



# Research on Countermeasures to Promote High Quality Development of Rural Education under the Background of Rural Revitalization

Lichen Zhang

College of Public Finance and Administration, Harbin University of Commerce,  
Harbin, 150028, China

15246427287@qq.com

**Abstract.** With the continuous promotion of the rural revitalization strategy, the development of rural education has received widespread attention from society. The revitalization of rural education is an important path to achieve rural revitalization, and the revitalization of rural education is an innovative development for the victory of rural poverty alleviation. However, due to the relative scarcity of economic, cultural, and educational resources in rural areas, the education situation in China generally suffers from uneven distribution of urban and rural education resources, insufficient teaching staff in rural areas, and neglect of the cultivation of comprehensive qualities of rural students. In response to the shortcomings of rural schools, an optimized path for the high-level development of rural education is proposed: increasing investment in rural education resources, strengthening the rural teaching talent team, attaching importance to the cultivation of students' comprehensive qualities, aiming to promote the high-quality development of rural school teaching level and achieve the comprehensive revitalization of rural areas.

**Keywords:** rural revitalization, high-quality development of rural education

## 1 The Connotation of Achieving Balanced Development of Urban and Rural Education under the Background of Rural Revitalization

### 1.1 Promote Rural Revitalization Comprehensively through Rural Education Revitalization

The report of the 20th National Congress of the Communist Party of China emphasized that "education, science and technology, and talent are the fundamental and strategic supports for the comprehensive construction of a socialist modernized country", and that it is necessary to "accelerate the high-quality and balanced development of compulsory education and urban-rural integration, and optimize the allocation of regional education resources". This important discourse has pointed out the direction of progress

© The Author(s) 2024

F. Zeng et al. (eds.), *Proceedings of the 2024 7th International Conference on Humanities Education and Social Sciences (ICHESS 2024)*, Advances in Social Science, Education and Humanities Research 887,

[https://doi.org/10.2991/978-2-38476-323-8\\_4](https://doi.org/10.2991/978-2-38476-323-8_4)

and provided fundamental guidance for the work of compulsory education in the new era. The revitalization of rural education is an important measure to promote the realization of rural revitalization. The revitalization of rural education is related to the future development direction of rural society. The development of rural education requires governments at all levels to design and implement corresponding measures according to the current education situation in their respective regions, to help coordinate the education level in rural areas with that in urban areas, to achieve high-quality development of education in rural areas, to achieve urban-rural education integration, and to ensure equal educational opportunities<sup>1</sup>.

## **1.2 Innovative Development to Achieve Rural Poverty Alleviation**

The victory in poverty alleviation is an important milestone in the development of socialism with Chinese characteristics, and consolidating the fruits of rural poverty alleviation is of great significance<sup>2</sup>. To achieve poverty alleviation in rural areas, we cannot just focus on the economy. Education is the most fundamental and sustainable force to alleviate poverty, and the most effective measure to block intergenerational transmission of poverty. Cultivating new generations of rural people with the highest quality education is an important measure to promote the high-quality development of rural education in the new era. Consolidating the victorious fruits of rural poverty alleviation and achieving rural revitalization, the high-quality development of education is also an important symbol of achieving rural revitalization. Rural education empowers the comprehensive revitalization of rural areas, and the development of rural education revitalization is conducive to promoting balanced social development. In the new era, the Party and the state attach great importance to the development of rural education<sup>3</sup>. Rural education should closely focus on the overall requirements of poverty alleviation and rural revitalization strategies, seize opportunities for development, and achieve comprehensive revitalization of rural education<sup>4</sup>.

## **2 The Manifestation of Backward Development of Rural Education**

### **2.1 Unequal Distribution of Educational Resources between Urban and Rural Areas**

Educational resources are the most fundamental guarantee for ensuring equal access to education for urban and rural students. Rural schools often lag behind in curriculum design, teaching strategies, and evaluation systems, often due to limitations in regional and economic levels, and lack effective measures in educational reform<sup>7</sup>. With the rapid development of the economy in recent years, the Chinese government has continuously increased its investment in education. Education investment in China is generally focused on cities and key schools. Urban key schools receive the highest education funding, followed by general cities and counties, rural schools have the lowest, and remote mountainous areas have even lower funding. According to the survey, the

average annual education budget in cities is more than 2.5 times that in rural areas. In 2015, the investment in urban education in China was 4.5 billion yuan, while the investment in rural education was 1.3 billion yuan. The investment in urban education was more than three times that of rural education. Only with investment can we achieve better development, and only with fair and reasonable investment in education can we balance urban and rural education. With the smooth implementation of rural tax and fee reform and the orderly promotion of socialist new rural construction, China's rural education has made certain progress. However, the overall weak situation of rural education has not been fundamentally reversed, and the ability of education to serve rural economic and social development urgently needs to be strengthened. The issue of financial support for rural education needs further analysis. The investment of educational resources is an important financial guarantee for ensuring the improvement of educational facilities in rural schools, and the backwardness of rural educational facilities is an important factor restricting the development of rural education. At present, rural schools in China are generally facing the dilemma of lacking educational facilities, with old and dilapidated school buildings and a lack of advanced teaching tools and equipment; The lack of laboratories and experimental equipment corresponding to the teaching curriculum has resulted in students' learning content only staying at theoretical knowledge without practical activities, thereby limiting the opportunities for rural students to engage in practical learning.

## **2.2 There is a Shortage of Teaching Staff in Rural Areas**

Against the backdrop of "comprehensively promoting rural revitalization", rural education has gradually attracted public attention. However, in terms of the overall development of the rural education team, there are still many problems to be solved. If these problems cannot be effectively resolved, the overall quality of the rural teacher team will be difficult to meet the overall requirements of promoting rural revitalization in China at this stage. Due to the relatively backward objective environment and inconvenient transportation in rural areas, the economic foundation determines the superstructure, so teachers tend to choose urban areas with better economic conditions when choosing job positions. Weak economic conditions are the most direct reason affecting rural education. Except for a few undergraduate students who choose to return to work as teachers, there are few non local students who apply for teacher positions in rural areas, resulting in a shortage of teacher positions every year. At the same time, in more remote areas, the aging of teachers is more serious, and the loss of young teacher resources is severe. Nowadays, in most rural schools in China, there is a situation where one teacher holds multiple positions. Usually, mathematics teachers have to take on other extracurricular courses while teaching mathematics subjects, and even one teacher holds classes for all subjects. There is a lack of full-time teachers in sports, arts, foreign languages, etc., which leads to the widespread phenomenon of teachers taking on too many concurrent classes and presents a serious problem of structural shortage of teacher subjects.

### **2.3 Neglecting the Cultivation of Comprehensive Qualities of Rural Students**

China is currently in the wave of educational reform, emphasizing the cultivation of talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills. The all-round development of individuals requires quality education to break free from the shackles of exam oriented education. With the advancement of urbanization, rural culture is gradually marginalized, and the rural nature of education is also reduced. And quality education can promote students' comprehensive development. Quality education cultivates students' innovative spirit and practical ability, improves students' cognitive ability, and promotes students' comprehensive development. At present, rural schools only focus on cultural courses for students' education, and their education mainly focuses on exam oriented subjects<sup>5</sup>.

## **3 Optimizing the High-quality Development Path of Rural Education**

### **3.1 Increase Investment in Rural Education Resources**

Educational resources are the foundation for organizing educational activities, and ensuring sufficient supply of educational resources is crucial for ensuring efficient teaching activities.

The development of rural education in China is generally lagging behind and urgently needs support from various levels of finance. In order to achieve the revitalization and development of rural basic education, local governments need to strengthen the scientific investment of fiscal funds in basic education and achieve rational use. Firstly, gradually increase the amount of financial investment<sup>68</sup>. Governments at all levels, especially the central government, should increase the total investment in rural education while increasing the proportion of education funds to GDP and the proportion of education expenditure to fiscal expenditure. We can consider establishing a benchmark system for rural education funding and improving the education investment mechanism that mainly relies on public financial investment to raise funds for rural education through multiple channels. Financial support is an important way to solve the education dilemma in rural schools. In response to the current rural education in China, the government needs to increase funding investment, tilt financial support towards rural areas, optimize the supply of financial resources, accurately budget education funds, and improve the utilization rate of funds. At the same time, it is necessary to implement financial support for education in rural and remote areas to ensure fair distribution of rural education resources in various regions. With the support of fiscal funds, improving the teaching facilities of rural schools, optimizing the teaching environment, enriching basic teaching resources, and laying a solid foundation for the development of rural education.

### **3.2 Strengthening the Rural Teaching Team**

The professional responsibility of rural teachers is irreplaceable, which is manifested in the fact that the educational and teaching work undertaken by rural teachers can only be completed by rural teachers<sup>6</sup>. Teachers are the primary productive force for the development of rural education, and building a high-level rural teaching team is the top priority for the development of rural schools. Regarding the current teaching staff in rural schools, relevant teacher welfare policies should be formulated to attract more teachers to work in rural schools. For subjects such as English and arts and sports, rural primary schools generally lack specialized teaching staff for courses, and it is necessary to attract teaching staff by appropriately improving teacher salaries. Encourage urban teachers to move to surrounding rural schools, strengthen communication and interaction between urban and rural teachers, and drive and improve the teaching level of rural teachers. Meanwhile, cultivating teacher trainees through targeted training. Let outstanding graduates serve the countryside and inject fresh vitality into the rural teaching staff. To plan the teacher staffing reasonably, it is necessary to divide various staffing ratios in detail, based on the actual scale of rural schools, to stimulate the professional enthusiasm of rural teachers as much as possible, attract teachers to stay and teach, retain talents for the rural teacher team, and achieve high-quality development of teaching level in rural schools.

### **3.3 Emphasize the Cultivation of Students' Comprehensive Qualities**

Aesthetic education is an emotional education that particularly requires attention to people's experiences and feelings during their growth process. In the concept of "educating students through art education", the key is to value the comprehensive development of students and sincerely care for and guide their value orientation. In order to encourage students' comprehensive development and enhance their abilities, school education should not be primarily focused on exam oriented education, but should pay attention to the cultivation of students' comprehensive abilities. . In order to promote the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor skills, rural schools should establish relevant learning courses, such as music and art classes, while ensuring the supply of corresponding teaching facilities, cultivating students' extracurricular interests, promoting the comprehensive development of students' morality, intelligence, physical fitness, and aesthetics, optimizing the relevant teaching team, and comprehensively improving students' overall quality. Transform and improve teaching infrastructure, optimize subject teacher allocation, establish and improve a supplementary mechanism for rural school music, sports, and aesthetics teachers, strive to narrow the gap between urban and rural music, sports, and aesthetics education, and promote the integration of urban and rural education. At the same time, gradually improve the facilities for music, sports, and art education in schools, increase the implementation and activity space of music and art courses in schools, and promote the comprehensive, balanced, and coordinated development of rural school education.

## 4 Conclusion

In the context of rural revitalization, the high-quality development of rural education is of great significance to the realization of rural revitalization. Promoting the balanced development of urban and rural education is conducive to eliminating the barriers to the development of urban and rural education and realizing the equity of education. The high-quality development of rural education is an innovative development to achieve poverty alleviation in rural areas, and rural revitalization enables the development of rural education. Due to the current development of rural education, there are some defects in the setting of educational resources, teachers and curriculum system. Therefore, this paper proposes to increase the input of rural education resources, strengthen the rural teachers, enrich the curriculum, and encourage the overall improvement of students' comprehensive quality, so as to achieve high-quality development of rural education.

## References

1. Jia Yunpeng, Peng Jin, Liu Qingxiu Value orientation of educational resource allocation: review, reflection, and reconstruction [J] *Education and Economy*, 2023, 39 (04): 89-96
2. Dong Wanjun Research on the Challenges and Countermeasures of Rural Teacher Team Construction under the Background of Rural Revitalization [J] *Neijiang Technology*, 2024, 45 (03): 44-45+123
3. Chen Yimei, Sun Rongui Analysis of Educational Financial Support Issues in New Rural Construction: A Case Study of Huize County, Yunnan Province [J] *Economic Research Guide*, 2013, (33): 129-137+264
4. Gong Baocheng The professional development dilemma and solution of rural teachers: from the perspective of local knowledge *Course Textbook Teaching Method*, 2019,39 (03): 126-130.
5. Wang Jing Research on the Challenges and Paths of Building the Rural Art Education Teacher Team under the Background of Rural Revitalization [J] *The Voice of the Yellow River*, 2023 (24): 179-181. DOI: 10.19340/j.cnki. hhzs. 2023.24.016
6. Wu Liangkui. Contradictions, Characteristics, and Social Support System Construction of Professional Development of Rural Teachers [J]. *Education Development Research*, 2015, (24)
7. Zhang Xueren Research on the Guarantee Mechanism of Rural Small scale School Construction in Hebei Province from the Perspective of Urban Rural Education Integration [J] *Science and Education Guide*, 2024, (15): 141-143
8. Yang Yanbing, Lin Yan'e Research on Basic Education Guarantee in Shaanxi Province under the Rural Revitalization Strategy [J] *Journal of Shaanxi Radio and Television University*, 2020, 22 (02): 41-44

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

