

# Research on the Current Situation of Preschool Education Resource Allocation and Optimizing Countermeasures from the Perspective of Urban and Rural Development

Haiying Zhang

Cangzhou Normal University, Cangzhou 061001, Hebei, China.

Fund Project: Social Science Fund of Hebei Province in 2016: Research on the current situation and optimization countermeasures of preschool education resource allocation from the perspective of urban and rural integrated development (project number HB16JY007).

**Abstract :** Urban-rural coordination is an important reform and development strategy advocated by the state. It connects my country's cities and rural areas closely, unified deployment, coordinated planning, and comprehensive consideration, so as to establish an integrated urban-rural development pattern and lay the foundation for my country to achieve a well-off society in an all-round way. However, at present, the problem of uneven development of my country's education system is serious, especially the preschool education level is more prominent, which has a certain restrictive effect on accelerating the overall development of urban and rural areas. This paper analyzes the current situation of pre-school education resource allocation and proposes specific optimization countermeasures from the perspective of urban and rural overall development, in order to help improve the uneven development of preschool education and lay a solid foundation for the overall development of urban and rural education.

**Keywords :** Urban and Rural Development; Preschool Education; Resource Allocation; Status Quo; Optimization Countermeasures

Preschool education is the beginning of early childhood education, and it is of great significance in the national basic education system. In recent years, my country has issued a number of guidance documents on the development of preschool education, aiming to increase financial investment to promote the development of preschool education. At the same time, with the enhancement of modern education concepts, people pay more and more attention to preschool education. However, there are still some thorny problems in preschool education in our country, especially in the uneven development of urban and rural areas. For example, the unreasonable distribution of urban and rural resources in preschool education and the large polarization have made the development of preschool education in rural areas of our country slow and become our country's urban and rural areas. Coordinate the weak forces in development. In view of this, how to effectively shorten the gap between urban and rural preschool education and realize the harmony and unity of urban and rural preschool education is a major issue that needs to be solved urgently in the development of education in my country.

## 1. Analysis of the current situation of urban and rural preschool education resources allocation

### 1.1 Differences in funding for preschool education between urban and rural areas

At present, the total amount of funds invested in preschool education in my country is seriously low in the entire education system, and is affected by the development of the dualization of urban and rural economy. The funds invested in rural preschool education in my country are even more insufficient, compared with urban areas. It is less than half of the ratio, and there is obviously a big difference between urban and rural preschool education funding. It can be seen that the current insufficient

Copyright © 2021 Haiying Zhang

doi: 10.18686/ahe.v5i2.3375

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

investment in education funds is an important factor restricting the development of preschool education, and the significant disparity in investment in preschool education between urban and rural areas has become an obvious objective factor for the unbalanced development of urban and rural preschool education.

### **1.2 There is a difference in the number of kindergartens between urban and rural areas**

With the opening of the two-child policy, the number of children between 3 and 6 years old in my country's rural areas has increased in recent years, and the rural area is wide and the residence is highly dispersed, which has a higher demand for early childhood education. At the same time, according to statistics, our country's rural infant population has accounted for more than two-thirds of our country's total infant population. According to this data, theoretically, the number of rural kindergartens in my country should be at least not less than half of the national kindergartens. However, it can be seen from the development trend of preschool education that the current number of rural kindergartens is obviously insufficient, and there are still some problems that school-age children cannot enter school in many rural areas. The main reason is the insufficient number of rural kindergartens and the disparity in supply and demand. The rural areas cannot be fully popularized.

### **1.3 There are differences in the strength of urban and rural preschool teachers**

At present, the teachers of preschool education kindergartens in my country's urban and rural areas are seriously out of balance, which is a long-term practical problem. Due to the relatively lagging rural economy, the obvious shortage of kindergartens and the large number of children in the class, the work load of kindergarten teachers is usually greater but the salary is generally low, and personal career development is still relatively limited, which leads to a high turnover rate of kindergarten teachers. The staffing of rural kindergarten teachers is seriously inadequate. Correspondingly, due to the shortage of kindergarten teachers, the teachers of rural kindergartens in our country are also very weak. The proportion of kindergarten teachers who can hold a certificate is only 30%. The quality of teaching is therefore not guaranteed, which is not conducive to the construction and development of the teacher team of rural kindergartens.

### **1.4 There are differences in the hardware of urban and rural kindergartens**

In our country, there are obvious differences in the conditions such as the school site, area, facilities, environment, etc., of urban and rural kindergartens, and the rural school resources are relatively backward. These problems are mainly embodied in various aspects such as the poor site, small area, lack of facilities and equipment, insufficient book collection, poor diet and environment in rural kindergartens. Many rural kindergartens are private in nature, with low investment costs, limited conditions, lack of teachers, and most kindergarten teachers have no certificated experience. The teaching mode is mainly instillation education, and they don't know how to design teaching activities in accordance with their aptitude. Usually, there is a lot of early childhood education. The phenomenon of primary schooling is also not conducive to the growth and development of children.

### **1.5 There are differences in the quality of preschool education between urban and rural areas**

Due to differences in localization, there are certain differences between urban and rural children before entering kindergartens. Firstly, urban children's quality of life and conditions, parental education awareness and level are more advanced than rural children, so it is reflected before children enter the kindergarten. There is a certain disparity in personal expression ability, practical ability, thinking ability and so on. Secondly, during the children's schooling period, urban children have better educational conditions, and their teaching and activity venues, facilities, learning environment, and dietary standards are more superior than those of rural children. Furthermore, due to the differences in school-running concepts, educational management levels, and teaching staff, there are also certain deviations in the teaching objectives of urban and rural education.

## **2. Optimizing strategies to realize the coordinated development of urban and rural preschool education**

### **2.1 Attach importance to educational planning and coordinate the development of rural preschool education**

In order to realize the unified development of urban and rural pre-school education and realize the popularization of pre-school education in rural areas, the national government and financial departments should clarify their responsibilities. First, rural pre-school education should be included in the overall new rural construction plan, and regional governments should focus on supporting remote rural areas. For regional kindergartens, the proportion of pre-university education funds should be added to the financial budget to increase and speed up the construction of rural kindergartens. In particular, some remote villages should pay full attention to the rational layout of kindergartens. In addition, the financing of rural kindergartens should achieve the development of diversified channels as much as possible,

and build an investment mechanism with government financial support as the main and social response and participation as a supplement to help realize the coordinated development of urban and rural preschool education <sup>[1]</sup>.

## **2.2 Construct a rural preschool education management system and clarify the management responsibilities of each department**

In view of the imperfections in the current rural preschool education management system and the unclear management responsibilities of various departments, it is necessary to further build and form a complete rural preschool education management system. National and regional government departments should take the initiative to implement the upper-level guidance documents and policies, clarify the management responsibilities of each department, improve the related work system and management methods of kindergartens, formulate standardized school running and charging standards, and form an effective access and supervision system. Strengthen the management of pre-chemistry education and promote the unified standardization of rural kindergartens. At the same time, the education departments of all regions should set up special administrative staff to strengthen the detailed responsibilities of the district, county and township government departments in the management of rural preschool education. In addition, there are mostly various private small workshop kindergartens in the villages, and various departments must strengthen management and supervision and incorporate them into the rural preschool education system to form a unified management and play an educational supplementary function.

## **2.3 Improve the treatment of rural kindergarten teachers and guarantee pre-school education teachers**

At present, low salary and insufficient teachers in rural preschool education are common problems. Educating talents is the basic guarantee for effective implementation of educational activities. The lack of talents is extremely detrimental to the planning and development of rural preschool education in my country. Therefore, governments at all levels and relevant departments should improve the salary level of rural kindergarten teachers as soon as possible, and enhance the overall professionalism of kindergarten teachers. First of all, the salary of rural kindergarten teachers should be incorporated into the financial system to further strengthen the funding of rural preschool education, and then solve the problems of rural kindergarten teachers' enrollment and enjoyment of social security benefits, so as to improve their salary standards and social status. Make them increase their motivation and work confidence, and enhance their work initiative <sup>[2]</sup>. In addition, it is necessary to expand the channels of educational talents, increase employment guidance in colleges and universities, encourage college students majoring in preschool education to actively devote themselves to rural preschool education, attract more professionals to seek development in the countryside, and integrate new forces for the running of rural preschool education. Vigorously promote the rapid development of rural early childhood education.

In addition, it is necessary to further improve the teacher improvement mechanism, carry out learning training through the leadership of the education department and professional teaching and research personnel, and provide supervision and assessment, establish a training and learning network for preschool teachers in rural kindergartens, improve the concept of rural preschool education, and strengthen the strength of teachers, to promote the scientific development of rural preschool education.

## **References**

1. Liao Y. A review of researches on the balanced development of urban and rural preschool education. *Contemporary Education Forum* 2016; (2): 64-69.
2. Zhuang A, Ke L. Analysis of urban-rural differences in preschool education resources and countermeasures. *Education and Teaching Research* 2015; (10): 10-14+58.