

## Research on the Development of Rural Schools under the Background of New Rural Construction

Xing Yun<sup>1</sup>, Zuo Changlun<sup>2</sup>, Xia Changjiang<sup>3</sup>

<sup>1</sup>Jingchu University of Technology, Jingmen, 448000, Jingmen City, China

<sup>2</sup>Institute of Educational Sciences in Jingmen, 448000, Jingmen City, China

<sup>3</sup>Teaching and Research Office in Jingmen Dongbao District, 448000, Jingmen City, China

**Keywords:** New rural construction; Rural schools; Socialism

**Abstract:** Some achievements have been made in the initial proposal and exploration of building a new socialist countryside, but its purpose is to require agriculture to support industry and rural areas to support cities, and the difference between urban and rural areas is growing. In the construction of new socialist countryside, it is very necessary and rational to take the development of rural school education as a breakthrough and explore the correct way of rural education construction suitable for China's national conditions. We should attach importance to the role of rural school education in the new rural construction, reposition the role of rural school education, and study and formulate the development model of rural school education suitable for the new rural construction. The development of rural school education not only becomes an important part of rural school construction and an important carrier of rural sports culture construction, but also plays an important role in scientifically guiding and standardizing the development of new rural education. On the basis of analyzing the achievements of rural education and the restrictive factors of developing rural education at present, this paper puts forward the development countermeasures of rural schools in the process of building a new socialist countryside.

### 1. Introduction

At present, the development of rural school education in China has obviously lagged behind the needs of new rural construction for many reasons [1]. Therefore, it is necessary for us to re-examine and analyze the rural school education which plays a leading role in the construction of new rural schools. Strengthening the development of rural school education is of great practical significance to the construction of a new socialist countryside [2]. The initial proposal and exploration of the construction of a new socialist countryside have made some achievements, but its purpose is to require agriculture to support industry, rural areas to support cities, and the difference between urban and rural areas is becoming larger and larger [3]. Accordingly, the development of rural schools in this period mainly focused on the cultivation of qualified talents in building a socialist modern country. In the construction of a new socialist countryside, taking the development of rural school education as a breakthrough, it is a very necessary and rational choice to explore the correct way of rural school construction suitable for China's national conditions [4]. The development of rural school education level will not only become an important part of rural school construction and an important carrier of rural campus culture construction, but also play an important role in scientifically guiding and standardizing the development of new rural education.

With the gradual development of China's economic construction related work, it has driven the in-depth promotion of China's new rural construction related work to a certain extent, and promoted the continuous improvement of China's attention to the new rural construction related work. Rural education is closely related to rural economic development and social progress. It is an important part of building a new socialist countryside [5]. At present, the development of China's rural education is still a very weak link, and rural education has not played its due role in the construction of rural socialist spiritual civilization [6]. As an important part of the new rural construction, we should pay attention to the role of rural school development in the new rural construction, reposition

the role of rural school education, and study and formulate a rural school education development model suitable for the new rural construction.

## **2. Current situation of rural school development under the background of new rural construction**

### **2.1. The understanding of villagers in rural areas lags behind**

Generally speaking, the cultural construction of the new countryside is to preserve the essence of traditional culture and introduce the feast of modern civilization, so that the countryside, like the city, will not only keep the torrent surging in the process of modernization, but also keep the local color. In the process of vigorously promoting the construction of new rural culture, the integration and collision between traditional culture and modern civilization will always exist. On the one hand, in the preservation, transmission and innovation of rural culture, especially local dramas and handicrafts reflecting local traditions, villagers mostly adopt the attitude of indifference, abandonment and escape, which makes a large number of local customs and traditions gradually die out, and local characteristics and traditional advantages are increasingly converging [7]. As China is in the primary stage of socialism, the long-standing imbalance in the distribution of social resources has resulted in the imbalance in the development of education between cities and rural areas, between eastern and western regions, and between developed and underdeveloped regions. The spread of urban avant-garde culture and lifestyle not only brings spiritual fashion and diversified meanings to farmers, but also marginalizes the traditional survival value of rural areas. As the main position of their own lives, farmers are suppressed and rejected by a powerful external force, and cannot become masters of their own lives.

### **2.2. Rural science, education and culture are backward.**

Many villagers have cognitive deviations in their thinking, and they tend to pay too much attention to material pursuit and practical benefits from pragmatism. After having a certain economic strength, I like to put my savings into the transformation of material life, which is manifested by expanding and rebuilding family houses and buying bulk objects, so as to enhance my dignity and status in the family and the village. The orientation of educational objectives in rural schools is the core issue of implementing the education enjoyed by the majority of rural students, and the key to the deepening and success of the reform of curriculum, teaching materials, teaching methods and evaluation in rural primary and secondary schools. For a long time, China adopted the practice of developing cities first and then developing rural areas, which caused the overall backwardness of rural economy and rural social undertakings. The backwardness of educational resources and the low motivation of participation make rural children lose the same right to participate in education as urban children [8]. School education in rural areas is closely related to the development of education. Because of the changes in production methods and lifestyles, the villagers' demand for culture has also changed. Many farmers break away from the traditional farming methods of sunrise and sunset, and have more time and interest to engage in various cultural and recreational activities. Rural culture is increasingly being deconstructed irrationally in the confrontation with urban culture, gradually losing its traditional advantages and firm stand. Losing the foundation of local culture will make villagers on the verge of crisis in spirit. Rural schools are the main cultural centers in rural areas, which cannot be isolated from rural areas. They should actively establish extensive cultural dialogues with the local areas and integrate them into rural life.

## **3. Strategies to promote the development of rural schools under the background of new rural construction**

### **3.1. Rural schools and new rural construction develop simultaneously**

The goal of building a new socialist countryside is to develop production, have a comfortable life,

civilized rural style, clean and tidy village appearance and democratic management. The party and the state can achieve it by improving rural productivity, improving rural communication and adjusting industrial structure. As a rural school that plays a basic, leading and overall role in the new rural construction, it should also develop simultaneously with the new rural construction. Due to the low level of teachers in rural school education for a long time, the foundation of cultural courses of students is worse than that of urban children. In school, we should break the traditional single teaching mode and use school resources and off campus resources together. To develop rural education, we must first develop rural schools. Rural schools are places where local culture is concentrated, and school teachers are local people with high education level and most easy to accept new ideas and new technology [9]. The development of rural schools is the endogenous and sustainable driving force to promote the construction of new countryside. The whole country and the whole Party must, from the strategic height of realizing a well-off society in an all-round way and building a new socialist countryside, raise awareness that the development of rural schools plays a fundamental, leading and overall role in realizing the construction of a new socialist countryside, and give priority to running and developing rural schools.

### 3.2. Rural schools and urban schools develop simultaneously

With the implementation of the strategy of rejuvenating the country through science and education and the Hope Project, the conditions for running schools in rural schools, especially in poor and remote areas, have been greatly improved. Relevant departments must do a good job in publicity and education, and regularly organize rural residents to study science, education and culture, so as to improve farmers' quality of science, education and culture. Strengthening the financial support in rural areas can improve the rural residents' attention to education to a certain extent, and the financial support is the lower foundation. Symbiosis theory tells us that only the development of urban schools, which is the abnormal development of schools, and only the common development of rural schools and urban schools is the concrete embodiment of truly promoting the balanced development of education [10]. If rural schools want to develop synchronously with urban schools, it is necessary to accelerate the balanced and fair development of education. Figure 1 shows the network structure system of rural talent education management.



Figure 1 Network structure system of talent education management

In the balanced allocation of urban and rural educational resources, the balance between the layout structure and running conditions of urban and rural schools is the foundation, the balance of urban and rural teacher resources is the key, and the balance of student sources in urban and rural schools is a breakthrough. It is necessary to deepen the reform of the education system, school-running system, educational content and methods, improve educational efficiency, expand educational opportunities, narrow the gap between urban and rural education quality, and promote the rational and balanced allocation of urban and rural education resources to promote the process of urban and rural education equity, so that rural schools Develop together with city schools and

promote each other.

#### 4. Conclusions

Rural schools are wide in scope and large in quantity, and the level of education is related to the cultivation of talents at all levels and the development of the whole educational cause, as well as the improvement of the quality of the whole nation, and plays a key role in the whole new socialist countryside construction. Because of the different conditions and development level of each school in rural areas, the problems in each school are different. Therefore, for the rural school education, we must proceed from reality, give classified guidance, highlight key points, and promote it by layers. Developing rural school education in the construction of new countryside is an inevitable requirement of promoting the construction of new socialist countryside, which can not only train high-quality builders for the construction of new countryside, but also help to push forward the construction of spiritual civilization in new countryside. Through the analysis of the opportunities and challenges of rural school development under the background of building a new socialist countryside, this paper explores the path of rural school development, aiming at promoting the sustainable development of rural schools, keeping pace with the new rural construction and developing harmoniously with urban schools. Rural schools, as grass-roots public service organizations all over the countryside, not only undertake the important task of spreading advanced culture and scientific and technological knowledge to farmers, but also improve farmers' labor skills and storage capacity. Decision-making departments should further clarify the role of rural school education in the new rural school construction, fully realize the urgency and long-term nature of rural school education in the new period, and seize the historical opportunity of the new rural construction.

#### Acknowledgements

2019 National Educational Science Planning Project :Research on localization training model of general education teachers in rural primary schools(NO; DHA190389)

2019 School level project of Jingchu Institute of Technology: A study on the oral history of the development of rural schools in Hubei Province under the background of cultural inheritance(NO;ZD201905/651926)

#### References

- [1] Ren Jiayi. Thoughts on the construction of school-based curriculum in rural schools based on localization analysis [J]. Journal of Heilongjiang Institute of Education, 2018, v.37; No.243(02):86-88.
- [2] Kong Yangtao. Cause analysis and construction path of weak rural schools[J]. Teaching and Management, 2019, 000(006): P.27-29.
- [3] Li Zhiping. Curriculum Construction and Teacher Professional Development in Rural Schools [J]. Primary and Secondary School Principals, 2019(11):31-32.
- [4] Tang Hangran. A Preliminary Study on the Construction of New Media in Rural Schools in Border Ethnic Areas[J]. China-Foreign Exchange, 2018, 000(022):210-211.
- [5] Li Zhichao, Wu Huiqing. The spiritual crisis of rural construction and the cultural salvation of rural schools[J]. Chinese Journal of Education, 2016, No.276(04):1-5.
- [6] Yi Dongqun. Analysis and countermeasures of the construction of teachers in rural schools[J]. Electronic Journal of the New Education Era: Teacher Edition, 2017, 000(036): 244,278.
- [7] Tan Xilong. Strengthen the construction of rural schools and give full play to the role of rural schools in helping intellectuals and poverty alleviation [J]. Journal of Hubei Second Normal

University, 2018, 035(001):103-106.

[8] Yu Haihong, Lei Jihong. Research on the construction of teachers in rural "micro schools"[J]. 2021(2011-10):23-26.

[9] Dong Xingping. Problems and countermeasures in the information management of rural schools[J]. Fujian Computer, 2020, v.36(08):169-171.

[10] Du Qiangxiu, Liu Tianying. Thoughts on strengthening the construction of rural school teachers under the background of rural revitalization strategy[J]. Curriculum Education Research: Foreign Language Learning and Teaching Research, 2019, 000(019): P.278-279 ..