

Research on the integrated development of urban and rural education in Hunan

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Abstract: The integration of urban and rural education is a realistic need to gradually narrow the gap between urban and rural education, realize the balanced development of urban and rural education and complete the task of education poverty alleviation.

In order to provide a reference for the integration of urban and rural education in Hunan, this paper puts forward a series of measures and suggestions on the overall planning of the government, the balanced development of basic education in urban and rural areas and optimization of education quality assessment in the light of the present situation of the integration of urban and rural education in Hunan Province.

Key Words: Hunan, integrated development of urban and rural education, development countermeasure

1. INTRODUCTION

The concept of urban-rural education integration policy was formally formed after the release of the 2010 National Medium- and Long-Term Education Reform and Development Plan (2010~2020). It refers to the constraint of dual system that breaks through the division of urban and rural areas, and regards urban and rural education as a whole, coordinating, balancing urban and rural educational resources and educational elements and sharing and rational mobility between urban and rural areas, and achieving mutual support and supplement between urban and rural education and ultimately achieves the common development of urban and rural education [1].

The existing literature on the integration of urban and rural education mainly comes from the following three aspects:

The first is about the development model of urban and rural education integration. Zhang Yaguang (2018) analyzed the development strategies for the integration of urban and rural education in Japan. That is to start with the top-level design such as development planning, strengthening construction of legal system, the construction of rural public service system and the construction of policy support system [2]. Liu Wei (2017) pointed out that the hardware environment and construction structure of education information resources sharing can be improved to realize the deep sharing of urban and rural educational information resources, and finally promote the integration of urban and rural education [3]. Luo Zhe (2013) summarized the model of Chengdu's educational integration as "global perspective, government-led, one-yuan standard, oblique allocation, and high-quality sharing" [4]. An Xiaomin, Zhai Zhihui (2012) pointed out that the development model for promoting the balanced allocation of urban and rural educational resources in counties (districts) includes, for example, the bundled development model of urban and rural schools, the rational mobility model of urban and rural teachers, the school entrusted management model, the zero-choice model, and the group-run school mode, etc. [5].

The second is to develop strategies and countermeasures for the integration of urban and rural education. Li Zhanying (2018) believed that

the realization of the integration of urban and rural educational resources requires the formation of urban and rural complexes and the sharing of educational resources with modern network technology [6]. Yang Wei'an (2015) thought that urban and rural education integration includes the coordination of educational goals, educational objects, and educational resources [7]. Han Qinglin et al. (2012) proposed to promote the modernization of urban and rural education integration from the aspects of educational thoughts, educational concepts, and education funding guarantee system of policy measures [8].

The third is the integration of evaluation index and system of urban and rural education. Qin Jianping (2015) proposed the key elements and evaluation indicators of urban-rural integration [9]. Zou Yan et al. (2013) conducted a study on the evaluation index system for urban and rural education in Chongqing [10]. Li Ling et al. (2012) established an evaluation index system to quantify the connotation of urban and rural compulsory education integration, monitor the process of integration of urban and rural compulsory education, and evaluate its development level [11].

2. SITUATION ANALYSIS IN HUNAN

In recent years, according to the relevant policy requirements of the state and the Party Central Committee, Hunan Province has adhered to the overall planning of urban and rural education, rationally allocated urban and rural educational resources, and promoted the sharing of urban and rural educational resources, which has greatly improved the conditions for running schools in urban and rural areas. Judging from the phenomenon of increasing public education satisfaction year by year, the level of urban-rural integration has improved, rural education has been greatly improved, and Hunan Province has achieved initial results in promoting urban-rural integration. However, according to the "Hunan Province Urban and Rural Education Development Integration Index", the integration index of urban

and rural education in Hunan Province in 2017 is 5.899, compared with the development index of national urban and rural education integration issued by the China Rural Education Development Report in the same year. There is still a big gap. There are still many problems in the level of integration of urban and rural education in Hunan Province, and the overall need is to be improved [12].

2.1 The achievements of the integration of urban and rural education in Hunan

2.1.1 Rural school conditions are gradually improved

From all above, there is still a certain gap in the allocation of educational resources in urban and rural areas in Hunan, and the conditions for running schools in rural and remote areas have yet to be further improved. In order to change this situation, the Hunan Provincial Party Committee and the Provincial Government clearly requested that priority should be given to the construction of standardized schools in primary and secondary schools in the urban-rural integration department in 2016, and the evacuation and transformation of nearly 1,000 schools in accordance with the requirements of standardization; Modern education in primary and secondary schools; the construction of kindergartens around townships and towns, so that 85% of rural children are enrolled in kindergartens above the third level; from 2014 to the end of 2017, a total investment of 23.07 billion yuan was used to reinforce and rebuild 25,956,000 square meters of school buildings. Secondly, with Changsha, Zhuzhou and Xiangtan as the central points, the "Changzhutan Shuxiang Campus Project" was established in the radiation area of Yueyang, Changde, Yiyang, Loudi and Hengyang, which strengthened the standardization construction of primary and secondary schools and improved the majority. The conditions for running schools in rural areas have greatly narrowed the gap between urban and rural education [13].

2.1.2 The contrast between urban and rural teachers has been improved

Grasping the construction of the teaching staff is the key to promoting the steady development of urban and rural education integration in Hunan Province. In recent years, Hunan Province attaches great importance to the construction of the faculty of urban and rural schools, and actively takes various measures to improve the status and treatment of teachers. For example, the implementation of the rural education subsidy and its inclusion in the basic performance wages of rural teachers in primary and secondary schools, while taking various forms to strengthen teacher mobility and exchanges between urban and rural areas, has greatly improved the urban and rural teachers. In addition, teachers in rural primary and secondary schools implement teacher qualification examination system, regular registration system and professional title system, standardize the standards for rural primary and secondary schools, kindergarten teachers [14], improve the overall quality of primary and secondary school teachers; join the maintenance and transformation of rural teachers. In the past five years, the combination of training and citation has been used to continuously improve the educational level of rural teachers, and the gap between rural and urban teachers has been narrowing. Compared with 2014, in 2017, the province's rural primary and secondary schools, including high-education teachers with pre-school education, increased by up to 40% [14].

2.1.3 Rural new education needs are effectively met
With the acceleration of the urbanization process in Hunan Province, a large number of migrant workers working in cities are becoming nervous in the city. In response to this situation, Hunan Province has increased investment in education, planned and built a large number of new schools, and expanded the capacity of quality education resources. In 2017, the province invested 6.338 billion yuan in the reform of the rural compulsory education funding guarantee mechanism, which increased the subsidy standard for the per capita public funds of rural compulsory education schools and the subsidy standards for boarding schools, and provided living

allowances for 668,800 rural families with financial difficulties. Free textbooks for 6.18 million rural compulsory education students. Coordinated arrangements for the maintenance and renovation of small and medium-sized schools to 1.03 billion yuan, to support rural schools to improve school conditions, and to support rural primary and secondary schools to eliminate D-class dangerous buildings. The state's investment in education in Hunan Province has exceeded 80% of the provinces. The investment in financial funds has largely solved the problem of soaring demand for rural education, and has effectively guaranteed the right to school for children of migrant workers [15].

2.2 Problems in the integration of urban and rural education in Hunan

2.2.1 Rural education is shrinking

Due to the increased investment in national education resources, the conditions for running schools in rural areas have been greatly improved, and the level of modernization has been continuously improved. The gap between urban and rural education is gradually narrowing. However, with the acceleration of urbanization, rural education is experiencing a large contraction, the rural school-age population has decreased sharply, and the urban education population has increased rapidly. The number of urban and rural enrollment has formed a clear scissors. According to the China Education Statistics Yearbook 2017, in 2016, the number of urban enrollments in Hunan increased by 6055, while the number of rural enrollments decreased by 40010 .

Along with the shrinking of rural education, a large number of rural schools have been withdrawn. The scale and class size of rural schools are generally small, and educational resources are largely idle and wasted; while urban areas are facing widespread expansion, the problems of super-large schools and large classes are prominent, and the carrying capacity of educational resources is insufficient. Take the high school in a city surveyed by the author as an example. In the past, there were nine high school schools in vocational high schools,

and as of July 2018, there were basically only three high school schools including one vocational high school. 16]. The rest of the high school is still enrolling students, even on the verge of stoppage.

2.2.2 The allocation of urban and rural educational resources is still uneven

In recent years, Hunan Province has achieved certain results in improving rural school conditions, rational allocation of teachers, and meeting new educational needs. However, overall, the allocation of educational resources in urban and rural areas in Hunan is still uneven, and the gap between urban and rural education is still relatively obvious. Take high school education between urban and rural areas as an example: although the province has invested a lot of resources to promote the development of urban-rural integration, there is still a large gap between the number and level of education in the urban and rural areas and the ratio of teachers and teachers. The allocation of educational resources is not reasonable enough. The factors that hinder the integration of urban and rural education, such as insufficient attraction from the countryside, still exist.

2.2.3 The quality of rural education lags behind the city as a whole

The overall quality of rural education lags behind the city mainly in the following aspects: First, the outflow rate of rural teachers is relatively high. Due to the remote geographical location of most rural schools and the large income gap between urban and rural areas, some teachers have chosen to leave the countryside, and it is difficult for rural schools to retain talents. In particular, the young backbone teachers who have graduated from above or above the age of teaching have different degrees of resistance to staying in school. According to the China Statistical Yearbook, the outflow rate of rural primary school teachers in Hunan Province in 2017 was 8.27%, and that of junior high schools was 6.52%, which was 3.9% higher than the city and 3.16% higher. According to the results of the data analysis, we can see that rural schools have a high degree of education.

The proportion of teachers in higher vocational education is obviously lower than that in cities. There are shortages of teachers in music, sports, fine arts and health care. The overall shortage of teachers in rural schools is a structural shortage. Second, there is still a certain gap in the quality of rural education compared with cities. Some rural schools in remote mountainous areas are small in scale and weak in teaching resources. The educational atmosphere is not strong and the quality of teaching is difficult to guarantee. There are also some rural schools with poor management concepts, unscientific curriculum, and a single conservative education and teaching model, which also hinders the improvement of rural education quality.

3. EXPERIENCE AND ENLIGHTENMENT

3.1 The main mode of urban and rural education integration

Since the introduction of the development mechanism of urban and rural education integration, localities have continuously explored and gained many useful experiences. This research group has carried out serious analysis and in-depth thinking on the development model of urban and rural education integration in several representative provinces and cities in China, and tries to provide reference and inspiration for this paper.

3.1.1 Heilongjiang Province - Promoting the integrated planning and development model of urban and rural education integration

In the process of promoting urban-rural integration, Heilongjiang mainly focuses on the construction of urban and rural compulsory education schools in the county. The first is to coordinate the work of urban and rural education schools. For example, the simultaneous construction of urban schools will gradually build a scientific urban and rural compulsory education school layout mechanism; the second is to optimize the conditions for urban and rural education. For example, the establishment and improvement of urban and rural compulsory education funding guarantee mechanism, the implementation of standardized construction of

urban and rural compulsory education schools, and gradually improve the relatively weak basic conditions for education in poverty-stricken areas, accelerate the elimination of large classes of compulsory education, the amount of large schools; the third is to coordinate the urban and rural teachers Team building. For example, it is reasonable to verify and standardize the management of faculty and staff; establish rural teacher recruitment and training, training mechanisms; strengthen the communication between school principals and teachers in urban and rural compulsory education schools and improve the rural teachers' career development guarantee mechanism [17].

3.1.2 Chengdu, Sichuan Province - "3+" Mode of Urban and Rural Education Integration

The "Chengdu Model" is based on the six elements of "development planning as the guide, school conditions, education funding as the guarantee, teacher team is the key, education quality as the core, evaluation criteria as the means", and vigorously promote Chengdu urban and rural education. Integrated "3+" mode. First, "tradition + modernity" promotes the construction of teaching technology and equipment and promotes management modernization. In 2017, Chengdu invested more than 20 million yuan to match all kinds of teaching equipment and equipment such as intelligent robots, 3D printers, drones, etc., to upgrade existing computer network classrooms, and gradually build a maker education base; second, "Teachers + equipment" to deepen the reform of the personnel system. At the end of 2016, the Chengdu government introduced the "four systems" of the school, namely, cadre team management, teacher team management, teacher district hiring, performance appraisal to achieve the purpose of standardizing school administration; third, "City + Country", promoting urban areas The school is linked to a small-scale school alliance in the countryside. Through the information media such as "three links and two platforms", resources sharing in management, teaching, logistics and

activities will be realized, and the urban and rural schools jointly established by the alliance will be bundled and evaluated, and the assessment results will be included in the district's compulsory education. The quality monitoring system is to promote the simultaneous development and joint improvement of urban schools and small-scale rural schools [18].

3.1.3 Zhoushan City, Zhejiang Province—Science and advanced new urban-rural education integration model

In the process of promoting the integration of urban and rural education, Zhejiang Province adopted a new and advanced strategy to achieve a rational and balanced allocation of urban and rural resources. First, promote the rationalization of school layout. With the rapid development of the Zhoushan Islands New District, the number of urban and rural school-age population changes, according to the "high school to the county (district) city concentration, the junior high school to the central town, the well-known primary schools, kindergartens, towns and towns concentrated, idle education resources to new development The principle of "concentration of districts" is scientific planning and rational distribution; secondly, the integration of educational resources is realized. The education funds of the governments at all levels are undertaken on a pro-rata basis, linking the development of local education with the assessment of the performance of the leading bodies at all levels, stimulating the enthusiasm of local township schools for education; and finally, realizing the integration of urban and rural school management. The administrative department of education must strictly implement the curriculum plan for primary and secondary schools, reduce the burden of students' schoolwork, strengthen the special supervision of urban and rural school curriculum, extracurricular tutoring, and supplementary teaching materials, standardize school-running behavior, and ensure the fairness of schooling and education for urban and rural school-age children. 19].

3.1.4 Fengxian District, Shanghai – “Strengthening Quality Education” Urban-Rural Integration Model
Fengxian District, a number of urban districts in Shanghai, is known for its urban-rural integration requirements for the strict construction of high-quality quality education standards. First, continuously strengthen the construction of educational infrastructure equipment. For example, the construction of the electronic reading room and electronic lending system of the rural school library, the construction of a safety education experience classroom, the construction of educational information equipment, and the full coverage of the wireless network of public and private schools; the second is the continuous introduction of quality educational resources. For example, we will introduce a number of high-quality private schools to promote the diversified development of education. We will issue subsidies for private schools and provide policy support for private schools in terms of school funding. The third is to improve and improve the teacher training mechanism. Efforts will be made to build a "double pyramid" teacher cadre training system, and adhere to the basic teacher training, the training of key teachers, and the coordinated development of strong district schools [20].

Judging from the experience and practices of the integration of urban and rural education in various provinces and cities in China, it mainly focuses on two aspects: system construction and system innovation. First, from the macro-level planning, urban and rural education as a system, a unified overall urban and rural education development, integration of urban and rural educational resources and sharing and rational flow within the system; Second, the system dare to innovate. The government has issued various policies and opinions to deepen reforms in response to the actual situation in various places.

3.2 International experience in urban and rural education integration

From the history of the evolution of urban and rural integration in countries around the world, most

developed countries pay great attention to promoting urban-rural integration from the cause of education, thereby promoting the development of urban-rural integration.

3.2.1 The "free development" model of the United States

The biggest feature of the United States in the process of urban-rural integration is to promote the rise of rural education by driving the suburbs. With the development of modernization, the United States encourages the implementation of suburbanization priority policies in education investment, with priority given to capital investment, teacher priority and incentive mechanism. At the same time, vigorously develop medium and high vocational education and cultivate high-quality talents needed for agricultural industrialization. In addition, the United States pays attention to the construction and development of schools in the community, the renovation of new schools and the rectification of old schools to ensure the source of funds, infrastructure and teachers.

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