenary Goal and build China into a great modern country, the revitalization of rural education is a key link. Education can reduce the new type of illiteracy in absolute value, improve the comprehensive quality of farmers and cultivate new professional farmers. Through the modernization of rural education, the ideology of farmers can be separated from backward and narrow ideas and transformed to advanced and modern ideas, so as to effectively promote the high-quality development of rural modernization.

5.1. Increase the intensity of rural science, pay attention to juvenile psychological health

5.1.1. To increase rural practical popular science knowledge propaganda.

With the advent of globalization and information age, science and technology develop rapidly along with the trend, and people gradually realize the importance of science and technology. The development of China's vast rural areas requires the training of new professional farmers who can adapt to new development concepts and technologies. Therefore, it is necessary to increase the publicity of popular science knowledge, so that farmers realize the importance of science and technology. Governments at all levels can choose practical knowledge that is helpful to agricultural production and farmers' life in popular science publicity, so that farmers can understand its role, so as to stimulate farmers' curiosity about knowledge, participate in learning consciously and receive education. At the same time, the urban and rural exchange student model is established, so that students from the two places can communicate with each other in many aspects such as thoughts, concepts and learning methods, so as to promote the development of rural education and eradicate the traditional consciousness of farmers that reading is useless.

5.1.2. Pay attention to juvenile psychological health, form a family school interactive organism.

Family education and school education should complement each other, and the lack of any part is not conducive to the realization of high-quality education. In the process of urbanization in China, some able-bodied rural workers go out to work, leaving school-age children as left-behind teenagers. They are basically supported by the elderly, and their education is completely left to the schools. This part of the youth in the growth process is prone to serious mental health problems, widespread weariness, abandon school, drop out of school and other phenomena, affecting the implementation of the whole

process of education. Parents in a normal position can give students more care, relieve students' psychological pressure, urge students to study hard, build a bridge between family and school, etc., has a vital role. Therefore, the home-school interaction organism should be established. First of all, schools need to establish contact cards for parents of students to ensure the authenticity and integrity of the personal information of left-behind children and make it updated in real time. Teachers set up class groups and invite parents and guardians to participate in students' study management and campus life management, so as to reduce psychological problems such as depression and helplessness caused by parents' absence. Secondly, establish the mental health teacher visiting system. Provide regular psychological counseling to left-behind teenagers, form a regular psychological counseling mechanism, timely detect students' negative emotions, prevent psychological problems, and improve left-behind teenagers' participation in study and life enthusiasm. At the same time, teachers take classes as the main body to carry out a rich and colorful campus life, alleviate students' loneliness and inferiority caused by their parents' absence, and adjust the problems of left-behind teenagers, such as being withdrawn and unsociable.

5.2. Optimization of education funds investment, rich rural education funds investment form

In the modernization development of rural education, the investment of educational funds is the basic guarantee. In order to modernize education funding, we can adopt the "supply-side" reform model, which determines the breadth and depth of education funding input based on students' needs, so as to make overall planning while not wasting resources.^[10]

5.2.1. Appropriate broaden the channels of education spending.

At the present stage, the investment of rural education funds is mainly from the government, and the governments at all levels share the funds according to the size of the capacity and take the county as the unit for management. In the period of good economic operation, the investment of education funds can be fully guaranteed. However, if the economic situation declines and the local economic development level cannot support the development of education modernization, the supply chain fault of rural education funds will lead to the shortage risk.^[11] Therefore, it is necessary to broaden the investment channels of educational funds, appropriately introduce school-enterprise cooperation, and give full play to the leading role of local enterprises, which can not only make up for the shortage of educational funds and other problems, but also increase the possibility of students' participation in practical courses, and play a double interaction role. Appropriate relaxation of the conditions for social capital to run schools, the corresponding policy tilt, the investment of private capital can revitalize funds, and mobilize the enthusiasm of education.

5.2.2. Establish an evaluation mechanism for the input of modern rural education funds.

At the same time of optimizing the investment channels of educational funds, the evaluation system of modern educational funds should be established. Firstly, the investment of education funds should be based on the local economic situation, inflation rate, average social wage level and other quantitative standards. According to the financial statement analysis, make the budget and final account expenditure. Secondly, establish reasonable education funds investment assessment standards. Different quantitative standards should be formulated according to the differences of the assessment subjects, such as remote mountainous areas, ethnic minority areas, and areas with unbalanced population structure. Third, improve the assessment procedures. The people's congresses at all levels shall examine and supervise the education budgets of the governments at the same level and report them to the people's congresses at all levels for voting and approval as part of the government work reports. Finally, strengthen the supervision of education funds investment. Social supervision, enterprise supervision and supervision of students' parents should be introduced to form a mode in which competent departments are generally responsible and other social forces participate in supervision and management, so as to improve the utilization rate of education funds and reduce unnecessary waste.^[12]

5.3. To strengthen the teachers communication between urban and rural areas, and improve the mechanism of teachers' continuing education training

As the important subject of rural education, the establishment of modern teaching staff is conducive to improving the degree of modernization of rural education and promoting the development of rural education to high quality.

5.3.1. Establish the urban-rural rotation mechanism for teachers within the establishment.

There are some problems in rural education, such as old, middle-aged and young people, internal and external staff, and structural imbalance of multi-disciplinary teachers, which cannot be organically integrated in the teaching unit. Therefore, combining with the integrated development model of urban and rural areas, the mechanism of urban and rural job rotation within the establishment is established. Such as art, music, physical education, mental health and other sub-subject teachers under the unified leadership of the competent departments of the town government, teaching rotation in different schools; Main course teachers under the unified leadership of the municipal education commission, realize teaching help, introduce new blood to rural schools to guide the work; At the same time, the teaching unit should be equipped with teaching and auxiliary personnel to realize the local school administration under the unified management of the town government.

5.3.2. Optimization of the urban and rural teachers post promotion platform.

To open up the promotion channels for teachers in the city. Maintain a benign and positive teaching atmosphere in the competitive environment, and take the teaching experience in rural education as an important indicator for post promotion and professional title evaluation; At the same time, it also provides more promotion space for rural education teachers. Encourage young urban teachers to settle down in rural areas, make rural education and teaching environment full of vitality, give appropriate economic subsidies to teachers who settle down, form a double cycle of urban-rural interaction, stabilize rural education and teaching work, so as to solve the problem of the serious loss of young rural teachers.

5.3.3. Enrich the content and form of continuing education and training for teachers.

The overall education level of rural teachers is low and they cannot adapt to modern teaching. Teachers not only need induction training, but also need to carry out professional continuing education training regularly. Combine village situation, people situation, school situation, learning situation to formulate the content of teachers' continuing education training, improve teachers' comprehensive ability and discipline quality.^[13] Teachers' continuing education takes different training forms according to the different nature of each subject. Such as literature, history and philosophy, mathematics, physics and chemistry and other theoretical disciplines, need to strengthen theoretical learning, take the form of group discussion, teaching research reports and other training; Such as music, physical education, labor class and other practical disciplines, need to strengthen the curriculum design, discussion on how to improve the enthusiasm of students, participation and other immersive teaching, teaching simulation and other training forms.

6. Conclusion

The modernization of agriculture and rural areas cannot be separated from the modernization of farmers, and the modernization of farmers cannot be separated from the modernization of rural education. Only by training modern farmers on the basis of the modernization of rural education can we promote the integrated development of urban and rural areas, help the revitalization of rural areas, and realize the goal of becoming a powerful modern socialist country with Chinese characteristics.

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