



# Practical Exploration of Rural Vernacular Curriculum in China in the Context of Rural Revitalization

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**Abstract.** The vernacular curriculum is an important part of rural education. It represents the educational philosophy of the educator and at the same time directly influences the absorption and further understanding and application of the educational content by the educated. In China, the cultural significance carried by the vernacular curriculum has been amplified with the implementation of the rural revitalisation strategy and the development of the concept of passing on excellent traditional culture. At the same time, the development of Chinese education has become more modern and scientific, and the importance attached to the all-round development of the human being in the education process has gradually increased. On this basis, this paper will analyse the concept of development and the current state of development of China's vernacular curriculum, focus on the current problems, draw on foreign experience, and propose prospects and directions regarding the development of China's vernacular curriculum. It focuses on the role of the vernacular curriculum in promoting the all-round development of human beings and the development of cultural heritage. In this way, the vernacular curriculum will become a bridge to bring into play the characteristics of the countryside and promote the sustainable development of rural education and rural revitalisation.

**Keywords:** Rural Education · Rural Revitalization · Rural Vernacular Curriculum

## 1 Introduction

Rural education is a very important part of the international education system and an important area of concern for all countries in the world. In related studies, the rural curriculum occupies a prominent position, and the impact on the development of rural education is also very prominent. In the historical background of rural China and the policy background of rural revitalization, China's rural education has received great attention and good development. The concept of "vernacular curriculum" has also attracted much attention in this context, and has been initially practiced in some regions across the country, and has now entered a new stage of development. At present, most of the research on Chinese vernacular courses is mainly based on case studies, focusing on

the development of local curriculum in the region, content design and other content. The main problems are: the main body of curriculum development is relatively limited, mainly rural teachers, lack of scientific and systematic. The design of the course content is relatively simple, and the efficiency of the use of rural resources, the combination effect with the existing curriculum, and the level of creation of characteristic courses should be further improved. This paper will focus on the development concept and development status of Chinese vernacular curriculum, focus on existing problems, learn from foreign experience, and put forward feasible suggestions for the future development of vernacular curriculum.

## **2 Concept for the Development of the Vernacular Curriculum**

### **2.1 Literacy-Oriented: Offering More Possibilities for the Holistic Development of Rural Students**

Under the traditional Chinese concept of education, education is people-oriented and is meant to be the ultimate goal of human development. In the context of rural revitalisation, talents are the top priority in promoting rural development to serve rural revitalisation. The development of the countryside curriculum should also be innovative and practical around the centre of cultivating a sound personality in rural students.

In terms of theories related to this, American educator Wendell Berry's philosophy of rural education has been very influential. He believed that the perfection of human nature is closely related to the land, and that the aim of rural schools should be to perfect human nature and promote individual well-being, and in turn focus on the mutual care of rural residents to achieve development from the individual to the collective [1]. Integrate vernacular curriculum into rural education, it can be understood that the development of the rural curriculum cannot be separated from the countryside itself and the rural school, with the countryside itself being the main source of curriculum content and the rural school being the main place where the vernacular curriculum is implemented, linking the development of rural students to the vernacular curriculum through school education. In turn, the individual student is linked to the village community and further development is achieved.

The local curriculum will focus on the development of rural students, linking their own development to that of the countryside and integrating them into the process of rural revitalisation. By imparting knowledge of rural agriculture, understanding basic general knowledge of life and promoting the professional values of a modern farmer, it will better fill the knowledge gaps of rural students nowadays and help them to become more familiar with the skills related to rural life, gain a deeper understanding of the values involved and enhance their self-confidence from the countryside, thus providing them with more possibilities for their future development.

### **2.2 Teaching Optimization: Developing Local Courses to Fill Gaps in the Curriculum and Improve Teaching Effectiveness**

The concept of vernacular curriculum is relative to the national curriculum and local curriculum. As a special curriculum for rural education, it exists mainly in rural schools and is a kind of school-based curriculum.

Under the influence of China's urbanization in recent decades, there is a huge gap between urban and rural education, mainly in terms of teacher strength, teaching equipment and teaching philosophy. In terms of ways and means of bridging the gap, one can choose to seek help from the city, while at the same time, one can also choose to dig deeper and make full use of rural resources. The latter is the case with the local curriculum, which is an effective supplement to the modern curriculum in rural education, making up for the lack of content and teaching formats in the existing school curriculum.

It can be divided into the following two levels of elaboration. First, the vernacular curriculum can rely on the unique humanistic and geographical environment of the countryside in which it is located, making full use of the countryside's topography, biological resources, historical traditions, folk culture and other outstanding materials to enrich teaching content, expand teaching venues, combine existing curriculum teaching with vernacular factors, and carry out activities such as field learning to stimulate students' interest in learning and improve their learning efficiency. At the same time, it promotes students' understanding of the rural landscape, learning about the countryside and reshaping the sentiment of the countryside.

Second, the vernacular curriculum takes the village as the unit and the village school as the main body and develops distinctive and lively local curriculum and vernacular materials in an organised manner. The vernacular curriculum can be based on it to become an independent local speciality class, integrated with music, physical education, art and other arts classes. In turn, it can enrich the teaching content, innovate the teaching form and help students to relax physically and mentally outside of their subject studies. At the same time, artistic specialities can be cultivated, which is more conducive to the all-round development of students [2].

### **2.3 Culture-Centred: Reflecting the Distinctive Local Culture and Passing on the Local Culture**

The concept of the vernacular curriculum focuses on the "countryside", which is not only a spatial concept, but more importantly an internal cultural meaning and spiritual repository for the individual. This gives a sense of responsibility and mission to the individual's behaviour in the countryside. This is a value influenced by Chinese history and tradition, which reflects the Chinese sentiment for the countryside. Thus, rural education is not only a spatial and temporal concept in the process of urbanization, but also a value and a role in cultural transmission [3].

In the last decade or so, China has placed great emphasis on the preservation, transmission and innovation of traditional culture. Traditional culture originally comes from life, and the countryside is the soil in which it grows. However, due to the influence of urban culture, most rural schools are more concerned with how to develop like the city, and the students they produce are more concerned with how to integrate into the city, thus weakening the value of local culture in rural schools.

The local curriculum can be interpreted as a continuation of the natural resources and cultural traditions of the countryside, and a transmission of the national spirit. To a certain extent, this can improve the current situation where rural schools do not pay enough attention to local culture. The development and implementation of the vernacular curriculum should pay more attention to rural students' feelings about rural life, their

experience of rural culture, and the cultivation of their values of loving and building the countryside. This will enable them to re-establish their self-confidence and pride in their local culture, and lay a solid cultural and ideological foundation for the students' future development.

### **3 Current Status of Vernacular Curriculum Development and Implementation**

#### **3.1 Policy Support for Vernacular Curriculum**

In recent years, rural education has become an increasing focus of attention in the Chinese educational context, and social attention has been raised. This is mainly due to the implementation of the rural revitalisation strategy, which has seen a certain inclination towards rural education in terms of national policy. In the process, full attention has been paid to the important role played by education in rural development. It has also been stressed in the relevant reports that the revitalisation of the countryside should be premised on the revitalisation of education, so as to cultivate talents for all-round development for the development of the countryside and lay the foundation for the rural revitalisation strategy.

Under the educational situation of China's new curriculum reform, the school-based curriculum has become the focus of the new curriculum reform. Its focus is on curriculum expansion beyond the national and local curricula to provide more possibilities for the all-round development of students. Guidelines for the development of school-based curricula have been developed to guide and direct schools, while at the same time focusing on the initiative and creativity in the selection of content and implementation of school-based curricula. The construction and implementation of school-based curricula in rural schools is the main form of the vernacular curriculum.

As an important part of the implementation and development of rural education, the vernacular curriculum has also received some attention and support, and has been developed to some extent. The outline of the basic education curriculum reform promulgated at the beginning of this century established a three-tier management system for curriculum management at national and local schools, and supported the introduction of local ethnic culture and vernacular knowledge into the classrooms of basic education by means of school-based curricula. And in the process of promoting the rural revitalization strategy, much attention is paid to building and developing school curriculums [4]. It encourages the strengthening of links between rural schools and village communities, the in-depth exploration of regional vernacular cultural resources, the development of school curricula, the improvement of school curriculum systems, the improvement of the quality of education and teaching, and the promotion of greater development for students. Related to this, the "safeguarding of intangible cultural heritage", which has been promoted in the cultural sector in various regions, has been combined with education to promote the introduction of ethnic culture into the classroom in primary and secondary schools in the education system. The construction of teaching materials has been standardised, and social forces, such as public interest organisations, have also contributed to this.

The development of rural education and the vernacular curriculum has received significant policy support in China, but due to the large population base and the complexity of social issues, it will take some time before the policy is implemented and becomes effective.

### 3.2 The Teaching Practice of Vernacular Curriculum in Schools

In the process of national policy to promote the development and construction of local curriculum, many schools have made many attempts and practices in the development and implementation of local curriculum. In the process of the national policy to promote the development and implementation of the vernacular curriculum, many schools have experimented with the development and implementation of the vernacular curriculum.

For higher education institutions, China's Northeast Normal University has been conducting research on rural education and vernacular curriculum for more than 10 years. Starting from July 2019, the China Rural Education Development Institute of Northeast Normal University and Xiang Rong Public Welfare Foundation have jointly launched the Rural Education Development Initiative." The "Rural Education for the Future: New Rural Curriculum" is an important part of this initiative. In the view of the director, the new local curriculum has a catalytic effect on both students and teachers. In the process of learning, students develop their local emotions, promote their local cultural identity and develop their individual cognition, enhancing the spiritual value of their development. In the process of teaching, teachers can transform and develop their own views on students, teaching and teachers, and stimulate their enthusiasm and creativity in education, reshaping their sense of professional well-being as rural teachers [5].

The first is labour education, which is related to the rural way of life; the second is joint education related to school subjects, mainly English, history and geography; and the third is a supplement to the arts curriculum, such as music and art.

In terms of labour education, Wangdao Primary School in Guanrao County, Dongying City, Shandong Province, has fully explored the unique local labour resources and built six local labour practice bases, including the "Agriculture+" campus labour base and the "Ecology+" off-campus practice base, to create a labour culture and cultivate the labour character of students [6].

In the process of linking local resources with English teaching in Nanning, Guangxi Province, the local environment is used as the curriculum context, and exemplary figures from the hometown are used as the main content of curriculum teaching, thus enhancing students' sense of identification with their hometown culture [7].

Relying on the superior geographical conditions of Guilin, the secondary school affiliated to Guangxi Normal University in Guilin offers special classes on the topic of vernacular geography and combines it with the corresponding curriculum of physical geography to establish a vernacular geography curriculum resource bank, so that students can conduct research in the process of learning and thus enhance the awareness of loving and serving their hometowns [8].

Le'an Middle School in Xiamen, Fujian Province, uses vernacular history resources for interspersed and thematic teaching, especially combining the development of modern Chinese history with local cultural attractions and historical monuments in Xiamen to provide rich historical resources for history teaching [9].

Changshun County, Guizhou Province, has expanded its vernacular curriculum resources with participatory teaching, combining traditional classroom teaching with hands-on practice for students, integrating folk music, art and bilingual teaching into classroom debriefings, and allowing students to learn about vernacular culture on their own [10].

There is some practice in many schools in the development of the vernacular curriculum, but nationally it has only been tried on a pilot basis and has not been popularised, and further development along the way is needed.

### 3.3 Dilemmas in the Development of Chinese Vernacular Curriculum

At present, the construction and implementation of the rural curriculum in China has been developed to a certain extent under the impetus of rural revitalisation, but there are also many difficulties.

In terms of curriculum objectives, the value choice of rural education mainly exists in two orientations: leaving the countryside and serving the countryside. The rural curriculum is based on this and is more inclined to the direction of serving the countryside. The emphasis on the importance of rural development asserts that people should be trained who identify with rural culture and adapt to and meet rural development. As a result, the current vernacular curriculum is less concerned with the long-term development of rural children and the sustainable and optimal development of rural society. In most cases, the rural talents produced are only passively adapted to the functioning of rural society, making it difficult for them to lead and promote the development of traditional rural society in an innovative way [11].

In terms of curriculum content, many rural courses are currently organised in a rather haphazard manner, lacking professionalism and lacking in curriculum design and planning by professionals. The treatment of rural resources is mostly superficial, with only the actual rural resources being transported without innovative development. As a result, the teaching effectiveness of the vernacular curriculum is also adversely affected [11].

According to the research conducted by Hainan Normal College for 16 rural primary and secondary schools in Hainan Province, it can be learned that more than 60% of rural teachers do not understand the connotation and characteristics of rural curriculum resources and do not know how to use the rural curriculum resources to develop school-based curriculum. As a result, the depth and breadth of the development of local curriculum resources and the results achieved are very limited. This is reflected in the fact that teachers' use of vernacular curriculum resources only accounts for 22.2% of the total curriculum resources used. The content used is also concentrated on customs and traditions, history, geography and typical people and events. The development of the local curriculum in Hainan Province is mostly the work of individual teachers, and the development of the whole curriculum at school level is not yet widespread. The form of overall development is relatively homogeneous and relies heavily on teachers teaching in the form of thematic activities as part of their classroom design process. The teachers interviewed also listed the lack of research guidance as one of the key influencing factors [12].

In terms of teaching practice, on the one hand, rural teachers have a weak foundation in vernacular culture and need to further understand and integrate vernacular culture themselves, rather than being able to be good promoters of vernacular curricula. This is mainly due to the accelerating modernisation process in China, where the professionalisation of the teaching profession has become the focus of development, to the neglect of the vernacular nature of the rural teaching profession. The policy of directed training and employment, which began at the end of the last century to train native teachers for the countryside, has had some success in terms of the number of teachers. However, the local culture of the villages was not included as an important part of the training process, and as a result, the cultural strengths of the local teachers were not highlighted either [11].

On the other hand, there are limitations and enclosures in the venues where the curriculum is implemented. The integration of fields and campuses needs to be further improved. The main causes of this phenomenon can be broken down according to the responsible parties: the lack of unified leadership from the educational authorities, as well as the correct values and scientific design concepts. Rural schools lack attention to building a team of teachers and advanced ideas and initiatives to develop school-based curricula and school-based teaching materials. Teachers do not have the knowledge and experience to integrate local culture into the existing curriculum, and are unable to create specialised curricula with local characteristics.

## **4 Foreign Experience and Prospect of Chinese Rural Vernacular Curriculum**

### **4.1 Relevant Initiatives in Other Countries Can Provide Lessons**

#### **4.1.1 Problem Orientation is the Basic Strategy for the Development of Rural Education**

From the perspective of the world as a whole, rural education is a common form of education in all countries and is an integral organisational part of education as a whole. All countries have paid prominent attention to the development of rural education in the process of promoting national modernisation. The curriculum design of rural education is a very important part of it. In particular, the practical experience of some developed countries in the development of rural education and the development of rural curricula is inspiring and worthy of our learning and reference.

Problem orientation is the basic strategy for the development of rural education in all countries. In the process of modernisation and development, the lack of capacity for rural development has become a common problem worldwide. Each country has formulated a variety of development policies according to its own development situation, but the basic principle of problem-orientation is common. In adhering to the problem-orientation process, the categorisation of schools is implemented and differentiated around the basic conditions of teachers and students, the geographical environment of the school and the hardware facilities. It also focuses on the procedural nature of policy implementation and the individualisation of the measures themselves. These three steps allow us to think about how to implement policies and bring out the characteristics of the curriculum in the development of China's vernacular curriculum [13].

#### **4.1.2 “Adequate Education” is the Bottom Line and Guarantee for the Development of Rural Areas**

“Adequate education” is the bottom line and guarantee for the development of rural areas in all countries. The first concern is to ensure the adequacy of teachers in rural schools. In Canada, for example, they focus on strengthening the rural teaching force. The federal government has created a variety of teaching positions in remote rural school districts, employing cultural supervisors, curriculum specialists, various substitute teachers, teaching assistants and resource teachers to improve the current situation of rural teacher shortage. A link between urban and rural areas is being built, with specialist teachers taking on the job of communicating and providing professional guidance in the development of rural curricula [13].

The next concern is to improve the utilisation of school resources. One is to make use of the various resources available to schools when they carry out education, but also to open up school resources to the community. Canada has introduced vocational education in primary and secondary schools, expanding the functions of schools to make them multifunctional places of learning and practice, both for students to learn and for the local people to help with some of the practical problems of their working lives. There are some Canadian rural schools that have auto repair shops, which serve as both a practical base for students and a community service agency, and educational resources are put to good use. Secondly, the educational resources vacated by the withdrawal of schools and the integration of schools are fully utilised. In Japan, there are many different ways to reuse abandoned schools. They have turned unused classrooms into after-school clubs for children and schools into educational or rural museums. Based on practice, they have compiled a selection of 50 Examples of Abandoned School Renovation, which focuses on local experiences and actively promotes the rational use of abandoned schools [13].

The development of China’s vernacular curriculum should focus on its role in promoting rural education, as well as its beneficial impact on rural revitalisation and rural society. At the same time, there is a need to constantly think about how to use vernacular resources efficiently in the design and development of the curriculum, all of which are reflections given to us by foreign experiences.

#### **4.1.3 Home Education and Internet Education for Rural Education**

In the process of developing rural education, foreign countries attach great importance to the important role played by family education, and it is a common practice to regulate the implementation of family education by law. In Finland, for example, they have introduced a national reading programme in the form of a law, which has created a strong reading atmosphere in society as a whole and in families, with reading being the most common leisure activity in 41% of Dutch secondary schools today. There is also a strong focus on the promotion of information technology in education for rural education. In Sweden, for example, their distance education is mainly aimed at remote areas, especially remote rural groups. They pay great attention to the construction of ICT courses and their integration with other courses to develop students’ ability to learn independently and to improve the quality and effectiveness of learning through the development of their information literacy and competence [13].



## **4.2 Prospect of Chinese Rural Vernacular Curriculum**

### **4.2.1 Linking Intangible Cultural Heritage to the Vernacular Curriculum**

In recent years, China has vigorously promoted the protection and transmission of intangible cultural heritage (ICH), focusing on the learning, protection and transmission of traditional culture. Under the guidance of this value, ICH activities have been carried out in schools across the country to bring ICH into the most vibrant learning spaces, so that students can learn about ICH and fall in love with it in the process of hands-on learning and practice. However, according to our knowledge, most of these activities are carried out in schools in urban areas, mainly in the form of geneticists coming into schools and teaching classes. Rural schools have less access to such activities. Only in some areas, such as Inner Mongolia, where minority cultures are very rich and strong, have there been attempts to introduce activities in rural schools. But what should not be overlooked is that intangible cultural heritage itself is derived from the culture of the countryside, from real life. The countryside is the soil that nurtures its growth and development. The protection and transmission of intangible cultural heritage should be returned to its original state, so that intangible heritage can play a role in life, and not just as an art.

Bringing the learning, preservation and transmission of intangible cultural heritage into rural schools is mutually beneficial for both. The heritage of intangible cultural heritage needs to be passed on to the next generation, but when it comes to urban schools, it is mostly the students' hobby and interest in intangible cultural heritage that will be difficult to pass on. However, going to rural schools can provide another opportunity for students to develop and contribute to the heritage. At the same time, most rural schools in China lack music, art and other art classes, and the relevant kinds of non-genetic inheritance can be a good way to fill this gap. Let localised and ethnic music and art enter rural primary and secondary schools to create a vernacular cultural atmosphere and cultivate students' sentiments.

### **4.2.2 Connecting the Vernacular Curriculum to Home Education**

The Law of the People's Republic of China on the Promotion of Family Education, which came into force on 1 January 2022, is a major step forward in the legal regulation of family education in China.

In this regard, China can learn from the relevant initiatives and experiences of foreign countries. The focus is on the development of family-based reading habits in rural areas, with reading supplementing some of the shortcomings of home education itself. Focus on the links and communication between parents and school teachers, and the need for parents to be involved in the activities organised by the school. And on the basis of this, a number of nationwide activities to educate the countryside about special knowledge and involve a wider range of people.

The problem of family education in China's rural education stems mainly from the lack of fatherly and motherly love of children brought about by migrant workers. The key issue is how to make up for this lack. In Canada and Italy, for example, there is a system of "compulsory parental leave" to stay with children, which is a strong legal and institutional framework for family education in rural areas. Our country can adapt this

to its own situation by organising regular activities in schools, both online and offline, to facilitate communication between parents and children [14].

### 4.2.3 Using Information Technology to Develop Vernacular Curriculums

Nowadays, with the rapid development of technology, the development of rural education also needs to follow the development trend of information technology. In the development and construction of rural curricula, the Internet can also provide more sources of information and a platform for publicity, thus promoting the development of the characteristics of rural curricula and expanding its scope of influence.

At the beginning of the development of Internet-based rural education, what needs to be addressed is the issue of the relevant facilities in rural schools. According to certain understanding, it is known that rural students access the Internet classes mainly in the form of mobile phones with the help of parents, and there are some families without computers. In most rural schools, there is a shortage of multimedia equipment. A prerequisite for promoting rural education in the form of the Internet is to make multimedia resources available to more rural students [15].

In China, there have been a number of practices relating to the Internet and the local classroom, but most of them focus on the promotion of subject teaching and learning, but there is still little integration with local culture and local culture, mostly in the form of the creation of teaching contexts. The combination of the local curriculum and the Internet can be used as a basis for creating cultural lessons, mainly adjusting classroom content to the learning of local culture and the practice of related content. In turn, local online classroom resources can be formed and disseminated to online classes and video platforms in the form of the internet to increase the cultural influence of the local area.

## 5 Conclusion

In the context of the rural revitalisation strategy, rural education in China has received great social attention and developed well. The “local curriculum” is a key element of rural education practice and rural education research, and more and more universities and experts are conducting special research on the local curriculum. Research on the further development of the vernacular curriculum needs to focus on the concept of curriculum development, in the process focusing on its connection with the educated, education and teaching, and rural culture, adhering to the concept of human-centred development, serving an education system with Chinese characteristics, and providing more assistance for the future development of rural students. At the same time, it is necessary to analyse the current situation of the development of the vernacular curriculum and focus on issues with Chinese characteristics. In particular, the main body of teaching practice of the vernacular curriculum needs to be further improved, so that those who are really familiar with the vernacular culture can carry out teaching, and more assistance can be provided by schools and the government to better promote the optimisation of the objectives, content and practice of the vernacular curriculum in various aspects. At the same time, drawing on relevant foreign experience, and on this basis, rural education should be combined with intangible cultural heritage, family education and internet

education, in order to seek a more diversified and modern development direction for rural education. In the future, the main focus should be on how to combine the rural curriculum with the latest educational achievements, compensate for its shortcomings, develop its strengths, better promote its characteristic and modern development, promote educational equity and improve the quality of education.

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