

The Modernization of Rural Education under the Background of Rural Revitalization

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Abstract: At present, the main contradiction in China's society has changed. The prominent problem facing the development of education is the unbalanced development of urban and rural education and the inadequate development of rural education. The rural revitalization strategy points out that agriculture, rural areas and farmers are fundamental issues related to the national economy and people's livelihood, and the improvement of rural education quality is crucial to the reform and development of rural areas. The strategic plan for rural vitalization has laid out and adjusted the development of rural education. This paper summarizes and analyzes the achievements of rural education in the period of new rural construction, the difficulties and causes, and finally gives the countermeasures and suggestions for rural education modernization development under the strategy of rural revitalization.

Keywords: Education; Rural revitalization; Rural education; Modernization development

1. Introduction

The construction of rural areas has a historical development process, the emphasis of rural construction and development in different periods is different, and the positioning of rural education reform and development in different stages is also different. In the period of new rural construction, the quantity and quality of rural education should be improved, and the integrated development of rural education and new rural construction should be emphasized. But in terms of concrete implementation and actual effect, rural education has not given full play to the function of rural construction, and rural education and new rural construction have not integrated development^[1]. The report of the 19th CPC National Congress raised the issue of rural development to a strategic level and put forward the rural revitalization strategy, which is the inheritance and development of the new rural construction and the deepening stage of the new rural construction. The Strategic Plan for Rural Revitalization, the first five-year plan to implement the rural revitalization strategy at the national level, has laid out and adjusted the layout of the development of rural education, clearly pointing out that priority should be given to rural education, and basic education schools in rural areas should be arranged in an overall way to ensure that students can enjoy quality education nearby. Therefore, under the new pattern of rural revitalization strategy, we should consider how to promote the integrated development of rural revitalization and rural education, fully explore the unique value and important mission of rural education, and develop the modernization of rural education that meets the requirements of The Times, the requirements of the people, and the reality of rural society.

2. The Achievement of Rural Education Modernization in the Period of the New Rural Construction

Since the 21st century, our country has paid special attention to the development of compulsory education on the basis of educational equity. In 2001, the government began to implement preferential policies for rural schools, including the policy of exempting students from poor families from miscellaneous fees and books and gradually subsidizing the living expenses of boarders during compulsory education in rural areas. The central government provides free textbooks, and local finance is responsible for exempting miscellaneous fees and subsidizing the living expenses of boarders.

During the period of new rural construction, China pays more attention to the construction of rural teachers, puts forward and implements a series of policies and measures to strengthen the construction of rural teachers, and has achieved certain results. First, the state implemented the "special post plan" for rural teachers. In order to increase the number of rural teachers and adjust the structure of rural teachers, China implemented the "Western Plan" in 2003 to encourage and guide fresh college graduates to volunteer in rural areas in the west for 1-2 years. Second, the state implements the master and master program for rural schools. To solve the unreasonable rural teacher professional structure, age structure aging, 2004 master of our country to implement the rural school education teacher training plan " , 2010, combined with the "work plan", expanding "master plan" to recognize, in rural schools professional research type talent training, the optimization of the rural teachers' professional structure, improve the rural teachers' overall quality. Third, urban teachers will exchange posts in rural schools. In accordance with the policy of industry regurgitation

feeding agriculture and cities support the countryside, in 2006 our country focus on the urban and rural education development as a whole, the implementation of urban teachers' support for rural schools, rotational program start communication, urban teachers on a regular basis to the village school to teach, communicate with each other, for rural teachers' overall qualities of ascension played a certain effect, It has guiding significance for the improvement of rural teachers' teaching concept. Fourth, the state provides free education to normal university students.

3. Analysis on the Problems and Causes of China's Agricultural Modernization under the Background of Rural Revitalization

3.1 Problems Analysis

There is a large gap between urban and rural investment in basic education, and the total amount of investment in rural education is less, which is difficult to meet the needs of rural schools. The low total amount of funds leads to the problem of insufficient funds in all aspects of rural school construction. At present, we emphasize the standardization construction of schools, but under the circumstance of insufficient funds, the standardization construction of schools is out of the question. The lack of investment in these hardware and software facilities, as well as the lack of attention to campus environment construction and other factors, restrict the construction of standardization of rural schools, restrict the improvement of rural school quality^[1].

At present, the investment of education funds in China is unbalanced. At the regional level, there is a big gap between urban and rural basic education funds, and the proportion of investment in eastern and western regions is also different. In terms of the educational structure, the investment in basic education accounts for a small proportion. At the school level, there is a big gap between schools in the investment in teaching staff construction, school buildings and teaching equipment. In terms of the allocation of resources in rural education, there is also an imbalance in the input of hardware and software facilities, campus environment construction, educational information equipment and other aspects. There is an unreasonable phenomenon in the allocation of resources, and the use efficiency of educational funds is not high.

3.2 Cause Analysis

Affected by the education concept of urbanization, the idea of running a school "serving for agriculture" in rural education is not fully implemented. The reform and development of rural education in the period of new rural construction need to fully excavate and give play to the function of rural education in the construction of new countryside, but it is confronted with many obstacles in reality. Because of the impact of urban education on rural education, people blindly pursue urban education and are not confident in rural education^[2]. The current social development gap between urban and rural areas is more and more big, the education gap between urban and rural areas is widening, accord with the demand of economic and social development in urban education idea, the modern education technology and the way of cultivating talented person, high quality education resources and other conditions to increase people's confidence to urban education, urban education their own advantages to attract rural students to enter the city, One-sided pursuit of higher education rate has intensified.

The low quality of rural education causes people to ignore and doubt rural education, resulting in the social value of rural education is not objective evaluation. The society's unfair treatment and evaluation of rural education and the impact of urban education on the unique value of rural education, in turn, affect the school-running philosophy and school-running goals of rural schools, affect the villagers' inconfidence in rural education, and the unique value of rural education has been submerged^[3].

4. The Countermeasure and Suggestion of Rural Education Modernization Development

To give full play to the function of rural revitalization, it is necessary to adjust the original school-running mode and school-running concept of rural schools and change the unified school-running mode of urban and rural areas. At the same time, it is necessary to attach importance to the integration of rural education localization and modernization, reform and improve the school philosophy and talent training goals of rural schools, and realize the diversified exploration of training goals of rural schools. Rural basic education as a part of basic education, on the one hand shoulder to train students as modern citizens should be necessary quality, impart basic knowledge and basic skills. On the other hand, as an important part of rural society, rural education has its own uniqueness and important mission, which should be different from urban education in terms of curriculum knowledge system. Therefore, on the premise of ensuring the teaching of basic courses, rural schools should set up local textbooks according to the needs of local economic development, cultural characteristics and actual regional differences to increase local knowledge.

5. Conclusion

Rural revitalization is the development and perfection of all aspects of rural society. The modernization of rural education should give full play to the function of rural construction in the process of rural revitalization. The reform and development of rural education should not be divorced from the actual needs of rural social development. At the same time, in terms of school philosophy and training objectives of rural education, in addition to the actual needs of rural construction, the needs and aspirations of rural teenagers for higher quality education should also be taken into account, laying a good foundation for training high-quality and diversified talents. Rural education itself should improve the level of running a school, renew the idea of running a school, on the basis of cultivating the basic quality and quality of modern society citizens, to transport talents for higher education institutions.

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