

The new way of rural education management under the rural revitalization strategy

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Abstract: Along with the proposal and implementation of the rural revitalization strategy, the demand for rural revitalization talents in our country will increase accordingly. Therefore, in order to train the revitalizing talents needed by the society and effectively promote the process of rural revitalization and development, the rural education management needs to give enough attention. However, there are still some deficiencies in the current rural education management, such as the education management goal is not clear enough, the education management system is not perfect, which is unfavorable to the implementation of the rural revitalization strategy and the promotion of rural education management. To this end, we should take the initiative to innovate our own development concept, explore effective ways to innovate rural education management mode, and train high-accomplishment rural revitalization talents that the society actually needs. In this regard, this paper explores the new path of rural education management under the strategy of rural revitalization for reference.

Key words: rural revitalization; Rural education management; New path

Under the rural revitalization strategy, rural education plays a basic supporting role. In the coming period of time, the construction and development of rural areas will require education to play a fundamental role in improving the quality of rural population and cultivating endogenous impetus, and rural education is an important force to promote rural revitalization. Therefore, in order to fully implement the rural revitalization strategy, we should constantly increase the intensity of education management, promote rural education should truly return to the “local standard”, form a common destiny with rural revitalization, development, quality rural education, and then comprehensively improve the level of rural revitalization and development.

I. The shortcomings of rural education management under the rural revitalization strategy

1. The training of talents is out of step with the actual needs

At present, rural education has fallen far behind the needs of social and economic development in rural areas. First, there is a shortage of suitable candidates. The purpose of rural education is to increase the enrollment rate of students as much as possible, so that they move from the countryside to the town, and after studying in the town for a period of years, they are not willing to return to the village. As a result, the following situation will arise: the countryside will make every effort to invest in rural education and construction, and provide good services for promoting rural revitalization. However, there is a large loss of talents in rural education, and no one is willing to contribute their own strength to rural education and rural construction, resulting in a very asymmetric investment and income in education, and there are no suitable talents in rural schools and rural revitalization. At present, there are the following contradictions in the concept of rural education training: the goal of rural schools is to let students get out of the soil and out of the countryside and go to the bustling big cities to take root and develop. At the same time, there is a large waste of human resources in rural society, and rural education and rural construction are in urgent need of a large number of human resources. We can't stop the rural youth from entering the city to study, and we can't get rid of the reality of the lack of professional and technical personnel in the countryside. Second, there is a mismatch with the talents needed. When rural youth return home, urban education creates a complex mentality that they can't stay in the city and don't want to live in the countryside. After the “dyeing” of the metropolis, the impetuous spirit of the rural youth makes it difficult for them to integrate with the rural life and construction, and they have the resistance to the rural culture from the bottom of their hearts. In addition, due to the limitation of rural education resources, a large number of talents from the countryside flow into the city, resulting in a large-scale flow of rural population, which is in sharp contrast to the shortage of rural talents in need of talents.

2. Lack of rationality in the allocation of rural educational resources

At present, nationwide, there is a big difference in education investment between urban and rural areas, and there is also a big difference in the proportion of investment between the east and west. At the level of education structure, the proportion of investment in basic education is not large. From the perspective of schools, the investment in the construction of teachers, school buildings and teaching equipment varies greatly among schools. In terms of resource allocation within rural education, there is also imbalance in the input of hardware and software facilities, campus environment construction and educational information equipment, unreasonable allocation of resources and low utilization efficiency of educational funds. First, the distribution of educational resources in rural areas is unbalanced. At present, the implementation and distribution of education investment system in rural areas lack pertinence and elasticity. Most regions pay more attention to school hardware facilities, such as school management, teacher welfare and training activities organization, but there is insufficient investment in information technology and modern technology. Second, the use of financial funds in rural areas is inefficient. There is often insufficient supervision of fiscal expenditure in rural areas. Among them, there are obvious problems in misappropriating special funds for rural education. In some places, the phenomenon of rural education, education and financial departments crowding out and misappropriating special funds for the maintenance and renovation of school buildings is quite serious, and there is also a lot of misappropriation of special funds for teachers and the purchase of school basic equipment.

3. Neglect of the development of local teaching materials and resources

At present, the phenomenon of rural education in China is more serious, there is no big difference between rural education and the curriculum of urban schools, the knowledge structure of rural curriculum is out of touch with the reality of rural education, and rural education does not pay attention to the exploration and imparting of rural knowledge. Due to the lack of attention to the development and implementation of rural textbooks, the rural education curriculum, personnel training program, school philosophy and other elements of rural education should include and deepen the agricultural thought is gradually weakened, the reform direction of rural education gradually separated from the regional and realistic nature of the society, and the talents cultivated by rural schools do not match the development needs of rural society. There is a conflict between reality and demand, which invisibly weakens the education function and social service function of rural education. At present, the function of rural teaching materials has not been fully brought into play, and there are still many problems in the development and practice. First, with the continuous strengthening of the values of urbanization in rural education, the construction of rural teaching resources is generally ignored. Second, there are difficulties in the development of rural teaching materials, lack of material support, higher leaders do not pay enough attention to the development of rural teaching materials, and lower leaders are not able to do it. At the same time, the compilation of rural textbooks is also very difficult, and the educational factors of rural culture are internalized in rural textbooks. Therefore, when compiling textbooks, textbook writers should not only clarify the context of local culture, but also expand and expand the spiritual connotation of local culture, which requires textbook developers to have a strong ability. Third, local textbooks and school-based textbooks have not been well implemented, the proportion of local textbooks in the overall curriculum is low, and they do not play a main role in specific classroom teaching.

II. The new path of rural education management under the strategy of rural revitalization

1. Change the mode of running schools in rural areas and establish diversified training goals

In order to make rural education really play a role in rural revitalization, it is necessary to adjust its original school-running mode and concept, change the school-running mode of “urban and rural unity”, pay attention to the combination of “rural” and “modern”, reform and improve the school-running ideology and talent training objectives of rural schools, so that the training objectives of rural schools can be diversified. While cultivating the individuality of rural students, their academic development should also be taken into account. In the rural youth, it is necessary to cultivate the “love the countryside” complex, provide useful talents for rural construction, but also take into account the basic civic qualities that contemporary citizens should have, in order to achieve the diversification of rural education, as follows: First, the reform of rural education should adapt to the actual needs of rural development, adjust the organizational structure of rural education, establish the goal of talent training commensurate with the development of rural society, integrate rural education into rural construction, and promote the unity of the education function of rural education and social needs. Second, the harmonious development of rural basic education, adult education and vocational education should be realized. Rural schools are the focus of education because of their own characteristics. Therefore, rural schools should have their own school-running mode and operation mechanism. Rural basic education should adhere to the idea of “popularization and promotion”, provide high quality students for higher level schools, and lay the foundation for training diversified talents. Rural adult and vocational education tends to cultivate talents with local characteristics, which is the most direct reflection of the purpose of “serving agriculture” education. It should combine the actual needs and characteristics of rural areas, and build a curriculum system with regional characteristics, so as to cultivate high-quality and high-skill talents needed for rural revitalization.

2. Excavating rural education resources to highlight the advantages of rural education

The unique advantages of rural education provide necessary conditions and realistic possibilities for rural education reform. Education reform based on “localization”, “localization” and “life” can make rural education more superior. Therefore, we should fully tap the rural education resources, for example, in the rural characteristics as the main content of “rural characteristics curriculum construction”, “rural rural curriculum development”, “rural and rural situation school-based teaching materials development” and other educational practices, there are a large number of science, politics, economy, history and other subject education materials can be used locally. In the teaching materials, students experience the flow of the four seasons, the replacement of the seasons, the growth of all things, and look for questions and unknown answers from the unique rural labor. Based on the advantages of rural areas, students can realize effective teaching and constantly promote educational reform on the land of rural education by combining cultivating education in daily life, discipline teaching in life experience, and value leading in local culture. In addition, we should add the relevant contents of vocational education appropriately, promote the organic combination of rural education and vocational education, so as to improve the comprehensive quality of rural students, so that they can better accept vocational education, employment or entrepreneurship. This is an inherent desire for development, which once fell into the dilemma of “higher education first”, once again returned to the original position, so that the once dead rural education, revitalized, so that the rural education once lost in the integration of urban and rural areas, back to its original face.

3. Build a modern governance system, and realize the integration of rule of law and etiquette

Rural society is a ceremony-based society, and this ceremony-based feature has formed an important mechanism for maintaining the rural social governance system. Modern society is a contractual society, which determines that compliance with rules and integrity are the minimum qualities of every modern citizen. While realizing rural modernization, it is also necessary to realize the modernization of rural governance. Under the combination of tradition and modernity, the governance mode and concept of rural society also show a tendency of modernization. Rural education is an important part of the modernization of rural governance. The concrete manifestation of modern governance concept in rural education is as follows: first, emphasize the modern governance concept in the teaching content of

rural education; Second, the standardization, standardization and standardization of rural schools imperceptibly affect the acceptance and internalization of modern government concepts in rural areas; Third, the concept of modern management of rural schools, school rules, class system, etc., are hidden in the campus culture of rural schools, play a certain role in the standardization of students' words and deeds, and at the same time, it can help students form the identification of modern management concepts. The mode of rural life and social management has changed from "rule of rites" to "rule of rites". The organization and management of rural education is showing a trend of standardization and standardization, and the modern governance concept has entered the countryside, and has integrated with the rural customs and customs, so that the rural governance has become more effective and more in line with the actual situation of the countryside. The modern management concept, through the rural teachers, school textbooks and school management, has an impact on the rural children, thus entering the villagers' lives, into the nostalgia and customs. This will be conducive to the establishment of rural modernization of social values, so as to improve the rural governance system.

In summary:

In a word, the implementation of the rural revitalization strategy, the construction of all aspects of rural society tends to be perfect, and rural education plays a more important role in this process, and the reform and development of rural education can not be separated from the actual needs of rural social development. In this regard, we can try to start from the following links: change the mode of running a school in rural areas, establish diversified training goals; Excavating rural education resources to highlight the advantages of rural education; Build a modern governance system, and realize the integration of rule of law and etiquette. In this way, the advantages of rural education can be fully brought into play, thus comprehensively improving the comprehensive quality of rural youth, and then promoting the process of rural construction.

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