

Study of Distribution Problems of China's Compulsory Education Resources in the New Era

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Abstract—With the deepening of reform and opening up, the Party Central Committee, with General Secretary Xi Jinping as its core, has profoundly realized that the principal social contradiction in our country has changed. Taking education as an example, people greatly respond to the unequal distribution of educational resources in the compulsory education phase, thereby seriously hampering people's yearning for fairness and justice and a better life. From the perspective of principal social contradiction of our country in the new era to make a guidance for the equal distribution of China's compulsory education resources, we can find effective countermeasures so as to resolve social conflicts and promote social harmony.

Keywords—China's Principal social conflicts; In the new era; Equal distribution of China's compulsory education resources; Countermeasures

I. OVERVIEW OF CHINA'S PRINCIPAL SOCIAL CONTRADICTIONS AND THEIR COURSE

As told by Maxism, contradictions are the fundamental attribute of things and promote the development of things. It can be said that the fundamental driving force of social development process is the principal contradictions originating from society. The essence of the principal social contradiction is to stipulate the basic nature and trends of the social development process, and at the same time it has also plays a fundamental role in promoting the development of social history. Since the founding of People's Republic of China, the Chinese Communist Party, in accordance with the specific national conditions of our country at each stage, has made judgments about the direction of the principal social contradictions in face of each situation in different phases. The basic course is shown as follows.

First, in 1956, the 8th National Congress of the Communist Party of China was successfully held in Beijing. Against a background of socialist transformation of private ownership of productive means basically completed in most parts of the country, it was pointed out at the congress that the principal contradiction within the country was the one "between the requirement of the people in establishing an advanced industrial country and backward agricultural country", and the one resulted from the need of the people for rapid economic and cultural development which fell short of their requirements [1]. From the proposal backdrop of principal contraction in this stage to its subsequent concrete practices, China's GDP has grown by nearly twice [2]. It can be said that

it is the basic judgement based on the specific circumstances of that time in the process of socialist transformation.

Next, the 10th Plenary Session of the 8th Central Committee was held in Beijing in 1962. Our Party made an incorrect analysis of social contradiction at that time, and carried forward the viewpoint that "the contradiction between the proletariat and the bourgeoisie remained the principal contradiction in the society in the entire historical stage of socialism." [3] Due to insufficient understanding by people of this new thing socialism at the initial stage of socialist construction and the lack of experience, significant deviations appeared in our party's identification of principal social contradiction during that period, which is responsible for huge losses suffered by the Communist Party and the country.

Then, after the process of Bringing Order out of Chaos, the 6th Plenary Session of the 11th Central Committee was successfully held in 1981. Our Party made a new judgment on the social contradiction at that time and pointed out that "after the basic completion of the socialist transformation, the principal contradiction that Chinese society faced was the one "between the ever-growing material and cultural needs of the people and backward social production".[4] The judgement on the principal contradiction in that period shows that Chinese Communist Party has the courage to uphold truth and correct errors, which also provided great support for China's economic development setting sail toward a new era of reform and opening up.

Nowadays, the 19th National Congress of the Communist Party of China is successfully convened in Beijing. Against the backdrop that this meeting takes place during the decisive stage in building a moderately prosperous society in all respects, the meeting makes a judgement that what China now faces is the contradiction between unbalanced and inadequate development and the people's ever-growing needs for a better life [5]. China still remains in the primary stage of socialism. As pointed out in the report, the unbalanced and inadequate development has become a major problem, illustrating the historical role of the Central Committee with General Secretary Xi Jinping as the core.

According to the above review of the historical process of the principal social contradictions in our country, it is easy to find that the Communist Party of China, as a political party, has always insisted on emancipating the mind, seeking truth from facts, advancing with the times, and being realistic and pragmatic. At the 19th National Congress, when summing up education issues, General Secretary Xi Jinping pointed out: "Strengthening education is fundamental to our pursuit of national rejuvenation. Therefore, We must give priority to education, speed up educational modernization, and develop education that people are satisfied with. We should fully implement the Party's education policy, fostering virtue through education, enhancing our students' well-rounded development, promoting fairness in education, and nurturing a new generation of capable young people who have a good and all-round moral, intellectual, physical, and aesthetical grounding and are well-prepared to join the socialist cause. We will promote the coordinated development of compulsory education in urban and rural areas, while giving particular attention to rural areas. We will improve preschool education, special needs education, and online education, make senior secondary education universally available, and strive to see that each and every child has fair access to good education." [5] This is a program of action for China's education issue in the new era. It also shows that the issue of equal compulsory education is still exceptionally prominent in the new era. Against the new era, using the ideological connotation of new contradictions as a starting point for solving the problem of unequal distribution of education resources in China's compulsory education phase, it is possible to not only improve the theoretical system of principal social contradictions through concrete practices in the new era, but also improve this phenomenon and promote the harmonious and stable development of the society.

II. STATUS QUO OF CHINA'S COMPULSORY EDUCATIONAL RESOURCES AND ITS REASONS

The country's prosperity and development depend on education. The development of the education system is an important factor in testing whether the country is strong. Compulsory education is the right that every citizen should enjoy at a suitable stage, and the equal distribution of educational resources is the fundamental approach to achieve this purpose. Doing jobs well in compulsory education also lays a good foundation for future education. Therefore, it can be said that compulsory education is the foothold of the entire education system.

Currently, China is in a decisive stage of building a moderately prosperous society in all respects. In particular, after fully implementing a policy of allowing each couple to have two children, many families still cannot afford the child's initial education costs. This phenomenon is particularly prominent in rural areas in China. Article 2 for the Compulsory Education Law of the People's Republic are explicitly defined as "the compulsory education is the education which is implemented uniformly by the state and shall be received by all school-age children and adolescents. It is a public welfare cause that shall be guaranteed by the state. No tuition or miscellaneous fee should be charged in the

implementation of compulsory education." First, this policy ravel out concerns of many families. Second, compulsory education covers a higher and wider range of children. In the new era, learning knowledge is an essential part. Until today, China has basically popularized nine-year compulsory education and basically eliminated illiteracy and semi-illiteracy, where there are still some existing problems.

A. *Status Quo of Resource Distribution in China's Compulsory Education Phase*

First of all, China's compulsory education resources have obvious differences between urban and rural areas. Launched at the right time, a TV show called X-change was produced by Hunan TV. In this show, the differences in the unequal distribution of the compulsory educational resources in both urban and rural areas are reflected in the intuitive screen. This show features city-bred children changing places with their counterparts from a poverty-stricken village for one week. Children switching lives in urban and rural areas all feel a huge gap and psychological burden when entering a new living environment, and this exchange of identity roles also makes the gap between urban and rural education directly be shown in front of the audiences.

Second, the environment for compulsory education in rural areas in China needs to be modified. Although compulsory education has been well popularized in rural areas, there are still various factors that hinder the comprehensive achievement of this goal. Many families give up making school-aged students receive compulsory education because their children are on a long distance to school and can only walk. Some families give up because they still have no change in their understanding of compulsory education. With knowing this policy, they still choose to abandon the opportunity because they feel that it is useless for children to receive compulsory education. At the same time, the long distance will bring information delays. The development of new things and information about politics cannot be delivered to these students at the earliest time, thereby leading to delays in learning about new things are caused among these students.

Finally, the distribution of urban compulsory educational resources is also unequal. Because of the unequal distribution of educational resources, many social problems occur. Many families hope that their children can receive the best education at a young age and study from best teachers, which propels prices of school district houses. Though quality education has been implemented for many years, credibility gap still exists in many places in most of the time. For example, education authorities require students to be decompressed, but parents are always afraid that their children cannot receive better education resources than other students, so they try their best to get tutors and make up classes for their children. The reasons for these social hot issues are all due to the unequal distribution of educational resources.

B. Reasons for Problems in Resource Distribution in China's Compulsory Education Phase

First of all, the degree of emphasis on compulsory education in urban and rural areas is different. As for the education issue of children, since the starting point of education in rural areas and cities is different, the purpose they want to achieve is also different. Compared with rural families, urban families are more concerned with the education phases of children. In urban areas, it is universally acknowledged that receiving compulsory education is to lay the foundation for subsequent education and is the first step to nurture the child's talent. From information feedback in all aspects, one can see that there are differences in the level of concern for compulsory education between urban and rural areas

Second, there is insufficient understanding of the objective and subjective environment of rural compulsory education. In China's rural areas, even if the coverage of compulsory education has greatly increased, the development of compulsory education will also be hindered by a variety of reasons. For example, children in many families need to take the mountain path for several hours on the way to school. Far distances, poor road conditions, small children, and other reasons will cause that many families are still unwilling to send their children to go to school. From the perspective of school, teaching resources are greatly limited because of these objective reasons. In addition, there are differences in subjective understanding. Facing the busy farm work each year, many rural families come up with the idea of making school-age children who should go to school and take compulsory education help farm work at home. The majority of them are boys, and girls' degrees of attention they received in rural areas make them more likely to lose their rights of receiving education.

Finally, urban compulsory education has not been completely equal in resource allocation. Although urban compulsory education has been universally popularized, the problem of unequal distribution of educational resources still raises a series of social problems, such as the social hot topic "school district houses", a social problem arising from educational issues. From parents' points of view, obtaining a real estate permit for a good school district house is equivalent to sending the child to a good primary and secondary school, which has laid a solid foundation for entering a prestigious university. Therefore, in addition to being nourished by traditional cultures such as the "Mencius' Mother Moving Three Times", in the huge temptation of sending their children to "brand universities", many families would not hesitate to imply significant investments of money. It is the unequal distribution of educational resources that leads to the emergence of the social phenomenon of "school district houses".

III. THE SPECIFIC WAYS AND SIGNIFICANCE OF SOLVING THE PROBLEM

The report of the 19th CPC National Congress is far-reaching and causes a strong reaction of the whole society. The report provides a program of action for securing a decisive victory in building a moderately prosperous society in all respects. From the perspective of the principal contradiction in our country in the new era to view the compulsory education issues, and by integrating the new ideas and new theories of the 19th CPC National Congress into the real allocation of China's compulsory educational resources, we can find effective solutions that are in line with reality. The specific ways to address unequal distribution of China's compulsory education resources are as follows.

First, advance urban and rural integration in a coordinated manner and strive to narrow differences. Taking Tianjin as an example, "teachers in urban and rural primary schools in Tianjin have significant differences in their views on teaching ($t = 5.420$, $p = 0.000 < 0.05$). Urban teachers are superior to rural teachers in views on teaching." [6] In this survey we can easily see the differentiation between urban and rural areas. However, from the perspective of the principal social contradiction in the new era, it will undoubtedly make the development of compulsory education more time-efficient in the action plan, and ultimately achieve the goal of narrowing the gap between urban and rural areas in China's compulsory education.

Second, we must firmly implement the strategy of "Rejuvenating the Countryside." This requires us that in the process of developing compulsory education, we must value the impact of relevant factors on promoting compulsory education. These factors include the policy that will involve the physical and mental health guarantee of students such as road construction, the adequacy of teaching software and hardware, and the policies that inspire young outstanding teachers to actively respond to work as a volunteer teacher. Under the preconditions that these problems will be solved satisfactorily, rural compulsory education and related work will be carried out more smoothly.

Third, increase investment to narrow the gap in the educational resources allocation between and within the cities. The unequal distribution of educational resources is related to the social environment of "unbalanced and inadequate development." According to a report, "in terms of teachers, no matter the education background of teachers, teacher-student ratio, and the proportion of promotion in a higher professional title, or the opportunities to obtain advanced studies and gain honors of special grade teachers, the key schools take a more superior status; the differences in equipment and school buildings are also huge." [7] When educational resources reach this state of balance, social conflicts will be effectively relieved, thereby promoting social harmony.

The theory of the principal social contradiction in our country in the new era provides guidance for our socialist cause, especially China's equal allocation of compulsory educational resources. Integrating the principal social contradiction into the equal distribution of China's

compulsory educational resources possesses distinct theoretical and practical significance.

A. Theoretical Significance

First, the theory of principal social contradiction in China in the new era points out the direction of the equal distribution of China's compulsory education resources. Without doubt, the theory of principal social contradiction in the new era is another theoretical innovation in the sinicization of Marxism. The basis for making major historic judgments on principal social contradiction in the new era comes from our Party's fine style of work. The introduction of principal social contradiction in our country in the new era shows that our Party and country have a more comprehensive and accurate grasp of the needs of the people. In this process, we will always stick to constantly satisfying people's pursuit of a better life. We also need to make up-to-date researches and analysis on the characteristics of the times and development rules that the masses need. All of these provide a strong theoretical basis for the formation and development of Xi Jinping Thoughts on Socialism with Chinese Characteristics for a New Era and the concrete path of practices. On the issue of how to formulate the party's guidelines, policies, and strategies, it also provides a theoretical basis.

Second, it provides action guidelines for China's construction of a modern economic system and equal distribution of educational resources. According to the dialectical relation between economic base and superstructure, education, as an important component of the superstructures, promotes or hinders the economic base. Based on the present and looking forward to the future, if we want to witness that this problem is effectively solved, we need to pay more attention to social equity in the process of social development. Through methods such as continuous elimination of the "Three Gaps" and vigorous development and improvement in quality and efficiency, all the people can truly enjoy the fruits of reform and opening up and development.

B. Practical Significance

First, the improvement of fairness of the compulsory education phase provides the impetus for the decisive victory in building a moderately prosperous society in all respects. The solution of unfairness in China's compulsory education phase will help to better cultivate the successors of the socialist cause and provide intellectual support in building a moderately prosperous society in all respects.

Second, improvement on the equal distribution of resources in China's compulsory education phase, to some extent, has relieved social contradictions in China. The social hot problems caused by the unequal distribution of educational resources have always been great concerns to the public. Hot problems, if not handled properly, will stimulate social conflicts. Studying and implementing the Xi Jinping Thoughts on Socialism with Chinese Characteristics for a New Era is conducive to thoroughly solving the problem of unequal distribution of resources in China's compulsory education phase and reducing social conflicts.

IV. CONCLUSION

Through the above review of the distribution of China's compulsory educational resources, it has been found that there are problems of unequal distribution of resources in urban and rural areas, in townships, and in cities, manifesting the contradiction between people's needs for better education and unequal and unbalanced development. As shown in "ASK" produced by Xi'an Radio and Television Station, a program enables ruling party to communicate with the public through the television media on public affairs and the public to participate in the political affairs, the unequal distribution of compulsory educational resources can inevitably cause huge social problems, and the problem of resource allocation needs to be solved urgently. Based on Xi Jinping Thoughts on Socialism with Chinese Characteristics for a New Era, this paper proposes specific countermeasures to deal with the unequal distribution of China's compulsory education resources, thereby providing theoretical guidance and intellectual support for solving the current principal social contradiction in our country.

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