

Research on the Problem of Education Inequality in the Era of COVID-19 Pandemic and Rapid Development of Science and Technology

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Abstract: With the continuous development of information technology, it has brought great convenience to people's life, but it has also further widened the digital divide and information asymmetry, resulting in unfair phenomenon in various fields. Based on the instrumental rationality of information technology, this paper analyzes the problem of educational inequity in the era of epidemics and the rapid development of science and technology. This inequity is reflected between classes, regions and genders. This inequity is reflected among classes, regions and genders. In order to make up for these inequalities as much as possible, customer service information technology tends to be utilitarian, and corresponding strategies are proposed. Starting from updating the concept of educational development, strengthening guidance, and building an educational information platform, in order to promote the equal development of society.

Keywords: Science and Technology; Outbreak; Equality in Education; Social Development

1. The introduction

The COVID-19 pandemic has had a huge impact on a global scale. From the perspective of epidemic prevention and control, the new crown pneumonia epidemic is a typical major public health security incident. In response to this major epidemic, governments at all levels have mobilized and integrated a variety of social resources in order to minimize the impact and restore social order as soon as possible. From the perspective of institutional construction, the outbreak of the COVID-19 epidemic has fully demonstrated the prominent characteristics of a modern risk society. Potential risks have a significant impact on the institutional construction of modern countries all the time. Risk challenges and legal regulation have become the core themes in the development of the times.

In the era of the epidemic, restricting basic rights of citizens, including the right to education, is an unavoidable and realistic choice. This is also a theoretical problem that should be objectively faced in the process of value balance. In order to fully guarantee the right to education in the epidemic era, it is necessary to fully combine empirical analysis in the process of promoting the continuous implementation of various epidemic prevention and control measures, and then explore useful guiding experience in the protection of the right to education from a theoretical level. The practical predicament of the future, and reflect on the basic countermeasures for the future development of education and the protection of citizens' right to education.

2. The external manifestation of educational inequality in the epidemic era and the rapid development of science and technology

2.1 Unequal educational starting points and insufficient resources available

Due to regional economic and family background, and many other factors, can cause a series of education inequity, rural education resources relative to the city's education resources were insufficient, lack of professional teachers and the library

resources, lead to the rural students' learning situation is not very good, especially some poor families students, often do not have to enjoy the opportunity of higher education, also could not get the tuition in the home, These children can only drop out of school and go out to work. This is an unequal starting point in education, and it has not been well addressed for a long time.

A large number of online educational resources are mainly for offline teaching activities. Although a large number of high-quality resources have been selected based on the "one teacher, one excellent class, one teacher for each class" activities or micro-class competitions based on evaluation and demonstration, the types and forms of resources are not the same. Not exactly applicable to online teaching. On the surface, there are a large number of online educational resources, but there are problems such as duplication of construction, outdated content, and single form. Teachers often face the dilemma of "too many but useless" resources. On the other hand, a cross-platform and cross-regional online resource sharing mechanism has not yet been formed, and it is difficult to fully share high-quality educational resources.

2.2 Inequalities in access to education, uneven skill levels

The process of education refers to the unequal phenomenon in the content, resources and quality of education during the period of education. Since the current educational examination standard in China is more important than achievement, all schools are paying attention to the test scores, so long as the test scores can realize the consistency, it reflects the equality of education to a certain extent.

Under the epidemic, the phenomenon of educational inequality in China has been comprehensively amplified, and many problems have been exposed. The different economic development between coastal cities and inland cities, as well as the insufficient infrastructure between rural areas and urban areas, all affect the equity of education to a certain extent. Teaching resources, hardware facilities, there are significant differences in faculty, economically developed areas tend to have better teaching resources and teaching staff, and the economy of underdeveloped regions, especially in rural areas, lack of professional teaching equipment, teaching staff construction, lead to cannot achieve the same teaching effect, the gap between urban and rural students further widening. With online teaching, need intelligent learning equipment to study online course, family environment good students can choose a variety of intelligent devices, and poor conditions for rural students tend not to buy equipment, cannot enjoy the high quality of online teaching resources, students of the enormous differences between domestic capital further exacerbated the imbalance in online education.

2.3 The traditional education model is relatively backward

The inequality of educational results is reflected in that after citizens receive education, individual differences lead to different results and unequal status. On the one hand, after receiving education in school, citizens have the same level in terms of ability and quality, and have jointly obtained academic certificates, so they should get the same return. But the actual situation is that the current educational results are not equal, many citizens after receiving the same education, the results are very different, there is a very unequal phenomenon.

Concepts such as "offline education", "exam-oriented education" and "infusion education" describe the traditional education model and its basic characteristics. The inherent shortcomings of the traditional education model are not conducive to promoting the modernization of education and the formation of modern educational order, and it is difficult to meet the internal needs of the protection of the right to education. As mentioned above, in the epidemic era, citizens have new demands for education quality, education method and education content, which cannot be well satisfied by the traditional education model. Model innovation is urgently needed, and the existing education order is also facing deep innovation. Outbreak era, closed, isolation makes the education resource and the exchange are limited in a specific space and field, whether in schools or other institutions of education and training, its always education mode has a certain impact, education practice is restricted due to the need of the epidemic prevention and control, thus the realization of citizens' right to education lack education key order. Moreover, the learning of individual citizens can only be limited in specific or limited scenes, and parents need to bear great pressure in order to urge students to complete the corresponding curriculum requirements.

3. Countermeasures to promote educational equality in the context of epidemic and scientific and technological development

3.1 Update ideas and grasp the educational reform brought by the development of science and technology in the information age

In view of the education inequality, to update ideas, seize the education informatization development opportunities, further promote the equality of education informatization, want to close the gap between education resources already, also want to we will increase support for poor areas, let education in the poor areas can rise a step, and push the education opportunity equality.

Epidemic prevention and control of normalized policy is put forward, and also provides guidance for the school's daily learning, at present, many schools are closed or semi-closed state, if it meets the requirements of school students can go to school, but you must obey the school rules, regularly carry out nucleic acid detection, the necessary measures are not out of the school. Most schools still don't. Study at home. In view of this situation, it is necessary to clarify the sharing of resources in the special period, provide equal and fair educational resources, so that citizens can effectively carry out learning in the material and spiritual levels, and continue to improve, so as to determine effective learning strategies to ensure the stable and healthy development of society.

3.2 Strengthen guidance and promote the remodeling of educational order in the epidemic era

COVID-19 has affected the traditional education model and aggravated the educational inequality. However, as the main body of students, they do not inadvertently widen the gap. They study under the choice of the environment. Therefore, it is necessary to promote the reconstruction of educational order in the epidemic era, use order to guide equality, solve the problem of inequality, promote the reform of the original educational mode, and realize the innovation of educational mode.

The school positive response national policy, therefore, the suspension is not suspended, the students at home can also through the study of intelligent equipment such as mobile phones, and constantly improve the related demand, strengthen the online learning, actively carry out the teaching activities, let all the citizens are able to equal in education, with modern technology as the carrier, to strengthen the construction of informatization, improve the effect of network teaching.

At the same time, it is necessary to reasonably reduce the cost of resources, so that information resources can be reasonably distributed to each educated hands, to achieve the equal use of resources. For primary and secondary schools, we should strengthen the rational placement of educational resources, make full use of the advantages of multimedia, enrich the classroom artistic conception, and use concrete resources to tell abstract knowledge to meet the learning needs of students.

3.3 Build a platform to promote the sharing of educational information resources

Building platforms to promote the sharing of educational information resources will help narrow the digital divide. At present, the rapid development of information technology makes it very convenient to spread and share teaching resources, especially some information resources, which have the characteristics of multiple forms, wide scope and good effect. It is necessary to strengthen the sharing of educational information resources, realize the construction of multiple platforms, and improve the optimal allocation of educational resources and the overall development level of education.

The core issue of online education is the development of teaching resources and the quality of education and teaching.

Only by making full use of information technology, carrying out online teaching, guaranteeing citizens' equal right to education and enjoying equal educational resources, and promoting the realization of rights with science and technology, can all students enjoy the fun of online teaching. Innovate the teaching mode, ease the relationship between students and teachers, deal with the interaction effect of classroom, enhance the interaction between teachers and students, optimize the classroom experience, and improve the classroom effect.

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