



Education Quarterly Reviews

Peng, Bo, Sun, Piaopiao, Lou, Anqi, Zhang, Chuanling, Sun, Yanfang, Peng, Juan, Sun, Xuezhong, Tian, Xiayu, Pang, Ruihua, Zhou, Wei, and Wang, Quanxiu. (2021). Analysis on the Existing Main Problems and Countermeasures of Rural Education. In: *Education Quarterly Reviews*, Vol.4, No.4, 406-418.

ISSN 2621-5799

DOI: 10.31014/aior.1993.04.04.403

The online version of this article can be found at:

<https://www.asianinstituteofresearch.org/>

Published by:
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research, and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH
Connecting Scholars Worldwide



Analysis on the Existing Main Problems and Countermeasures of Rural Education

Bo Peng¹, Piaopiao Sun¹, Anqi Lou¹, Chuanling Zhang¹, Yanfang Sun¹, Juan Peng², Xuezhong Sun³,
Xiayu Tian¹, Ruihua Pang¹, Wei Zhou¹, Quanxiu Wang¹

¹ College of Life Sciences, Xinyang Normal University, Xinyang, Henan, China

² Xinyang Station of Plant Protection and Inspection, Xinyang, Henan, China

³ Henan XinYang Senior High School, Xinyang, Henan, China

Correspondence: Quanxiu Wang, College of Life Sciences, Xinyang Normal University, Xinyang, Henan 464000, China. E-mail: wwqxx08@163.com

Bo Peng, College of Life Sciences, Xinyang Normal University, Xinyang, Henan 464000, China. E-mail: pengbo@xynu.edu.cn

Abstract

At the Fifth Plenary Session of the 19th CPC Central Committee, the party put forward the 14th five year plan and the long-term goal of 2035, it put forward that we should not only give priority to the development of agriculture and rural areas and comprehensively promote rural revitalization, but also strive to build an educational power, improve farmers' scientific, technological and cultural literacy and promote the revitalization of rural talents. Human resources are the first resource for China's economic and social development, and education is the main way to develop human resources. Rural Revitalization needs talent revitalization, which is inseparable from the revitalization of rural education. However, there are still some problems to be solved in rural education. This paper combs the problems existing in the school running conditions, teachers, family education, education quality, local culture and the development status of rural vocational education, analyzes the causes of the problems, and puts forward the countermeasures for the development of rural education. Such as increasing investment in Education funds, strengthening the construction of school standardization; Improving the economic treatment and social status of rural teachers, strengthening the construction of rural teachers and enhancing their sense of rural belonging; Strengthening the role of family education and sharing the responsibilities of vulnerable groups; Improving the quality of education and creating local characteristic courses; Vigorously developing rural vocational education. Through these measures, we can promote the healthy and sustainable development of rural education. At the same time, the government, society, schools and families need to work together to attach great importance to and strive to solve the problems existing in rural education. Therefore, this article combs the problems existing in rural education and seeks solutions in order to help the rapid development of rural education.

Keywords: Rural Education, Rural Teachers, Home education, Local culture, Rural Vocational Education

The 19th CPC National Congress put forward the strategy of Rural Revitalization. In the implementation of rural revitalization, it is guided by reshaping the relationship between urban and rural areas, focusing on consolidating

the rural management mechanism, deepening the supply side reform as the key, and focusing on innovating in the governance system. The core of deepening supply side reform and innovating governance system is to cultivate high-quality talents. *The strategic plan for Rural Revitalization (2018-2022)* also requires that "we must give priority to the development of education as a first hand to promote the Rural Revitalization Strategy and provide strong talent support for the Rural Revitalization Strategy." The cultivation of excellent talents is inseparable from schools. However, due to the urban-rural dual economic structure, the gap of wealth between urban and rural areas is widening. Economic base decides the superstructure, the rural economic foundation is weak, the distribution of educational resources is uneven, the gap between urban and rural areas is large, and rural education is in a weak position. In addition, rural education is always indispensable. It is the main head of China's basic education and the main focus of promoting educational equity. It determines whether urban and rural educational equity can be realized and the level of realization. At the same time, giving priority to the development of education is also the primary measure to improve the level of ensuring and improving people's livelihood and strengthen and innovate in social governance. Therefore, this paper combs the main existing problems of rural education and the root causes of these problems, and puts forward countermeasures to promote the development of rural education, so as to help the healthy and sustainable development of rural education.

1 The main problems existing in rural education

1.1 *There is a big gap between urban and rural educational resources and school running conditions*

1.1.1 The distribution of educational resources between urban and rural areas is uneven, and rural areas are in a weak position

There is an obvious correlation between the spatial distribution of educational resources and economic development and even the overall income of residents (Du, 2007), the rural economic foundation is weak, the income of residents is low, and the educational resources obviously lag behind the cities. The distribution of educational resources in China is inclined, with developed urban areas occupying more, while rural areas distribute the remaining educational resources (Liu, 2021). In addition to the fact that the rural economy lags behind the cities, it is also related to national policies and investment in education funds. Although the state has continuously increased the investment in rural education funds and resources in recent years, it's still limited. Moreover, the country's early policies and educational resources were more oriented towards cities. In recent years, even if the state has increased investment and inclination in rural areas, there will be a time lag.

1.1.2 The conditions for running rural schools are poor

The standard of rural school construction is low and the school running conditions are poor. There are mainly the following problems: The scale of rural schools is generally small, and the number of rural teaching points is reduced, some schools have small class teaching, multi-disciplinary or general subject teaching and compound teaching (Qin, 2017). Infrastructure and teaching equipment are not complete, hardware facilities are weak, software facilities are backward, and there is a lack of sports facilities, experimental equipment, new media-related equipment, etc. Information construction is lagging behind, and the supply of modern educational resources is insufficient. In *the China rural education development report 2019* issued by China Rural Education Development Research Institute of Northeast Normal University, the rates of establishing campus network in rural primary schools and ordinary junior middle schools were 56.81% and 68.37% respectively; the establishment rates of campus network in urban and township primary schools were 82.64% and 69.69% respectively, and the establishment rates of campus network in urban and township junior middle schools were 86.33% and 77.17% respectively, which were higher than those in rural areas (Table 1). The number of boarding students in rural areas is increasing, however, the living and sanitary conditions, dormitory conditions and canteen construction of boarding schools are insufficient. There are serious problems in the transportation of rural students to school (Lan, 2021), students face the dilemma that it is far from school and difficult to go home. Good school running conditions are the premise to ensure the normal work and learning needs of teachers and students and promote the comprehensive and healthy development of students. In recent years, the school running conditions of rural schools have been greatly improved, but there is still a big gap compared with cities.

There are still deficiencies in school scale, infrastructure, modern educational resources, boarding schools and school transportation, which restrict the high-quality development of rural education.

Table 1: Establishment rate of campus network in primary and secondary schools in 2017

	primary school	junior middle school
rural	56.81%	68.37%
town	69.69%	77.17%
urban	82.64%	86.33%

1.2 The teachers are weak

1.2.1 The number of rural teachers is small, the stability and professionalism are poor

The number of rural teachers is insufficient, the number of teachers in small-scale schools is small, and the pupil-teacher ratio is high; most schools are not equipped with enough teachers in Physical Education, Music and Art; there is a shortage of life teachers and psychological teachers in rural boarding schools. Poor stability refers to the large mobility of rural teachers, and most of them are one-way flow from rural to urban. There are two main aspects of poor professionalism. On the one hand, the subjects taught by teachers are not related to their majors. What's more, there is a teacher who teaches many subjects. On the other hand, although they are professional counterparts, they lack professional training and further study. There are also problems of lack of pertinence and effectiveness in post service training (Chu, 2021). As a result, the professional development of rural teachers is limited. The number of rural teachers itself is small, the loss is serious, and the remaining professional growth is also limited. If these problems cannot be solved, the revitalization of rural education is impossible.

1.2.2 The structure of teachers is unreasonable

In the elementary education stage, the unreasonable structure of rural teachers mainly includes age, gender, qualifications and staffing. The unreasonable age structure refers to the aging of rural teachers, most of whom are elderly teachers and lack of excellent young teachers. The unreasonable gender structure refers to the feminization of teachers. Most rural teachers are women, the number of male teachers is small, and some are in administrative posts without giving lectures to students. The unreasonable academic credential structure refers to the low educational background of rural teachers compared with cities. According to the Ministry of Education, in 2019, the proportion of teachers with junior college degree or above in primary schools nationwide was 97.3%, including 99.1% in urban primary schools, 96.3% in rural primary schools, and the gap between urban and rural areas was 2.8 percentage points. The proportion of teachers with a bachelor's degree or above in junior middle school reached 87.4%, including 93.1% in urban junior middle school and 84.0% in rural junior middle school, with a difference of 9.1 percentage points between urban and rural areas. There are a large number of substitute teachers in rural schools. Rural teachers do not have an advantage in the evaluation and employment of professional titles, and there are few teachers with senior professional titles.

1.2.3 Rural teachers lack a sense of identity and belonging

Rural teachers have low income, low status and lack of social identity. Some people look down on the profession of rural teachers and think that excellent people will not come to rural areas as teachers, rural teachers lack social support, recognition and respect. At the same time, rural teachers themselves are not confident and lack professional identity and happiness. Nowadays, many rural teachers lack the understanding of rural culture, have no confidence in local culture, nor have a sense of belonging to the countryside, and lack of faith in the countryside. Studies have shown that teachers' occupation identity level and social support level are negatively correlated with turnover intention. The identity of rural teachers is lack of social identity and self-identification, and their sense of belonging to the countryside is low, which will greatly increase their tendency to leave and transfer posts, and will easily lead to job burnout.

1.3 Family education is deficient and the scale of vulnerable groups is large

1.3.1 Lack of family education

Education not only refers to school education, but also includes family education and social education, which are interrelated and indispensable. However, in rural areas, family education is seriously lacking. The vast majority of rural parents have low educational backgrounds, low cultural literacy, backward and conservative educational concepts. They have the following three problems in their children's learning. First, they do not pay attention to children's learning or there is a view that studying is useless. Second, parents attach importance to their children's education, but they are powerless due to restrictions such as family economy and their own cultural level. Third, parents believe that education is the responsibility of the school and place all their hopes on the school, making rural education increasingly separated from the family and become the responsibility of the school, society and the government. In addition to not participating in their children's learning, these parents also lack moral education, safety education, patriotic education and other family education for their children.

1.3.2 The scale of vulnerable groups in rural education is large

The vulnerable groups in rural education can be divided into three categories: children of migrant workers, left-behind children and underprivileged children. With the widening economic gap between urban and rural areas, more and more rural people are working in cities, a large number of rural people are pouring into cities and towns, and the number of accompanying children is also increasing (Table 2). However, these students will be subject to a certain degree of policy restrictions and social exclusion in terms of enrollment opportunities and school quality. Moreover, it will also cause the shortage of urban resources and the waste of rural resources, and form the polarization of large classes in cities and hollow in villages. The number of left-behind children (Left-behind children refer to minors under the age of 16 whose parents are both migrant workers or one of them is migrant workers and the other has no guardianship) has been decreasing in recent years. According to statistics, the number of rural left behind children in China has decreased from 9.02 million in 2016 to 6.436 million in 2020, but the overall number is still huge. Because the family structure is incomplete and mostly inter-generational education, they are prone to psychological problems and personality defects. Underprivileged children are those whose families have financial difficulties. China has now fully realized that rural poor people are free from worries over food and clothing and have access to compulsory education, basic medical services and safe housing, of which the guarantee of compulsory education is mainly to ensure that children from poor families do not drop out of school. However, in addition to the difficulty of going to school, underprivileged children are also faced with the problem of poor nutrition (Qin, 2018). The number of these three kinds of vulnerable groups has increased and decreased, but the overall number is enormous, which is a major problem facing the development of rural education.

Table 2: Changes in the number of children of migrant workers in cities at the stage of compulsory education in China (ten thousand people)

	2016	2017	2018	2019	2020
Primary school attendance	1036.71	1042.18	1048.39	1042.03	1034.86
Junior high school	358.06	364.45	375.65	384.93	394.88
Total	1394.77	1406.63	1424.04	1426.96	1429.73

Note: according to the "statistical bulletin of education development" on the official website of the Ministry of education.

1.4 Poor quality of education and lack of local culture

1.4.1 Poor education quality, teaching technique and device falling behind

The shift of the focus from poverty alleviation to Rural Revitalization Strategy also drives the transformation of the focus of rural education development. One of the manifestations of the transformation of the focus of rural education development is that the education goal has changed from ensuring the quantity of education to ensuring the quality of Education (Du, 2021). Nowadays, there are still many problems in rural education, which restrict the improvement of its education quality.

These problems are mainly the following aspects: The shortage of excellent teachers and the loss of excellent students. The school curriculum is single, the educational concept is backward, the teaching mode and teaching method are traditional, which lack of innovation. The teaching content is limited to textbooks and lacks of extracurricular extension. Rural schools ignore the all-round development of students and lack psychological and physical health education and safety education for students.

1.4.2 De localization of rural education

Rural schools gradually lose their local culture in the process of catching up with the city, which is mainly reflected in the following aspects: the lack of local cultural requirements for school training objectives, the separation of curriculum content from local cultural background and activity design from local cultural factors (Tian, 2016), which makes rural education gradually deviate from local culture. Education and culture complement each other. Rural education without local culture becomes rootless duckweed, which is easy to cause rural students to alienate local culture and lack love for the countryside, and rural education also loses its own characteristics.

1.5 The development of rural vocational education is backward

Rural vocational education is all kinds of Vocational Education held by counties, townships and villages. It is an important part of the whole education system. Rural vocational education is an important condition to activate the vitality of the rural economy and promote the prosperity of agricultural industry; It is the internal requirement to achieve targeted poverty alleviation and poverty alleviation; It is an important way to develop rural human resources and cultivate new professional farmers; It is the power source to meet the spiritual needs of farmers and promote rural civilization (Zhang, 2018). However, the development of rural vocational education is backward and in a weak position. The main problems are the backward concept of rural vocational education, the scarcity of vocational teachers, the small scale of vocational training (Li, 2021), the uneven quality of school running and talent training of rural vocational education, the tendency of non-agricultural and the difficulty of recruiting students for agriculture related majors, the unstable support measures of the national government for vocational education and the imperfect relevant legal system. Enterprises' enthusiasm to participate in cooperative school running is not high.

2 Analysis on the causes of rural education problems

2.1.1 Reasons for uneven distribution of educational resources between urban and rural areas

The urban and rural economic development is unbalanced. The urban-rural dual economic structure causes the imbalance of urban and rural economic development, and the economic development restricts the development of education. The funds of local governments are limited, and the funds invested in education are also limited. In addition, the country's overall investment in education is insufficient, and the distribution system of educational resources is unreasonable. Various educational policies are more inclined to cities, which puts rural education in a weak position. Moreover, there is a gap in educational resources in rural areas in different regions. In recent years, the state has continuously increased investment and policy preference in rural education, but the implementation of various policies and systems is from top to bottom, and there may be deviation when they finally reach the countryside. The effect is certain but will be discounted, and it will take some time from implementation to achievement.

2.1.2 Analysis of the causes of poor school running conditions

Insufficient investment in education funds makes the infrastructure of rural schools incomplete, and the information construction obviously lags behind the city. The poor school running conditions of rural schools are also related to the remote geographical location of rural areas and the inflow of population into cities. The scale of rural schools is small and the number of teaching sites is decreasing. In some small-scale rural schools, there are few pupils and teachers, only a few students or no students in a grade and there are few teachers. There will be small class teaching, one teacher teaching general subjects and combined instruction. In order to reduce the waste of educational resources and reasonably plan the layout of rural schools, the usual method is to withdraw points and combine schools. However, this method will lead to new problems which increase the burden of families and the distance for students to go to school, which makes the number of boarding students increase. But there are obvious deficiencies in the construction of rural boarding schools, which cannot meet the basic living needs of students. The transportation of students to school is also a major issue. If parents pick up their children, they face the problem of limited means of transportation, while there is no safety if students go to and from school by themselves.

2.2 Analysis on the causes of weak teachers

The treatment gap between urban and rural teachers is large, the treatment of rural teachers is low, and the conditions of schools, accommodation, medical treatment and transportation are poor. In addition, teachers have little room for promotion, which is not conducive to development. Therefore, rural schools cannot attract or retain excellent teachers. The reasons for the poor stability of teachers are as follows: In order to better develop, excellent rural teachers flow to the city in various ways, and rural schools become the training base of urban schools. Urban teachers come to rural schools through job rotation and supporting education. The term is short, and once it expires, they will return to the city. Others who in order to evaluate professional titles, promote or be forced to rotate posts are not willing to stay in rural schools. Some rural teachers who teach can't stand the difficult environment and choose to leave. Substitute teachers will leave at any time once they face better choices.

There is an imbalance in the allocation of teachers in rural schools. If there is a lack of teachers in some subjects, teachers in other subjects will make up for it. "Rural teachers are bricks that need to be moved wherever they are needed." These teachers with mismatched majors have not received relevant professional education, lack of professional knowledge and low level of professional skills. Due to the remote geographical location, inconvenient transportation, heavy workload of teachers, limited school funds and other reasons, teachers cannot go out to participate in training. However, some ideas and educational models learned by rural teachers in college are single, which cannot adapt to the development of the times, which will lead to the poor professionalism of rural teachers.

Some rural teachers are old, but because the school can't recruit teachers, they continue to stay in the school to give play to the waste heat. At the stage of compulsory education, the treatment of rural teachers is low, and most men have to bear the burden of supporting their families. Therefore, rural male teachers are scarce, and most of them are women. Rural school teachers' posts lack of attraction and cannot recruit excellent teachers, which will reduce the threshold of teacher recruitment. At the same time, the unqualified teachers in the teacher team (teachers from private schools to public schools, teachers assigned) do not retreat, which will lead to the low educational background of rural school teachers. Due to the limited educational funds and the lack of teachers in schools, there will be a large number of substitute teachers.

Because the conditions of rural schools are not good, the salary level of teachers is not high, the educational background is not dominant, and the interpersonal circle is narrow, the social recognition of rural teachers is not high, and rural teachers themselves lack professional happiness and identity (Wu, 2021). The identity of rural teachers is in an awkward situation. On the one hand, they do not belong to the city, on the other hand, they cannot integrate into the countryside, and their identity is marginalized. Urban teachers and college students who work in shifts or support education will leave the countryside sooner or later, so they have no sense of belonging

to rural schools. Rural teachers mostly study the educational concept of urbanization in school, but rarely involve local culture. Some teachers have not even lived in the countryside and have no rural life experience. At the same time, they lack local knowledge, folk culture, humanistic and historical experience, production and life technology and other related knowledge. These make it difficult for rural teachers to have confidence in local culture and love for the countryside. Rural teachers lack a sense of identity and belonging to the countryside, do not understand local culture, rural schools lack competitiveness, coupled with limited development space, teachers' teaching is hindered by students' families and their treatment is not good, so it is very easy to lack faith in the countryside and produce job burnout.

2.3 Reasons for weakening family education

There are three main reasons for the weakening of family education: For one thing, parents' educational concept is wrong and the educational method is single. Parents have misunderstandings about education, such as "the idea of the uselessness of study" and the wrong idea that education is a matter of school. Parents' awareness of education is weak and they do not realize the importance of family education. At the same time, the way of education is single and lacks of scientific and correct guidance. For another, affected by economic conditions, many rural parents go out to work and are not around their children for a long time, so they can't take into account their children's education. Last but not least, there are problems in home school communication, and home school cooperation is difficult to achieve.

The biggest reason for the large scale of vulnerable groups in rural education is family economy. Farmers' income is so low that they have to go to the city to work for a living. If they are able, they can take their children with them. If they are unable, they can only leave their children at home to become left-behind children. Poor families are unable to provide good nutrition, health and education conditions for their children. Without the help of the state and society, it is easy to cause the intergenerational transmission of poverty.

2.4 Analysis on the causes of poor education quality and lack of local culture in rural schools

The poor quality of rural school education is affected by many factors, but there are mainly the following reasons. First, the school cannot recruit and retain excellent teachers and excellent students, so it is difficult to improve the teaching quality. The loss of students leads to the loss of scale effect of rural education, and the lack of high-quality teachers leads to the loss of guarantee of rural education quality. Second, rural schools cannot keep up with various hardware and software facilities, so it is difficult to learn from the curriculum of cities. Third, school leaders and teachers lack competitive awareness and enterprising spirit. Teachers only teach, but do not learn new theories, new models, new information technology, let alone innovate. Some teachers are waiting for retirement, their teaching content is limited to textbooks, and the teaching plan is repeated and single every year, which cannot broaden students' horizons and cultivate students' interests. Fourth, there are misunderstandings in the school's educational value orientation and educational objectives. It is in the examination oriented education mode, deviates from quality education, unilaterally pursues the enrollment rate (Zhang, 2021), only pays attention to intellectual education, while ignoring other education, such as students' psychological and physiological health education and safety education (children's sex education is seriously missing), etc.

The huge gap between urban and rural education makes people lose confidence in rural education, and today's educational concept and educational model are obviously more suitable for cities, without considering the needs of rural children. In order to narrow this gap, and to enable rural students to break away from the soil and go out of the countryside, rural schools continue to learn, imitate and even copy the educational ideas and models of the city, but ignore the differences between urban and rural areas. The students trained by this kind of education mostly serve the city, while there are no talents available for rural construction, or the training of talents is not commensurate with the required talents (An, 2019). At the same time, in the process of catching up with the city, the local culture is constantly impacted, and the rural education gradually deviates from the local culture. The school curriculum does not involve rural teachers, and the teachers who participate in the curriculum do not understand the needs of rural and rural children. The curriculum is divorced from the local society and does not

respect children's life experience and original cognitive foundation. The textbook does not link education with life, place and ecology. The huge educational resources contained in local culture have not been excavated and utilized. Rural school education also does not reflect the value orientation of rural service (Wu, 2021). Today's rural education, on the one hand, cannot adapt to the concept of urban education because of its own differences and particularity, on the other hand, it has lost confidence in its own local culture, lost its own characteristics and is in a dilemma.

2.5 Analysis on the reasons for the backward development of Rural Vocational Education

The main reasons for the lagging development of rural vocational education in China are as follows: First, People have prejudice against vocational education, which lack recognition of vocational education and lack of understanding of its importance. Many rural students who fail in the high school entrance examination may have to go out to work. Because their parents feel that there is no future in vocational schools. In fact, it is not. Rural Revitalization needs talents from all walks of life. Vocational education is one of the two key points of rural education development (Chen, 2021). It is the type of education most closely related to rural social development and plays a natural link role in strengthening the connection between urban and rural areas (Yuan, 2021). Second, the lack of funds for rural vocational education has become the main problem restricting the development of rural vocational education. The lack of funds leads to the stagnation of professional construction, outdated teaching instruments and poor training conditions. Third, rural vocational education is still in a low position, lack of government system guarantee and policy support, and of course, lack of social support. Fourth, with the impact of modernization and urbanization, fewer and fewer people are willing to engage in agriculture, the rural vocational education system has been broken, there are few agricultural majors in vocational colleges, and colleges with agricultural majors are facing great enrollment pressure. The development of rural vocational education is restricted by many factors, such as wrong ideas, insufficient funds, imperfect policies and systems and the impact of modernization. If we want to promote its rapid development, we need to break it one by one.

3. Countermeasures

3.1 It is necessary to increase capital investment, balance the allocation of resources, and strengthen the construction of school standardization

In view of the limited educational funds, we can solve it from two aspects. On the one hand, we should start from the countryside, stimulate the endogenous driving force of the countryside and vigorously develop the rural economy. On the other hand, external assistance is provided. The state needs to increase investment in education, strengthen the overall planning of the government and broaden the channels of fund-raising. The government should improve the investment mechanism of education funds. It is feasible to reform the supply side of rural education, move the focus of the guarantee mechanism of rural education funds upward, and the provincial government as the main body of responsibility to alleviate the pressure of local government financial expenditure. Improving the supervision mechanism of rural education funds to ensure that the capital expenditure meets the regulations, the funds are earmarked for special purposes and the funds are in place (Lian, 2019). Only by combining internal and external forces can we realize the sustainable development of rural education.

To achieve educational equity, we should "targeted poverty alleviation" in policy. Firstly, the country should unify urban and rural education planning, clarify the responsibilities of governments at all levels, cooperate with each other and develop in a coordinated manner. Secondly, the government needs to make statistics on the allocation of educational resources, seek truth from facts, and set up policy basis scientifically and accurately according to the actual situation. Thirdly, it is critical to identify the root causes, make policy compensation for vulnerable areas of education, and share high-quality educational resources between urban and rural areas (Tian, 2020). After the policy formulation is completed, it can play its due role only if it is effectively implemented. Therefore, the supervision of the policy is also very important. It is necessary to unblock the information feedback channels and refine the supervision methods.

Educational units should strengthen the standardization construction of rural schools and reasonably plan the layout of schools. The government and education departments should improve the basic conditions for running schools in poor areas and weak schools, and strengthen the construction of infrastructure, modern information technology and boarding schools. Transport agency should improve the rural passenger transport network to ensure the safety of rural students on their way to school.

3.2.1 Improving teachers' treatment and social status

To improve the treatment of teachers, the treatment of teachers should be higher than that of civil servants, and the change should be from formalism to pragmatism. The country should provide subsidies and allowances for rural teachers. Differentiated subsidies can be implemented according to the degree of remoteness. The more remote areas are, the more subsidies should be increased. Meeting the basic needs of teachers' life, by providing teachers' turnover rooms for teachers in remote areas, providing subsidies in housing, transportation, accommodation and health care, and the state ought to establish and improve various security mechanisms for rural teachers, and ensure the basic living needs of teachers (Tang, 2015). Giving priority to rural teachers and teachers who go to rural areas to support teaching and rotate their posts, such as policy preference, job promotion and professional title evaluation. It is necessary to conduct performance appraisal, supervision and evaluation on teachers, and give material awards and relevant honorary commendations to teachers with excellent performance. To improve the social status of teachers, in addition to increasing economic income, we should also create a social public opinion environment of respecting teachers and valuing education.

3.2.2 Strengthening the construction of Teachers

Rural schools should expand the teaching staff in many aspects, carry out the training plan for master of education teachers in rural schools, the plan for public funded normal students, the special post plan for school teachers in the stage of rural compulsory education and the "three supports and one assistance" plan. Importing high-quality teachers into rural schools will change the current situation of lack of quantity and general quality of rural teachers from the source (Shi, 2018). It is necessary to improve the exchange and rotation system for teachers in urban and rural areas so that teachers can really go down and stay. The state should further establish and improve the survival of the fittest system for rural teachers, let unqualified teachers retire and inject fresh blood, and gradually rationalize the structure of rural education teachers. We should make rational use of educational resources in colleges and universities and train professional teachers in rural schools.

With regard to the staffing of teaching staff, specific verification standards and implementation measures shall be formulated in combination with the actual situation of rural schools, which can be adjusted at any time in case of changes. On the premise of meeting the current staffing management regulations, local governments can explore the establishment of a "turnover pool" system for faculty staffing. It is necessary to standardize the personnel management of rural schools, strictly prohibit the occupation, misappropriation and interception of the staffing of rural teachers, and gradually reduce the proportion of non-teaching personnel using the staffing (Ministry of education, 2020). At the same time, we should also strengthen the management of in-service teachers, and it is strictly prohibited for teachers to leave their posts for a long time without justifiable reasons and hire temporary personnel to replace them without permission.

3.2.3 Strengthening the professional development of rural teachers

It is necessary to provide rural teachers with opportunities for professional development and strengthen the communication and interaction between urban and rural teachers. The local government should increase the capital investment in the training of rural teachers, strengthen the sending of teachers to the countryside, and improve the transportation facilities, so that the training of teachers can be carried out and the experts can be sent to teach. Improving the social support system for rural teachers' professional development, including professional system support, professional value support, professional culture support and professional belief support (Wu, 2015). It is a good measure to strengthen the construction of learning community, research community and development community between rural teachers, urban teachers and normal universities in the

new era. Making use of local university resources, strengthening the cooperation between rural middle schools and universities, and helping teachers carry out relevant further education. It is important to strengthen urban-rural integration exchanges, regular exchanges between urban and rural schools, and two-way flow of urban and rural teachers.

The professional development of rural teachers should be unique. Therefore, the training of rural teachers should be targeted, targeted at the actual development of rural education and rural students. The training content is mainly practical knowledge, and should meet the standard of "useful, sufficient and easy to use." In addition to teaching skills, teacher training should also stimulate teachers' professionalism (Chu, 2021), so that rural teachers can take the initiative to reflect and improve themselves. The training of rural teachers should not be a mere formality, or exactly the same as that of cities, but should better promote their professional growth on the basis of meeting the needs of rural teachers.

3.2.4 Enhancing rural teachers' sense of belonging

To enhance the sense of belonging of rural teachers, we need to improve the ideological and political quality of rural teachers, let rural teachers participate in rural social governance and rural cultural reconstruction, guide rural teachers to go deep into rural life, identify with rural culture, understand the situation of rural students, and have the courage to take root in rural society. On the one hand, the school should establish a local knowledge training system integrating induction training and post-employment education, and increase the training content of local knowledge in induction training and post-employment education. On the other hand, we should establish a website to learn local knowledge and build a platform to teach local knowledge. Teachers themselves should also improve the awareness of self-learning of local knowledge (Wu, 2021). Teachers in rotation should be managed by the county-level government rather than the school, so that they can change from the people in the school to the people in the county compulsory education system. They don't have to worry that they can't integrate into the original school after the rotation, and they can also devote themselves to rural education with more peace of mind. Finally, the local government should strengthen the training of localized teachers and let teachers come from the countryside to the countryside.

3.3 *Helping family education and rural vulnerable groups*

To strengthen the role of family education, we first need to clarify the responsibilities of family education in the legal sense, strengthen the main responsibility of family guardianship, clarify that parents bear the primary responsibility for their children, and stipulate that both parents should jointly fulfill their children's educational obligations (Meng, 2019). Then, we should change parents' wrong educational ideas. The school can change parents' educational ideas by carrying out offline methods such as parents' meetings, educational symposiums and family visits and online methods such as Internet media technology, guide parents to establish a correct outlook on education, create a good family atmosphere for children and educate children scientifically. Parents can also make full use of the achievements of modernization, especially with the help of modern information technology to reconstruct the family education system and solve the problem of lack of family education caused by the separation of time and space (Zhou, 2018). At the same time, under the Rural Revitalization Strategy, the state and government should also vigorously develop rural industries, drive the rural economy, provide employment opportunities for farmers and improve the economic conditions of rural families.

The problem of rural vulnerable groups needs to be solved by all parties together. The state should improve the policy of sending migrant workers' children to school nearby, and ensure that migrant workers' children enjoy the same treatment as urban children in education (Ba, 2020). Cities and towns must assume the responsibility for the education of accompanying children. The urban government should implement the policies of "Two-oriented," "Two Inclusion" and "Three Unification", ensure that accompanying children can achieve full inclusion in urban enrollment opportunities, reflect quality equity in schools, show care and concern in the learning process, and do not let any accompanying children fall behind (Qin, 2017). For left behind children, the state should improve the service system for rural left behind children. The society should widely carry out voluntary activities, and set up community organizations such as "home for left behind children" at the grass-

roots level. The school shall formulate the education work plan for left behind students as an important part of the school education work. First of all, the school should understand the specific family situation of left behind children, establish family files of left behind children, assign special personnel to manage them, and timely collect and update the files to ensure that the contents of the files are true and effective (Lian, 2019). Then the school should strengthen the construction of boarding schools to provide good accommodation, learning and living environment for left behind children. At the same time, schools should also be equipped with psychological teachers to pay attention to the mental health of left behind children at any time. Teachers should give left behind children care, organize extracurricular activities to enrich left behind children's amateur life and spiritual world, and communicate with their parents frequently. Parents should perform their guardianship duties on the left behind children, try to leave one party to take care of the children at home, even if they go out to work, they should participate in the children's life with the help of telephone, video and monitoring, often contact the children and go home in time. For poor children, the state should further improve the financial aid policy system for students from families with financial difficulties, continue to consolidate the achievements of "controlling students' dropping out of school and ensuring that school-age children and adolescents complete nine-year compulsory education", ensure that poor children enter school, and pay attention to the education of poor children and the cultivation of good quality. The local government should strengthen the education, training and assistance of parents of poor children to help alleviate poverty. To solve the nutritional problem of poor children, the civil affairs department should ensure that poor families have sufficient nutritional supply at home, and the education department should ensure the nutritional balance of poor children in schools (Qin, 2018). The problem of vulnerable groups in rural education cannot be solved in a short time, which needs to pay more attention and gather all forces.

3.4 Improving the quality of education and creating local characteristic courses

It is necessary to strengthen the construction of schools, increase the attractiveness of teachers' posts, attract rural students back with high-quality educational resources, and reduce the ratio of students to teachers in rural schools. The relevant departments should reasonably plan the layout of rural schools, integrate scattered schools, make schools relatively concentrated and integrate educational resources. Strengthening teachers' professional training, providing rural teachers with opportunities to learn new educational concepts and teaching models, and encouraging rural schools and rural teachers to actively explore and innovate according to local conditions. Using Internet resources, rural schools actively develop "Internet plus rural education" to make up for the shortage of local teachers and curriculum resources.

The state should establish an independent rural education system, establish an education system and curriculum system according to the economic, cultural and development of rural areas, fully tap rural education resources, and add excellent rural traditional culture, social customs and habits and folk crafts to the curriculum. At the same time, teachers can open classes to all parts of the countryside to cultivate students' love for the countryside. Changing the evaluation indicators of rural education, no longer take the enrollment rate as the evaluation indicator of education quality, strengthening other education in schools, and promoting the healthy and all-round development of students.

3.5 Vigorously developing rural vocational education

Developing rural vocational education and training all kinds of talents for Rural Revitalization. First of all, to change people's prejudice against vocational education, the state should provide policy support and financial support. Secondly, schools should set up characteristic courses conducive to rural economic development, and vocational colleges should train students to finally devote themselves to rural revitalization. Thirdly, it is necessary to expand the scale of vocational education and training, create a training base in the school, increase the investment in training equipment, and improve farmers' agricultural skills. Finally, school enterprise linkage, it is essential to optimize the training mechanism of teachers' professional quality, and cultivate "double qualified" excellent teachers who not only have a high theoretical teaching level, but also be proficient in operating skills in high-level vocational colleges.

Rural education is the short board of China's education. At present, the development of rural education is restricted by limited educational funds, low school construction standards, insufficient construction of teachers, lack of family education, large number of vulnerable groups, poor quality of rural education, loss of local culture and backward development of vocational education. The main reasons are the underdevelopment of rural economy, the imperfection of relevant policies and systems, and the backwardness and lack of innovation of rural people's thought. To solve the problem of rural education development requires rural "hematopoiesis" and external "blood transfusion." Rural "hematopoiesis" means that rural areas should develop rural economy in combination with their own characteristics, strengthen the training of local teachers and localized training of teachers, and create unique rural education courses. Vocational colleges should combine with local industries and face local farmers. In addition to training farmers in skills, schools should also improve their civilized quality. External "blood transfusion" requires the state to continue to increase investment in education funds, formulate relevant policies and improve relevant systems, such as strengthening the standardization construction of rural schools, the construction of rural teachers, and improving relevant policies and systems for vulnerable groups in rural education. Rural education is the main focus of promoting educational equity, the basis of realizing rural agricultural modernization, an important carrier of inheriting Chinese civilization, and an important measure to strengthen and innovate in rural social governance. Therefore, it is imperative to solve the existing problems of rural education and promote its fair and high-quality development.

Acknowledgments

This work was financially supported by the Training Plan of Young Backbone Teachers in Colleges and Universities of Henan Province (2019GGJS162), Postgraduate Education Reform Project of Henan Province (2019SJGLX088Y), Special Research Project of Teacher Education Linkage Development Community in Southern Henan (2019-GTTYB-01), Research and Practice Project of Education and Teaching Reform of XYNU (2019032).

References

- An L.J. (2019). Research on rural education development based on Rural Revitalization Strategy. *Nanchang University*.
- Ba Y. (2020). Research on the current situation of rural education under the background of Rural Revitalization. *Agricultural economy*, 5, 121-122.
- Chen J. (2021). Research on the development status and countermeasures of rural education under the strategy of Rural Revitalization. *Journal of Shandong Institute of agricultural engineering*, 38(6), 90-94.
- Chu H.Q. (2021). Teachers are the key to revitalizing rural education. *Chinese Journal of education*, 10, 7.
- Du R.S. (2007). Thoughts on the restrictive effect of uneven distribution of urban and rural educational resources on rural society. *Agricultural science, technology and information*, 8, 54.
- Du S.R., Zhu Y., You C.R. (2021). From poverty alleviation to Rural Revitalization: opportunities and challenges for the development of rural education in the new era. *Modern education management*, 5, 1-8.
- Lan X.Q., Yang Q. (2021). Research on the path of rural compulsory education helping rural revitalization. *Rural revitalization*, 9, 29-30.
- Li Y.X. (2021). Improving rural education and promoting Rural Revitalization. *Rural economy and science and technology*, 32(3), 289-291.
- Lian Y.H. (2019). Problems and solutions of rural education in China. *Agricultural staff*, 9, 36.
- Liu X.H., L Y.N. (2021). Research on the current situation and countermeasures of rural primary school education. *New agriculture*, 11, 88-89.
- Meng X. (2019). Problems and solutions of rural education development from the perspective of Rural Revitalization. *People's forum*, 28, 74-75.
- Ministry of Education. (2020). Opinions of six departments including the Ministry of Education on strengthening the construction of rural teachers in the new era. *Bulletin of the Ministry of education of the people's Republic of China*, 9, 31-35.
- Qin Y.Y., Wu Z.H. (2017). Development status and future development ideas of rural education in China. *Journal of Northeast Normal University (Philosophy and Social Sciences Edition)*, 3, 1-8.
- Qin Y.Y. (2017-12-11). Making up for the shortcomings of rural education development. *Learning times*, 4.
- Qin Y.Y. (2018). Preventing rural education from becoming a weakness in China's future development. *Education and economy*, 1, 13-18.

- Shi L.H., Tian X.M. (2018). Development and innovation of China's rural teacher team construction policy. *Educational research*, 39(9), 149-153.
- Tang S.L., Wang Z.L. (2015). The "students" of "thick" rural teachers: the strategy of balanced development of urban and rural teachers. *Journal of educational science of Hunan Normal University*, 14(3), 17-21.
- Tian B.J., Zhu M.L. (2016). Lack and improvement of local culture education in rural primary and secondary schools. *Teaching and management*, 33, 83-85.
- Tian C. (2020). Research on urban and rural education equity under the background of the new era. *Journal of Zhongzhou University*, 37(3), 105-109.
- Wu L.K. (2015). Contradictions, characteristics and social support system construction of rural teachers' professional development. *Research on educational development*, 35(24), 47-52.
- Wu Y.P. (2021). Dilemma and breakthrough of rural teachers' professional development from the perspective of Rural Revitalization. *Journal of South China Normal University (Social Sciences Edition)*, 1, 81-89 + 195.
- Wu Z.H.(2021). Achievements, challenges and trends of China's rural education development. *Exploration and contention*, 4, 5-8.
- Yuan L.P., Jiang J.W. (2021). Thoughts on the strategy of education serving rural revitalization. *Journal of Wuhan University (Philosophy and Social Sciences Edition)*, 74(1), 159-169.
- Zhang D. (2021). Dilemma and realization approach of high-quality development of rural education in China under the background of Rural Revitalization. *Rural economy and science and technology*, 32(13), 299-301.
- Zhang X.G. (2018). Rural Vocational Education Serving Rural Revitalization: Practical Dilemma and governance path. *Vocational and technical education*, 39(10), 59-64.
- Zhou X.G. (2018). The dilemma and outlet of rural education modernization. *Educational research and experiment*, 4, 1-6.