Research on the Strategy of Balanced Development of Urban and Rural Education Based on Modern Information Technology

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Abstract: The integration of existing teaching resources by modern information technology, breaking the traditional teaching concepts, to promote the role of teachers and students change, increase the radiation range of high quality teaching resources, puts forward an effective way to promote the quality of teaching resources sharing in urban and rural areas, effectively solve the problem of the balanced development of urban and rural education.

1. Performance of Unbalanced Development of High-quality Teaching Resources in Urban and Rural Areas

1.1 There is an unbalanced situation of high-quality teaching resources in urban and rural areas

At present, there are great differences in the construction of digital teaching resources, software and hardware teaching environment and digital teaching resources platform between urban and rural primary and secondary schools. In the process of sharing high-quality teaching resources between urban and rural areas, because of the slow development of rural economy and remote geographical location, the development of rural education is relatively lagging behind, the construction of resources is relatively slow, and the strength of teachers is relatively weak[1]. Therefore, it is suggested that the relevant departments of education should pay more attention to the high-quality teaching resources between urban and rural areas when promoting the sharing of high-quality teaching resources between urban and rural areas. The goal, direction and approach of teaching resources sharing.

1.2 Unbalanced allocation of excellent teachers resources in urban and rural areas

Under the background of education equity, the demand for balanced allocation of teachers' resources between urban and rural areas is becoming more and more urgent. The lack of excellent teachers' resources in rural areas has become the main problem of sharing high-quality teaching resources between urban and rural areas [2]. The research team found that parents in urban and rural areas still focus on excellent teacher resources when choosing schools for their children. However, due to the unbalanced development of basic education in urban and rural areas, the allocation of excellent teacher resources in urban and rural areas is unbalanced. Under the background of unbalanced high-quality teaching resources in urban and rural areas, although the education department has taken many relevant measures, such as free normal students, rural support education, rural teacher training plan, on-job training, volunteers, etc [3]. these measures have failed to solve the imbalance between urban and rural excellent teacher resources.

1.3 Low Sharing Degree of High-quality Teaching Resources in Urban and Rural Areas

Through investigation, the research team found that in the process of sharing high-quality

teaching resources between urban and rural areas, compulsory education in urban and rural areas basically develops separately. In the process of sharing high-quality teaching resources between urban and rural areas, the schools in urban and rural areas are basically closed to each other. There are few opportunities for communication and communication between urban and rural schools, whether hardware resources, high-quality teaching resources or the open course of urban schools . The degree is very low, even there is "information island" phenomenon. Due to the lack of awareness of sharing high-quality teaching resources between urban and rural primary and secondary schools, teachers and students in rural areas can not effectively share high-quality teaching resources in urban areas.

1.4 Pay attention to hardware construction, despise the high quality teaching resources "classroom use, often used, commonly used"

Under the background of "Internet +", micro teaching, moody classes, cloud classroom, flipped classroom and other teaching models have springing up. However, teachers' teaching modes and students' learning styles have not changed materially. Teachers' educational wisdom in classroom has not yet been revealed, and students' schoolwork has not been lightened [4]. The quality of teaching resources in urban and rural areas is still in uneven distribution. Although the digital teaching equipment on campus is well equipped, how to use the existing digital equipment to "live" and share high-quality teaching resources is a problem to be solved.

Influenced by the traditional teaching mode, some teachers and individual education managers still have inadequate understanding of the importance of education informatization development and deviation of understanding. They only pay attention to the construction of hardware environment, while ignore the soft environment for the improvement of teaching quality still exists. At present, although the local government has continuously increased its investment in teaching hardware, the teaching activities carried out by teachers using digital teaching resources are unsatisfactory. Under the influence of many factors, such as teachers'excessive pressure, imbalance of high-quality teaching resources and lack of good incentive mechanism in schools, teachers have not formed the habit of consciously utilizing and making good use of existing high-quality digital teaching resources in the classroom to carry out teaching. At the same time, the construction of digital teaching resources platform and the training of relevant information technology have not caused them. Attention should be paid to it. In addition, whether in the government or in schools, the attention to the sharing and application of high-quality teaching resources is far less than that of teaching hardware equipment, which results in repeated purchasing of teaching hardware equipment and teachers'disdain for classroom, regular and universal use of high-quality teaching resources, which leads to the imbalance of sharing and construction of high-quality teaching resources in urban and rural areas.

1.5 The lack of unified and standardized construction standards for digital high-quality teaching resources

Through the analysis of questionnaires, the current teaching resources can not be deeply integrated with the curriculum, lack of high-quality education resources, low standardization of resources, lack of integration of resources on various platforms, long-term lack of characteristic teaching resources, teachers and students are not satisfied with the existing teaching resources [5]. The existing teaching resources only solve the problem of "whether or not" and it is imperative to establish a unified and standardized standard for the construction of digital high-quality teaching resources and a resource evaluation system in order to achieve the sharing and effective use of high-quality teaching resources.

2. Strategies and Suggestions for Promoting Balanced Development of Urban and Rural Education

2.1 Strengthen the Differential Allocation of High-quality Teaching Resources in Urban and Rural Areas

The purpose of sharing high-quality teaching resources between urban and rural areas is to share high-quality curriculum resources, excellent teacher resources and advanced information technology in rural areas, to achieve balanced development of urban and rural education, to promote educational equity and to improve the quality of rural teaching. Promote the rational allocation of high-quality teaching resources in urban and rural areas and the balanced development of urban and rural education, and improve the quality of rural teaching. The balanced development of teaching resources must be based on equality to narrow the differences between urban and rural areas, and rationally allocate high-quality teaching resources between urban and rural areas in line with the principles of reducing disparities, pursuing equality and respecting differences.

Relevant government departments should pay more attention to the construction of high-quality teaching resources, adhere to the strategic transformation of "priority decision-making, priority investment and priority development" in the construction of high-quality education resources, support and focus on promoting the development of high-quality teaching resources in urban and rural areas, shift from paying attention to the construction of hardware environment to steadily grasping the construction and application of digital teaching resources, through the establishment of application demonstration zones and utilization of each. Class resource platforms deliver high-quality teaching resources to areas where basic education is relatively weak, and give full play to the radiation and driving role of high-quality education resources, so as to promote the sharing and co-construction of high-quality teaching resources in urban and rural areas. According to the differences of regional development and the characteristics of education, we should promote the balanced development of high-quality education. At the same time, we should adhere to people-oriented, education reform and development-oriented, develop high-quality education resources through multiple channels, and form an effective way of government guidance, multi-participation and sharing of open cooperation.

2.2 Coordinating resource construction through market competition and differential allocation

Educational resources should not only rely on government support, but also attach importance to the role of market competition. Under the role of government support and market competition, the market of educational resources is developing in a more healthy and orderly direction. A pattern of government policy support, enterprise investment and sustainable use of schools has been formed step by step, so that the roles of government, market and schools can be coordinated and co-ordinated to form a system of high-quality educational qualifications. The new situation of orderly operation of resources can optimize the quality of educational resources through the competition of the market, make the resources more convenient and high-quality for school teaching, and realize the optimal allocation of educational resources [6].

2.3 Long-distance synchronous interactive classroom model to make up for the resource gap of excellent teachers in rural areas

With the development of "Internet plus", remote synchronous interactive classroom has gradually become an innovative mechanism to solve the shortage problem of rural teachers. This new teaching mode enables synchronous teaching, interactive teaching and research, interactive training, and teachers' classroom teaching among teachers in urban and rural areas, so as to achieve complementary advantages in education, sharing of educational ideas, sharing of teaching resources and cooperation, and so on. The balanced development of high-quality teaching resources in rural areas will integrate urban and rural education, enable every child to enjoy fair and quality education, and realize the sharing of high-quality teaching resources in urban and rural areas [7].

2.4 Relying on the Public Service Platform of National and Provincial Teaching Resources to Promote the Sharing of High-quality Teaching Resources

The allocation of teaching resources in urban and rural areas should take the opportunity of "deepening the construction of three links and two platforms" as an opportunity to promote and carry out the construction of "broadband network School-to-School connection", strive to cover the network in all schools and ensure the rational and effective use of network teaching resources; vigorously promote the in-depth application of "network learning space for all", improve the quality of teaching, and advocate teachers and students to create themselves. In order to obtain high-quality resources, teachers prepare lessons through the network learning space, push high-quality learning resources to students, and carry out precise teaching, students can receive learning guidance, acquire high-quality learning resources and carry out personalized learning in the learning space.

Educational administration departments and schools should introduce corresponding incentive mechanisms to promote teachers' educational wisdom in the environment of "Internet plus classroom teaching". At the same time, schools should evaluate the contribution of teachers to the construction of high-quality teaching resources and the application level of high-quality teaching resources, and evaluate teachers' professional titles, performance bonus and year-end performance assessment, through a series of incentive mechanisms. To truly realize the new normal teaching mode of "Internet + Classroom Teaching", and promote the balanced development of quality teaching resources in urban and rural areas.

Under the background of "Internet + Classroom Teaching", we focus on the deep integration of information technology with education and teaching, and strive to achieve the new normal education and teaching under the information-based "classroom use, frequent use and universal use", and construct a personalized, networked, life-long and digitalized education system to form teachers' educational wisdom. Taking the "network learning space for everyone" as an opportunity, we should comprehensively promote the combination of education informatization and education and teaching management, teaching resources construction and students'quality improvement, realize the interconnection and interconnection of education information, the sharing and co-construction of high-quality teaching resources, promote the reform of education and teaching management methods, improve the quality of education and teaching, and promote the balanced, coordinated and sustainable development of urban and rural education. Exhibition.

2.5 Constructing a New Normal Information Teaching Model of "Classroom Use, Frequent Use and Universal Use"

As the core element of basic education curriculum and teaching reform, there is no doubt that teachers' teaching wisdom is particularly important. As a key element of classroom teaching, teachers' teaching ideas will directly or indirectly affect the degree and level of their effective transformation from modern teaching ideas to teaching practice in the process of classroom teaching. Teachers' teaching concepts in classroom teaching will influence teachers' teaching methods and students' learning methods imperceptibly. Under the background of "Internet Plus", teachers should actively promote the deep integration of information technology and classroom teaching, and achieve all-round innovation of educational concepts, ideas, means and methods. Under the background of "Internet Plus", teachers should actively promote the deep integration and innovation of technology and classroom teaching such as big data, cloud computing and mobile Internet, and deploy the Internet with a completely new educational concept. In order to improve the quality of education, promote the equity of education, and realize the new normal information-based teaching of "classroom use, regular use and universal use", classroom teaching under the environment of "Internet Plus Teaching".

2.6 Big data, cloud computing, artificial intelligence and intelligent education promote the sharing of high-quality teaching resources between urban and rural areas

New technologies such as artificial intelligence, big data and cloud computing have created conditions for educational reform, making it possible for high-level education such as personalized

learning, ubiquitous learning and lifelong learning. With big data and artificial intelligence, we can record the track of the whole teaching and learning activities of students and teachers, design learning activities for students, push effective learning resources, excavate and activate students'interests, so as to realize the individualized teaching of "teaching according to aptitude" that traditional education can not achieve because of the shortage of teachers, and alleviate the imbalance of educational resources. Social problems and creating a new ecology of educational informatization.

Under the background of big data, cloud computing and wisdom education, the balanced development of urban and rural education should be based on data and accurately grasp the development trends of urban and rural education. Educators need new ways of thinking, new methods and new education models to break through bottlenecks and solve problems, and strengthen the deep integration of new generation of information technology and concepts with the field of education. Intelligent education resource platform based on big data and cloud computing can provide users with real-time, accurate, flexible and open sharing services, greatly improve the quality of education resource sharing services, and provide effective solutions to the imbalance of high-quality teaching resources in urban and rural areas, poor expansibility, duplicate construction of resources, mobile learning and other issues.

3. Conclusion

Integrating modern information technology and teaching resources, breaking the traditional teaching mode, promoting the role transformation of teachers and students, and improving the quality of education and teaching, and exploring effective ways of balanced development of urban and rural education from five aspects: policy guidance, mechanism coordination, path dependence, method demonstration and technical support, so as to realize a learning society in which everyone learns, everywhere learns and every hour learns. Entering urban and rural education balanced, coordinated and sustainable development.

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