



Study on the Development of Rural Primary Education in the Context of Rural Revitalization Strategy

-Take X city and B county as an example

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Abstract. The proposal of rural revitalization strategy has greatly promoted the construction of rural elementary school teacher team and the development of rural education. In recent years, with the development of urban economy, the rural population outflow is serious, the student population of rural elementary school is decreasing year by year, and the problems of insufficient resources of teachers and backward teaching facilities in rural elementary school have long plagued the local education departments. This paper takes County B as an example to analyze and discuss the current problems faced by rural elementary school, and to provide suggestions for the development of rural primary education in County B.

Keywords: Rural revitalization; Rural primary schools; Education

1 Introduction

Rural education, as the cornerstone of Chinese education, is of great significance to Chinese education and plays an irreplaceable role in the strategic layout of rural revitalization.¹ Rural schools are mainly run by the local government, while rural schools are run by townships; Rural primary schools aim to provide basic education in the primary stage of primary school. Primary education is the most basic education that the public receives.² Rural primary education refers to the basic educational activities carried out in rural areas. Rural primary schools are the beginning of educational enlightenment and cultural dissemination.

In the context of rural revitalization, taking the issue of primary school education in B County as the starting point, we aim to narrow the urban-rural education gap in B County, inject more development momentum into rural revitalization with high-quality education, and achieve talent revitalization and education revitalization in B County's rural primary schools. Therefore, this article focuses on exploring the fundamental reasons for the problems in rural primary school education and proposing solutions.

Firstly, the rural primary schools in County B face problems such as imbalanced educational development, imbalanced urban-rural resource allocation, insufficient teaching staff in rural primary schools, and unreasonable school layout. Analyze the existing problems and propose corresponding solutions to effectively solve the actual problems, thereby improving their educational level and teaching quality.

Secondly, promote the economic development and social stability of County B. Basic education is a highly external undertaking that plays a significant role in narrowing income disparities, enhancing local residents' democratic and environmental awareness. The level of residents' quality is positively correlated with their education level, and the popularization of education can improve the quality of residents.

2 The intrinsic link between the rural revitalization strategy and rural primary education

2.1 Rural revitalization strategy provides direction for the development of rural education

The rural revitalization strategy is based on vigorously developing the rural economy as the overall focus, and is the key to enhancing urban-rural relations and enhancing coordinated development between urban and rural areas.³ It is a major strategic decision to build a modern strong country. With the development of rural areas and the continuous loss of rural population, a vicious cycle has emerged in rural basic education: economic development, teaching facilities, and inadequate teaching staff have led to an annual decrease in the number of teachers and students in rural primary schools, and a decrease in the number of students.⁴ As a result, the implementation of the rural strategy not only points out the direction for the development of rural education, but also provides material support for the development of rural education.

2.2 Rural revitalization strategy to provide institutional guarantee for rural education development

In June 2018, the Central Committee of the Communist Party of China and the State Council officially issued the "Rural Revitalization Strategic Plan (2018-2022)", which clarified the goals, tasks, and approaches of rural construction, and formulated a series of major projects, plans, and measures. With the call of the Party and the country for "rural revitalization", more talents are pouring into the countryside, contributing to the construction and development of the countryside. The addition of fresh blood has revitalized the countryside once again.

2.3 Rural Primary Schools as an Important Base for Nurturing Rural Talents

Human resources are an extremely important element of society and indispensable for rural development. Rural primary schools are an important base for rural talent cultivation, and the future development of rural areas is closely related to them. Therefore,

in order to revitalize rural areas, it is necessary to focus on cultivating talents, fully leverage the role of talents, and ensure that they are retained and useful.

3 SWOT Analysis of Rural Primary Education Development

The SWOT analysis method (also known as TOWS analysis method), also known as situational analysis method, was proposed by management professor Werrick from the University of San Francisco in the early 1980s and is often used in enterprise strategy formulation, competitor analysis, and other occasions.⁵ By evaluating its own strengths, weaknesses, opportunities, and threats in external competition, this method can be used to conduct systematic research on the scenarios in which the research object is located, and develop corresponding development strategies based on the research results. This article takes the development of rural primary education in County B as the starting point, analyzing the advantages, disadvantages, opportunities, and threats of its primary education development.⁶

3.1 Analysis of the strengths of rural primary education development in County B

3.1.1 Geographical advantages.

County B is located in the eastern part of Sichuan, adjacent to Chongqing, and is a forefront of Sichuan Chongqing cooperation. It is also an important city in the upper reaches of the Yangtze River Economic Belt. 90 kilometers from B County to Chongqing, 80 kilometers from Cuntan Bonded Port, and 40 kilometers from Liangjiang New Area. The Baomao and Shanghai Chengdu expressways intersect in the southern suburbs of the county seat. National highways 210 and 350 run through the county seat, while national, provincial, and township roads are interconnected within County B. Most rural primary schools are located near township roads, making transportation more convenient.

3.1.2 Cultural advantages

County B has a profound cultural heritage. Hongyan, the prototype of Xu Yunfeng, the hero of the novel "Hongyan", Li Zhun, the naval commander of Guangdong who declared the sovereignty of the the Xisha Islands during the Guangxu period, and You Xuecheng, the soldier following Chairman Mao's revolution are all historical figures of County B. The deeds of these historical figures have a profound impact on future generations, inspiring generations after generations of descendants.

3.2 Analysis of disadvantages in the development of rural primary education in County B

3.2.1 Economic backwardness

Through research on the salaries and infrastructure construction of rural primary school teachers in County B, it was found that there is a shortage of funds for teacher salaries and school infrastructure construction in rural primary schools in County B. It has been found that there are significant differences in educational support funds between different regions due to different geographical locations, regions, and conditions. If the development of rural basic education lacks economic resources as support, the future development is empty talk. The economic development of a region is closely related to the development of local rural primary schools.

3.2.2 Infrastructure insecurity

Due to a shortage of educational funds, its basic teaching facilities cannot be well met. Most rural primary school teachers' dormitories and offices have a relatively small area, and there are very few teacher dormitories, which is not too inconvenient for teachers who are far from home. If rural teachers are dissatisfied with the campus environment as a result, it will affect their teaching efficiency. The basic facilities of rural primary schools and the supporting facilities around schools, directly affect the development of rural school education and teaching work.

3.2.3 Lack of scientific decision-making monitoring by local governments

Due to the widening urban-rural gap, a large number of students from rural schools have flooded into cities and towns. However, some rural students still need to receive basic education in rural primary schools. The relevant departments' collection of information on the existing sources of students and teaching resources in rural primary schools is relatively backward, such as the number of students, teacher allocation, classes, and other detailed information of rural primary schools in County B, which cannot be found in the information published by the local education bureau. Primary schools and local governments in County B are unable to conduct long-term and effective dynamic monitoring of the development of rural primary education in County B due to various internal and external factors. The lack of accurate monitoring will seriously affect the scientificity and accuracy of their site selection and planning.

3.2.4 Serious brain drain in education

The teaching and living environment of rural primary schools is relatively backward, and the salary and welfare benefits of rural teachers are lower than those of urban teachers. There is no detailed announcement on the promotion mechanism of rural primary school teachers, and there is a lack of effective promotion mechanisms. Due to the limited number of teachers in rural primary schools and the poor teaching environment, there are significant difficulties in the recruitment process of teachers. When facing complex teaching tasks, part-time teachers may not be able to meet their ex-

pectations and their level is difficult to guarantee. Due to salary issues, many rural teachers seek their own way out, which can lead to a shortage of teacher resources.

3.3 Analysis of opportunities for development of rural primary education in County B

3.3.1 Rural revitalization strategy support

In terms of rural revitalization strategy, County B is at the forefront. Actively monitoring rural development, adhering to the overall requirements of "prosperous industry, livable ecology, civilized rural culture, effective governance, and prosperous living", vigorously developing regional characteristic industries, promoting local economic development, and building rural primary schools and repairing the existing infrastructure of rural primary schools according to the students in the region.

3.3.2 Chengdu-Chongqing Economic Circle Policy Support

County B is located at the core of the Chengdu Chongqing dual city economic circle, which is of great significance for promoting the high-quality development of rural primary education. By grasping the policy support of the Chengdu Chongqing Economic Circle, local governments have introduced a large number of basic education talents to teach at the frontline of rural primary schools, filling the original imbalance in the talent structure of rural primary schools, and promoting the development of rural education.

3.4 Analysis of challenges to the development of rural primary education in County B

3.4.1 Low investment in education and increased demand for education services

At present, the main problem faced by the development of rural primary education is insufficient educational funds. The fundamental reason for the shortage of funds for rural primary school education is also due to the backwardness of regional economic development. Therefore, the investment in education funds in County B is insufficient, and the special funds for rural primary school education are also very limited. From the past, the education funds invested in rural primary schools in County B have been increasing year by year, but the quality requirements of rural education by the public are also increasing. In addition, the education level of urban primary schools is improving at a faster rate than that of rural primary schools every year, which leads to a contradiction between the public's requirements for rural primary schools and the current situation of rural primary schools.

3.4.2 Lack of scientific decision-making mechanisms, professional dynamic monitoring techniques

The location and layout of rural primary schools need to be determined comprehensively based on the number of local primary school students, economic development, distance between villages, and scientific predictions. County B lacks a scientific and accurate dynamic monitoring mechanism in the practice of rural primary school site selection and layout, resulting in the planning work of rural primary schools relying solely on past experience. The lack of effective institutional guarantees and scientific decision-making mechanisms has led to rural schools being disoriented in terms of location and layout, and only exploring during the experimental stage, resulting in a significant waste of educational resources.

4 Countermeasures to address existing problems in rural primary education

4.1 Strengthening the implementation of government functions and increasing financial support

The implementation of the rural revitalization strategy has greatly affected the construction of rural primary schools. Although there are fewer and fewer students and schools in rural areas, rural education cannot be ignored. It is not only necessary to do it well, but also to do it well and not let the countryside become an empty nest. To solve the problem of funding for rural primary school education, we can start from two aspects: on the one hand, the Party and the state should increase the importance of rural primary schools and provide certain policy support. Through the "tangible hand", we can reasonably regulate the gap in the education field and provide financial support. On the other hand, local governments need to fully fulfill their economic construction functions, not only relying on the support of central finance, but also to expand their sources and reduce costs, expand their financial revenue, and ensure the investment of funds for the development of rural primary education.

4.2 Strengthening the infrastructure of rural elementary school

Due to economic development and educational environment, it is difficult to obtain high-quality educational resources in rural areas. It is necessary to strengthen infrastructure construction to bridge the urban-rural gap. Local governments and school leaders must fully recognize the importance of infrastructure construction in rural primary schools, alleviate the shortage of teaching resources in rural primary schools by improving infrastructure construction, and fully guarantee the living and working environment of teachers, student learning places, and extracurricular places.

4.3 Establishment of dynamic monitoring and scientific decision-making mechanisms

The actual situation of rural primary school education development is not static. Local governments must make scientific decisions when planning and selecting sites. Governments at all levels follow unified policies and scientifically arrange and coordinate follow-up dynamic monitoring work based on decision-making mechanisms. Governments at all levels should collaborate with relevant departments, such as the Education Bureau, to make scientific predictions about the education situation in the local area based on the actual situation, including the local population, source of students, education, etc. Based on the investigation results, establish a monitoring system that matches the local situation, and provide suggestions for the development of rural schools by monitoring the development of rural education.

4.4 Optimizing the teacher management system and narrowing the gap between urban and rural education

4.4.1 Strengthen the comprehensive quality competence of teachers and improve the relevance of teacher training

In rural schools, in addition to some retired teachers, new teachers are constantly added every year. Therefore, in the training of rural primary school teachers, it is necessary to attach importance to the comprehensive quality training of teachers, improve their comprehensive quality, and strengthen the cultivation of primary school teachers in response to the current situation of insufficient teachers and large classes in rural primary schools, in order to solve the problem of imbalanced talent structure in rural primary schools. If conditions permit, it is possible to consider merging classes, which can not only reduce teachers' teaching time but also alleviate the problem of insufficient teaching staff.

4.4.2 Improve the system of exchanging teachers between urban and rural areas and implement urban-rural linkages within the region

Enhance the cooperation, exchange, and interaction between urban and rural teachers, in order to enhance the teaching ability of rural teachers. By improving the communication mechanism between urban and rural teachers, urban teachers can learn from each other in terms of teaching concepts and methods. At the same time, we should strengthen the sharing of urban and rural online teaching resources, realize the interaction between urban and rural areas, narrow the teaching gap between urban and rural areas by means of "Internet plus education", and establish a "bridge" between rural primary schools and schools in developed areas through policies to maximize the improvement of rural teaching level the development of rural education.

4.4.3 Strengthening the cultivation of rural teachers' native feelings

Rural teachers are given more significance in the rural revitalization strategy, playing the roles of "value guides", "civilization guides", "cultural inheritors", and "life boosters" in rural transformation. So, in terms of teacher training, it is necessary to attach importance to the "nostalgia" of rural teachers, so that they can wholeheartedly devote themselves to the development of rural education, contribute their youth to the revitalization of rural education, and shine for the realization of rural revitalization!⁷

5 Conclusion

Rural revitalization cannot be separated from the fundamental task of education revitalization.⁸ The deep development of rural education is the key to achieving rural revitalization and advancing common prosperity in China. This article is based on the rural education situation in X County and B City under the background of rural revitalization strategy, and conducts a SWOT analysis of rural primary education. It is not difficult to see that there are problems in rural education and teaching, such as outdated teaching facilities, lack of educational talent teams, and difficulty in highlighting the role of the government. Nowadays, rural education needs more social attention and government support.⁹ Promoting the continuous growth of rural education teams and the injection of effective facilities and funds will contribute to the implementation of rural revitalization strategies in the field of education.

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