

Research on Compulsory Education in Remote Area — Taking Food Education Work Construction for Example

Xufeng Yu

China's Modern Cultural and Ideological History, Hetian Normal College, Hetian, Xinjiang, China

Abstract: Food education research is still in the preliminary stage in China, and initial results have been achieved in terms of top-level design and policy deployment. However, something still needs to improve, they are drawing up and enacting laws and regulations, theoretical research, popularizing and other aspects. The students in compulsory education living in a remote area are in the key period for shaping the food education concept, which mostly comes from the collaborative nurturing and teaching of their family and school. We are deep into food education in China's compulsory stage, and explain the importance of food education at the compulsory stage. It's a benefit for inheriting our traditional food education culture, enhancing cultural confidence, developing a strong cultural country and the great ambition of building a healthy China. But the current dilemmas faced by food education in China's compulsory stage are mainly three aspects, they are insufficient development in national food education, shortage of home and school food education conditions and lower social status. To solve a series of problems, we should improve the difficulty of implementing food education for those living in remote areas students in compulsory education from the national, social and school levels.

Keywords: Food education, Compulsory education in remote areas, Constructional strategy

1. Introduction

Food education means using food to cultivate a man. This food education idea has a long history in our country. Dietetic materia medica is regarded as the earliest dietary therapy monograph in China or the world. This book was written by Meng Shen, who is Sun Simiao (the medical scientist in the Tang Dynasty) follower. Even Rites of Zhou is also elaborated on the job of a dietician, and food preparation is recorded accordingly. Besides, many pieces of literature work more or less talk about food education, such as Classic of Mountains and Rivers and Shennong fasting. So we can know that using food to keep in good health exists in our traditional food culture every early. The term food nurturing first appeared in 1896 in the book "Food for Health" by Japanese health scientist Ishizuka Sogenyu. Until the 21st century, the research on food education spring up step by step worldwide, then the concept of food education gradually improved. That is, through the process of continuous contact between individuals and food, acquire the corresponding food knowledge intended to establish good eating habits and life concepts^[1]. Research on food education in our country is relatively lagging. It's first shown in Li Lite professor's paper in 2006, he thinks that food education is achieved educational goals through eating behavior, cultivating scientific eating habits in a relaxing way of education. In recent years, although the rising number of food education research in China, but it started late and has a limited range, so there still has a lot to be explored in depth.

2. The Importance of Remote Area Implement Food Education In Compulsory Education

Food education means cultivating and shaping people by using food. As a specialized discipline that cultivates personality through food, it is not only about food and nutrition education, but also about training skills and shaping personality. Food education has a profound impact and practical significance on shaping the human figure, moral standing and personality. Food education is closely related to the "Five Disciplines", inheriting the idea of food education has a strong effect on people strengthening their cultural confidence, promoting national development, and achieving a healthy China^[2].

3. The Dilemma of Food Education Carry out in Remote Areas at Compulsory Education Stage

Since 2006, when the term “food education” was introduced to China by Li Lite’s students, some regions have begun to pay attention to the arrangement and deployment of food education work, but most schools and parents in remote areas of compulsory education stage barely know about food education, resulting many food education work is difficult to carry out, the main reasons can be divided into the following aspects.

3.1 The Inadequate Implementation of Food Education

At present, the compulsory education system in remote areas of China does not focus on food education and does not seem to attach any importance to the issue, so those various reasons lead to inadequate implementation of food education and poor effect of food education. In order to thoroughly apply The CPC Central Committee's advice on strengthening youth sports and enhancing the youth system, the Ministry of Education suggests specific requirements for schools in health education, and specially formulate Guidelines for health education in primary and secondary schools, this document asked institutions should put a high value on health education, and gradually cultivate the health awareness and public health and safety awareness of students at the compulsory stage, and master the basic health knowledge and life safety skills. Thus, it contributes to a good and healthy eating behavior for adolescents at the compulsory stage in China, and initially fosters students’ awareness of environmental health protection. At the same time, this guideline also makes plans and requirements for compulsory schools, in the aspect of implementation and safeguard mechanism, the school is asked to host effective health education activities such as subject teaching, class meetings, group meetings, school meetings, blackboard newspapers. In the aspect of the curriculum, an elementary school in remote areas should teach students courses such as “Character and Life”, “Character and Society” and “Physical Education and Health”, and secondary schools arrange courses such as “Biology”. These courses effectively help students learn health education knowledge. Also, it can flexibly arrange the form and content of classes. However, food safety education doesn’t implement in compulsory schools in remote areas as a specialized lesson, it’s only slightly mentioned as a secondary knowledge for popularization, which ultimately leads to insufficient propaganda of food education.

3.2 Lacking of food education conditions

The compulsory education stage is limited to food education work to some extent, some compulsory schools in the remote region do not implement food education work, and they lack necessary food education conditions. First of all, the deficient professional. Most compulsory schools in remote regions are lacking teachers who specialized in food education, and food education is an intersecting and complex subject. It includes certain fields such as nutrition, education, medicine, sociology and biology. Nowadays, in the construction of our discipline system hardly has specialized teachers specializing in food education, the talent training in universities also lacks compulsory school food education teachers. Next, is the corresponding textbook shortage. Whether talent training in universities or compulsory school food education teaching work, food education textbooks are hardly equipped yet. Although Guidelines for health education in primary and secondary schools printed by the Ministry of Education detailed explain the nutrition relevant content of compulsory education in remote areas, there are many books on the market for young children such as nutritional comics and picture books. However, there is a lack of authoritative teaching materials for food education in the curriculum and education n system, it still needs experts and scholars to develop food education teaching materials. The last reason is specialized food education courses shortage. Parents and schools focus on student test scores much more than on food education and health safety, which are affected by traditional exam-oriented education. Although the Ministry of Education strongly advocates health safety education should be strengthened in compulsory education in remote areas, special food courses are not developed in those areas, they only appear in class meetings, blackboard newspapers and other forms, or edge disciplines such as Health Education. Above all, multiple realistic factors result in deficient food education conditions in compulsory education in remote areas and slowly boost food education work.

4. The Constructional Strategy of Food Education in Compulsory Schools in Remote Areas

In remote regions, compulsory education is the golden age for students to grow healthily both

physically and mentally, having a strong body laying a foundation for the sound development of our country and our people, also the inheritance of the vigorous vitality of the Chinese nation, and the development of food education is the root of achieving this great goal. To realize the sound development of food education and provide a healthy and safe environment for students to grow up in compulsory schools in remote areas. We need to cooperate with the state, society and schools in multi-dimension, finishing a good job in food production and safety for students in compulsory schools in remote areas.

4.1 State Level

Effectively implementing food education in compulsory schools in remote areas will benefit not only this generation but many more to come. Designing and planning food education is an ambitious systemic education project and this work is not the work of a single day. The government should promote food education in the legal system, society and schools as soon as possible, and complete the system related to food education in compulsory schools in remote areas of China.

4.1.1 Perfecting the food education curriculum system

Adding food education curriculums to the compulsory education curriculum system in the remote area is rudimentary for achieving the balanced development of students in all respects. In the curriculum system, food education is equal to the other "Five Disciplines", gradually promoting food education to be introduced into the compulsory teaching curriculum in remote areas as well as the corresponding teaching materials, and eventually into students' minds. The state should arrange for part of our researchers and food education experts to compile a series of textbooks as well as extra-curricular picture books and reading books that are suitable for the compulsory education stage in remote areas. We also take food education as the key point, setting up corresponding education courses, building a group of powerful food education teaching staff, launching food education activities both inside and outside class activities, then building an integrated food education system in and out of class. At the same time, food education courses should be closely linked with other courses and interacted with the "Five Disciplines" courses, trying to build an idealized education paradigm that integrates food education themes and festival promotion activities.

4.1.2 Building a supervise system in food education

Establish a sound system for supervising food education in compulsory schools in remote areas, the state and government departments invited food education-related scientific research institutions to develop monitoring and evaluation systems and standards, and third-party platforms were engaged to make real-time inspections and evaluations. In this process, we will strengthen the monitoring and evaluation of food education in compulsory schools in remote areas. Further emphasizing the responsibility of schools as the main educational component, forming an evaluation and supervision system "establishment - initially assessment - other-rating - evaluation - feedback" at the national level. We will hold high-quality food education activities and related courses, and select the university with strong ability, build a food education innovation and entrepreneurship development park and encourage the community to supervise it.

4.2 Social Level

Food education is a multilevelled, systematic and comprehensive work. For facilitating food education in remote areas at the compulsory stage of coordinated operation and orderly carry out, it needs multi-angle cooperation among universities, research institutes, corporate companies, and news media.

4.2.1 Research institutes reinforce the food education research

The Research institutes mentioned in this paper are those organizations that have a deep understanding of food education and those universities and related research institutes which have the foresight and academic exploration spirit. Colleges and universities and research institutes fully realized their functions, like talent cultivation, food education scientific research and social insurance of food education. As for teachers for compulsory education in remote areas, colleges and universities and research institutes both concentrate on cultivated food education workers and then send outstanding related major graduates to compulsory school, part of universities will add food education major, for sending fresh power to compulsory education schools in remote areas, to alleviate the current shortage of teachers for school food education at this stage. Meanwhile, universities and research

institutes launch special seminars on food education and analyze the specific foothold and future directions of food education in remote areas of China in compulsory education, giving full play to the role of scientific research institutions as think tanks in theoretical research on food education, provide basic theoretical support and technical guidance for the start of food education work.

4.2.2 Enterprises are shouldering the responsibility of strengthen the awareness of food safety

Contacting food-related companies in advance contributes to students in remote areas with compulsory schools having an initial personal acknowledgment of food safety. Companies should actively shoulder the responsibility of cultivating food safety awareness among students in remote areas of China, and cooperate with schools by organizing regular visits to food safety production lines and then learn about the food safety processing process, so that food companies can become a “practical lesson” for students in remote areas of compulsory education stage. Students will get to know food safety issues, shaping their first consciousness of food safety, in this way, traditional food safety production is promoted and health concepts are conveyed, ultimately we have achieved the goal of students in remote areas of compulsory education can develop food safety awareness during the practice.

4.3 School Level

In the compulsory education stage in remote areas, school is the bridge and cornerstone for students to access society, but also the key point to promoting school's food education work at this stage and it's also making educational practice rooted in future education. In the teaching process of compulsory schools, the carved food education conception in our brain is a spiritual guarantee to enrich our country and promote physical and mental health.

Compounding that, there is a long way to go to improve and manage the food education of students in remote areas. The national government's top-level design, the care of social groups and organizations, and the collaboration between home and school are all working together to foster food safety, hygiene and health for students in remote areas of compulsory education in China.

References

- [1] Feng Shuo, Wang Luo. *Food education in ancient China and its enlightenment to food education in primary and middle schools* [J]. *Food & Machinery*, 2021, 37(10):176-180.DOI:10.13652/j.issn.1003-5788.2021.10.031.
- [2] Wu Min. *Unite with all walks of life to promote Chinese food education -- Wumin, founder of food talk* [J].*Food & Machinery*,2021,37(10):169-170.