

Under the Fair View of the Construction of Rural Basic Education of English System

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Abstract. Educational fairness has always been a topic of great concern to the public, and the unequal education in rural and urban areas has been troubling the national governance. The education fair generally focused on education resources and teaching facilities, admission, and other fields, the microscopic equality still lack a certain degree of in-depth, as in the education fair is dominated by the policy, not equal to English teaching English teaching system construction problems such as weak has not been deeply concerned that emerge in endlessly and seriously address. Curriculum equity is the core and focus of educational equity and the key reform point to solve the imbalance between urban and rural areas in China's basic education. Among various courses, English basic education courses play an important role, which reflects the development direction and reform results of rural education, and reflects the diversified development direction of educational equity in a subtle way. A good English foundation course for rural students is not only conducive to the development of comprehensive quality of rural students, but also conducive to the advancement of teaching and learning, which is an important reflection of the fairness of urban and rural education. Based on the internal elements of the curriculum teaching system, this paper points out that there are three important stages of basic English education: curriculum planning, curriculum implementation and curriculum evaluation. It is proposed that differences should be respected in the construction of the curriculum system, the gap should be narrowed in the implementation of the curriculum, and the innovation mechanism should be embodied in the curriculum planning, so as to promote the construction of the scientific rural English basic education system.

Keywords: Fair Perspective, English Courses, Rural Education, Education Fair

1. Introduction

Education equity is an important reflection of social equity and also an extension and embodiment of social equity in the field of education. The development of economy and society not only focuses on the macro level of urban-rural integration, but also increasingly extends to the micro level such as education and medical treatment [1-2]. As an important pursuit of social equity by the masses, educational equity is not only a concrete embodiment of social equity, but also an important way to realize social equity [3]. Curriculum equity, as the embodiment of educational equity, can not only show that the education department treats every student fairly in the process of education for students in various regions, but also show the relationship between teaching process and equal teaching conditions [4]. From the perspective of the value and significance of English education itself, only fair education can achieve sustainable development. Secondly, from the perspective of individual, the fairness of English education is reflected in the guarantee of individual learning rights. Thirdly, from the perspective of building social harmony, the improvement of rural English education level can effectively alleviate social contradictions and guarantee social stability [5-6]. In general, to build a basic English education system on the basis of equity is an important basis for promoting urban-rural

integration and achieving maximum benefits with limited national financial input [7].

Foreign studies on educational equity are very extensive, and a variety of theoretical trends keep emerging, some of which even have a significant impact on western education policies [8]. For example, some American scholars put education equality on the background of social and economic equality, believing that education equality is subject to economic inequality. However, in reality, the gap between rural and urban will inevitably cause rural education level to fall far behind urban education level [9]. The scholar clearly pointed out that the tools for rural children to acquire cultural capital were vastly different from those of urban children in terms of utility and route [10]. His theory provides an important guiding basis for in-depth study of educational equity in rural and urban areas, and his research results provide theoretical guidance for educational practice, as well as important reference ideas for rural education research in China and the solution of unfair issues [11-12]. Since the 1990s, studies on equitable education in China have gradually increased, but there are also obvious defects, such as the lack of studies on the construction of rural basic education system, and most domestic scholars' studies are only superficial, but few in-depth studies [13]. On the whole, domestic researchers tend to have diversified research perspectives on educational equity. Even though the educational equity theory related to the practice of specific subjects is still insufficient, it still provides rich experience guidance for the success of education that people are satisfied with [14].

In view of the shortcomings of existing studies at home and abroad, this paper mainly conducts in-depth insights into the inequity and injustice existing in the current rural English education system. In the specific research link, this paper designed a complete interview questionnaire and distributed it in a targeted way. The returned questionnaire was compared and analyzed by SPSS 8.2, so as to analyze the solutions to break through educational inequity, promote social equity, and build a satisfactory educational cause for rural people from the actual survey results [15].

2. Method

2.1 Rural English Basic Education System Conforms to the Value Concept of Educational Equity

Educational equity is one of the value goals pursued by every society, and it is also an important manifestation of the core social values. Education equity can make human society more harmonious and orderly, and make individuals in the society tend to equalize the possibility of survival and better development opportunities by virtue of their own conditions. To put it simply, educational equity is a balanced state of redistribution of educational resources, educational opportunities and educational rights, and a social equity reflected in the field of education.

At the same time, our country is a vast country, in the process of historical development and the regional development level is not the same, the city and countryside dual structure form for a long time, education in eastern, central and western greatly for actual inequality is a fait accompli, it reflects the education resources in our country there is a obvious tendency of urbanization in the configuration. From the perspective of equity, this state clearly deserves further discussion. Because not only urban children need a good learning atmosphere, but also rural children, and even rural children are more eager to change their fate through receiving a good education than urban children. It is gratifying to see that in the process of consolidating the rural basic education, the country has really made efforts to practice the concept of educational fairness and played a positive role in the rural education system including the basic English education.

In recent years, various forms of English assessment results show that the lack of rural children's English ability has become more and more restricted rural children to a higher development platform of

the main obstacle. Without a solid rural English education as a guarantee and support, talent distribution in urban and rural areas will be seriously unbalanced, rural areas will be more difficult to catch up with the development of the city. On the other hand, with the deepening of reform and opening up, China is more and more connected with the international community, and to a certain extent, the demand for English talents has been expanded. If rural talents are not fully tapped, it will be difficult for the country to meet the demand for English talents. From the perspective of the individual development of rural children, ramping the basic English education is also the practical need of their development. For the fairness of English education, not only the fairness of the process, but also the fairness of the starting point is more important.

2.2 Determination of the Relationship between Rural English Education Equity

Rural basic education is not only an invisible guide to rural education development strategy, but also a true portrayal of different development paths between urban and rural areas. Different Angle of view can easily lead to the tilt of development focus. From the perspective of law, it will drive the government to attach importance to the perfection and implementation of education laws and regulations. From the perspective of finance, it will cause government departments to increase the investment of education funds in underdeveloped areas. To some extent, these traditional standards also promote the rapid development of China's education, especially the imbalance between urban and rural development. But as the idea of equal education sink in education in the process of from the humanism to the confidence of the people into the traditional quantitative standard has been increasingly difficult to meet the needs of the reality, cannot show more people look for in a rural education system perfect, and the improvement of the rural education system is more and more become the education fair achievements evaluation scale,

The rural English basic education system that people are satisfied with is the development innovation of the past development and evaluation model, which reflects a top-down education evaluation oriented index and is the practical implementation of the people-oriented English education. Its implementation has increased the participation and discourse power of rural people in the basic English education, formed the effect of forced reform on the higher education authorities, and broadened the channels for rural people to express themselves to the higher authorities. At the same time, it has laid a solid foundation for the realization of the basic English education in rural areas and the fairness of cities.

3. Experiment

3.1 Sample Description of Sampling Survey

This study selected three schools in a province with a large population as the practical objects for the practical investigation. This province is a famous province with a large population and correspondingly a big education province. The school-age population exceeds 32 million person-times, accounting for one tenth of the school-age population in China. At the same time, this province is a big agricultural province with obvious location, and the rural population accounts for the vast majority of the total population. In the national coordination of urban and rural education policy, how to practice the equality of urban and rural basic education, the province has a good representative. Therefore, the state of education in this province can better reflect the development level of the whole country and, to a certain extent, reveal the deep-seated problems in the construction of urban and rural English basic education system, which is an ideal sample for investigation.

3.2 Survey Design and Development

After the survey sample is selected, the most important thing is the design and implementation of the survey form. Based on the actual situation, this study took students, teachers and education authorities as the objective objects of investigation, and focused on listening to the Suggestions of rural education related personnel on the construction of basic education system, especially English majors and students.

In the specific questionnaire design, this study insists on a microcosmic standpoint, so that the survey results can truly reflect the differences in the starting point, process and results of rural English education. In the analysis of the questionnaire, this paper USES SPSS 8.2 analysis software to focus on statistical problems from the perspective of the masses, and then puts forward some personal thoughts.

This study is closely related to the research topic and has strong pertinence and objectivity, no matter from the selection of practice site, the design of survey content or the determination of survey form.

4. Discussion

4.1 Analysis of Survey Results

China's government attaches more and more importance to education and has taken measures including increasing investment and improving teaching conditions to improve the rural basic education level. The research of this paper finds that in order to improve the rural English basic education system, the national information engineering and the information construction of rural schools have basically achieved a positive drive and achieved fruitful results.

We have collected data on hardware improvement of English teaching equipment in rural schools from 2008 to 2018, as shown in table 1 below. It can be seen that no matter primary school, middle school or high school, the number of English audiovisual room, oral corner, distance education screen possession has achieved a qualitative leap.

Table 1. Changes of English teaching equipment in rural schools from 2008 to 2018

	Audiovisual room (unit: 10,000)		Oral English corner (unit: 10,000)		Distance education equipment (unit: 10,000)	
	2008	2018	2008	2018	2008	2018
High school	6.25	11.35	0.62	4.82	17.32	56.39
Junior high school	4.98	12.64	0.27	2.27	19.42	73.48
Primary school	5.27	14.53	0.05	1.31	14.72	43.24

The reform and opening up has provided great help for the development and prosperity of China's economy. Meanwhile, it has also enabled China to integrate into the whole world more quickly. The language communication barrier has gradually become a constraint to our better development. However, for a long time in the past, English courses have been more urban than rural, especially in the province in the survey. With the awakening of national consciousness and the development of rural education, rural English education career has made great progress, in this paper, from 2008 to 2018, this paper analyzes all kinds of information on the development of school English, the key is in the country and city in recent years, the number of schools is given priority to with English teaching has carried on the statistics, the results are shown in figure 1 below.

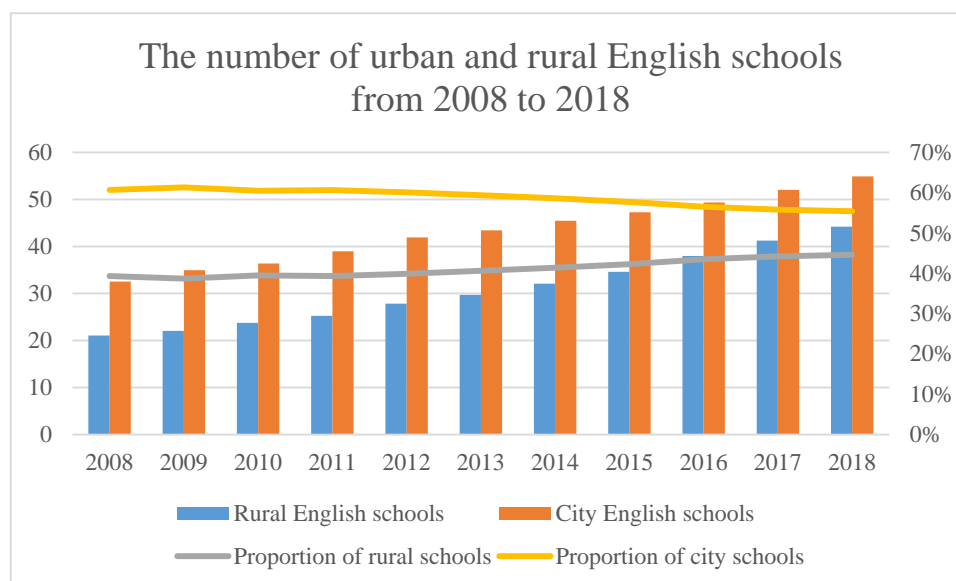


Figure 1. Sorting out the number of urban and rural English schools from 2008 to 2018

Can be seen from the above 10 years from 2008 to 2018, English education in China has obtained the very big progress, especially in rural areas, whether kindergarten English feature class or to the number of all kinds of middle school English education for expertise has increased more than twice, and city is gradually narrowing the gap, this suggests that the English education system in rural and urban look up in the process of laying a good foundation, and close to the step.

4.2 Strategies for Constructing Rural English Basic Education System

According to the above research, rural English basic education is in a very important strategic position for talents in the development of rural areas. However, the imbalance between rural education and urban education caused by natural environment, historical status, institutional regulation and other factors cannot be ignored. We must also realize that there are still some problems in rural English basic teaching system. Therefore, from the Angle of solving the problem, we need to construct the rural English education system from the following perspectives, so as to promote the development of English teaching in rural areas.

First, improve the understanding of the importance of basic English education. Encourage qualified rural areas to raise English scores in the high school entrance examination and college entrance examination; The cet-4 and cet-6 test system is introduced into the English proficiency assessment of middle schools.

Second, to increase the investment in rural English basic education by vigorously developing the economy. Therefore, it is necessary to strengthen the leading position of the government and fully realize that consolidating rural English basic education is a national behavior and plays an important strategic role in the improvement of the education system, so as to increase the investment in it and strengthen the leading role of the government.

Third, adjust the system support, strengthen English education management. We should pay attention to strengthen the support and management of English schools, all from the purpose of improving the rural students' English ability, adhere to the student-oriented.

5. Conclusion

In the overall layout of rural development, the basic position of enjoying fair education is unshakable. At the same time, we should also pay attention to some objective problems, all work to

protect rural children's growth and improve the level of rural education development for the purpose. We must fully realize that if we allow these thoughts which do not conform to the concept of educational equity to spread, we will inevitably restrict the sustainable development of our country in the future. To this end, we must adjust the policy, appropriate medicine to the case, increase investment, strengthen management, constantly solve various problems existing in reality, and comprehensively improve the quality of rural English basic education.

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