

# Study on the Current Situation and Countermeasures of Rural Basic Education in the Post Poverty Era : A case study of Zhongshan County, Hezhou, Guangxi

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**Abstract:** at present, China's poverty alleviation work has entered a new stage, that is the post poverty alleviation era. Educational Poverty alleviation is a good way to consolidate the achievements of poverty alleviation and promote rural revitalization. At present, there are many problems in the rural basic education of Zhongshan County, such as Weak teachers and lagging team construction; Lack of network education resources and imperfect curriculum system; numerous left-behind children, lack of family education and so on. This paper is intended to explore some strategies to promote the development of basic education in Zhongshan County ,that is by improving the structure of teachers and optimizing the team construction; promoting smart education and optimizing the education system; integrating resources and strengthening responsibility and other measures

**Key Words:** rural vitalization; the era of poverty alleviation; educational poverty alleviation; rural basic education.

## 1. INTRODUCTION:

The Fifth Plenary Session of the 19th CPC Central Committee proposed to "consolidate the progress in poverty alleviation and further revitalize the countryside.", [1] pointed out the direction for China to further deepen poverty alleviation and promote rural revitalization . At present, China has entered a post poverty alleviation era focusing on " consolidating effectiveness and further improving quality " [2]. In the report to the 19<sup>th</sup> CPC National Congress, general secretary Xi Jinping put forward the following proposals, "We will continue to advance poverty reduction drawing on the joint efforts of government, society, and the market. We will pay particular attention to helping people increase confidence in their own ability to lift themselves out of poverty and see that they can access the education they need to do so. " [3] To a certain extent, poverty alleviation through education can endow the poor with the ability of sustainable development, blocking the intergenerational transmission of poverty, and awakening the vitality of rural economy. Therefore, rural basic education is not only an important content to be concerned in the post poverty era, but also an important part of Rural Revitalization Strategy, which plays an important role in training and providing talents for rural areas.

## 2. ANALYSIS OF THE CURRENT SITUATION AND PROBLEMS OF RURAL BASIC EDUCATION:

Zhongshan, located in the northeast of Guangxi, has jurisdiction over 10 towns and two Yao townships, with a total population of 457991 and an area of 1472 square kilometers. It was a poor county of Guangxi Autonomous Region, and officially emerged from poverty county on May 9, 2020. The GDP of Zhongshan County in 2019 was 11.17 billion yuan, a year-on-year increase of 10.6%, and the economic level had been improved . In recent years, the state and local governments have increased investment in rural basic education. In 2020, Zhongshan County Education Bureau and township primary and secondary schools received 94.3216 million yuan from the central government and autonomous region government , the year-on-year increase was 54.8436 million yuan, with a year-on-year increase of 138.92% .In order to improve the welfare of rural teachers, Zhongshan County provided 1.45 million yuan of living allowance for rural teachers in 2020. For developing and sharing of high-quality educational resources, Zhongshan County Government organized the activity of "one teacher, one excellent class ; one lesson , one great teacher ". However, in the stage of poverty alleviation, the development of basic education in Zhongshan county still faces the following problems:

### 2.1. Weak teachers and lagging team construction:

At present, there are 44707 primary school students, 2321 primary school full-time teachers, 16369 junior high school students and 935 junior high school full-time teachers in Zhongshan County [4]. There is a gap between the

teacher-student ratio and the special authorized strength of primary and secondary education . In recent years, the birth rate of population in Zhongshan County is 15.65%, and the natural growth rate of population is 10.38%. The number of students in primary and middle schools will increase year by year, and the demand for full-time teachers in primary and middle schools will increase . According to the survey data, nearly 250 full-time physical education teachers are needed , but there are only more than 10 full-time physical education teachers in the whole county<sup>[5]</sup>. At the same time, music, art, psychology and other teachers are scarce in the local basic education. In addition, young teachers lack of identity and belonging to the local culture, and their professional loyalty is low. The backward construction of teachers affects the level of rural basic education . First of all, although the government has carried out the "national training plan" and "district training plan" for teachers in Guangxi, only a small number of teachers can participate in the training every year. In 2020, only 22 teachers in the county participated in the "national training plan" and 5 teachers participated in the "district training plan", and the short-term training had little effect on improving the teaching level of teachers. Secondly, the management and supervision of local schools and teachers by Zhongshan County Education Bureau is not enough. On the one hand, the supervision responsibility area does not cover all the schools in the county . On the other hand, most of the responsible supervisors in the county are part-time, with only two full-time supervisors, and the proportion of part-time supervisors reaches 85%<sup>[6]</sup> . Moreover, the schools in the county rarely organize teachers to carry out mental health education, wisdom education and other training independently, and the management of the teachers is relatively backward . Finally, many rural teachers stay in the countryside for a long time, lack the awareness of lifelong learning and are conservative in teaching for a long time.

## **2.2. Lack of network education resources and imperfect curriculum system:**

The coverage of teaching network is conducive to the sharing and dissemination of high-quality educational resources. As of 2019, there were still 49 schools in Zhongshan County that were not connected to broadband, which affected the promotion of educational informatization and reduced the available educational resources of teaching places. The implementation of the strategy of "reinvigorating the country through science and education" has accelerated the development and reform of education, and increased the local demand for education funds. Although the national and regional governments have increased the financial allocation for compulsory education in Zhongshan County, the growth of income has not kept pace with the growth of expenditure. In addition, the school's software and hardware facilities are insufficient. In terms of hardware, rural schools are lack of sports, science and other equipment, sports venues, laboratories and other professional teaching auxiliary venues are not up to standard, and some high schools are lack of school buildings and large classes. In terms of software, the research and development of ethnic bilingual education resources in local Yao rural schools is relatively backward, and a professional curriculum system has not yet been formed. At the same time, teachers' utilization rate of multimedia, laboratory and other teaching equipment is low, and the school's book resources have not been reasonably developed by teachers and students.

## **2.3. Numerous left-behind children, lack of family education:**

Due to the underdeveloped economy in Zhongshan County, many parents go out to work all the year round and neglect the education of their children . According to the survey, 63.5% of the surveyed children in Liangan Yao township were parents both of whom go out to work or do business, and 95% of these children were supervised by grandparents<sup>[7]</sup>. In rural areas, grandparents tend to take care of their grandchildren in terms of clothing, food, housing and transportation, and neglect to pay attention to their children's learning. Therefore, most children don't develop good learning habits and active learning consciousness, and their learning willingness is not strong, so they are prone to be tired of learning. Left-behind children are in a family with incomplete structure for a long time, lack of parents' care and encouragement, and are easily in a state of psychological imbalance, which is easy to produce some negative emotions<sup>[8]</sup>, which is not conducive to the cultivation of sound personality.

Parents' sense of responsibility is not enough, and their understanding of the responsibility boundary of home school is not enough. The education of students is inseparable from the efforts of schools and families. Teachers and parents are indispensable in this process. However, many parents in rural families subconsciously think that it is the responsibility of teachers and schools to educate their children, and they are always in the state of "Stocking" . Teachers' energy is limited, they can't give adequate care to left-behind children. Effective family education can fill this gap.

## **3. DEVELOPMENT STRATEGY OF RURAL BASIC EDUCATION:**

### **3.1. Improve the structure of teachers and optimize the team construction:**

The introduction of excellent normal talents is conducive to the development of rural basic education. First of all, the county government should actively promote the management reform of "county management and school

employment". The county government should strengthen the unified management of teachers and principals of public schools in the stage of compulsory education, regularly move teachers and principals in the schools in the county, promote the communication between urban and rural teachers, and improve the problem of uneven teacher strength. Secondly, we should pay public funds to cultivate native normal talents including arts, sports and music, and take directional employment after graduation, so as to continuously provide talents for rural schools in Zhongshan County. At the same time, we should introduce professional talents in music, sports, arts and psychology, and improve the structure of rural teachers. In addition, with the help of the construction and development of Guangxi Eastward integration Industrial Park, we should promote the "Eastward integration talent", establish cooperation with universities in the Great Bay Area, select young and middle-aged excellent teachers with development potential to study in the Great Bay Area. Finally, providing excellent accommodation environment for rural teachers, holding talent exchange activities from time to time to strengthen talents cooperation, and improving the salary and welfare of rural teachers and broaden their ways of development and promotion. The cultivation of rural teachers' local feelings is conducive to their roots in the countryside. Rural feelings are expressed in the love and even feedback of rural teachers to the countryside [9]. Local governments can establish cooperation with local universities to jointly train rural teachers. Through joint cooperation and directional training, we can strengthen the identity and belonging of rural teachers to rural areas. At the same time, we should integrate the local culture into the teacher training, strengthen their understanding and understanding of the local culture, so as to integrate into the countryside faster after work.

Strengthening the construction of rural teachers is conducive to improving the level of rural basic education. First of all, strengthen the on-the-job training of rural teachers. Improve the rural teacher training system, so that every rural teacher has the opportunity to receive professional skills training. Secondly, the Education Bureau of Zhongshan County needs to cover all the schools in the county so as to better supervise all the schools in the county. At the same time, strengthening the construction of supervision team, effectively carrying out the supervision evaluation work, and timely provide appropriate guidance for schools and teachers. Moreover, all schools in the county should improve the training and management of school teachers, organize teachers to carry out mental health education, teaching skills training, wisdom teaching and other training, provide more opportunities for teachers to exchange, share and study, strengthen cooperation and communication among teachers. Finally, the County Bureau of education and science should actively carry out the assessment of teachers' ethics according to the implementation plan of the assessment of teachers' Ethics in primary and secondary schools in Zhongshan County, organize schools to carry out process evaluation on Teachers' daily performance, conduct assessment once a year, standardize the assessment form of teachers' ethics, strengthen the construction of teachers' ethics, and strengthen the awareness of teachers' lifelong learning.

### **3.2. Promote smart education and optimize the education system:**

The sharing of high-quality educational resources is inseparable from information-based teaching equipment . In 2018, the Ministry of Education issued a notice on launching the school networking crisis. In 2019, the Education Department of the autonomous region issued *the Guangxi Internet plus education action plan (2018-2022)* . The Education Bureau of Zhongshan county should actively implement relevant action plans. In 2020, the autonomous region and county-level finance invested 9.831981 million yuan in the purchase of audio-visual education equipment for primary and secondary schools, providing desks , chairs, network multimedia classrooms, experimental instruments and other equipment for the seventh primary school, the fourth middle school and other seven school in Zhongshan town. It is difficult to improve the comprehensive level of the whole county by introducing teaching equipment for a small number of schools. Zhongshan County should actively respond to the notice of Hezhou Municipal Finance Bureau, and use the increased central subsidy funds for the construction of school buildings, the purchase of facilities and equipment, the construction of education informatization and other weak links of compulsory education, so as to make up for the shortcomings of the current stage of compulsory education. At the same time, teachers need to make progress ,such as improving teaching methods, make full use of multimedia, laboratory and other teaching equipmen. In addition, Zhongshan County needs to actively respond and implement the contents of the regulations on *the promotion of ethnic education in Guangxi Zhuang Autonomous Region*, develop school-based curriculum with local and ethnic characteristics, and carry out ethnic bilingual education.

### **3.3. Integrate resources and strengthen responsibility:**

The left-behind children lack the education and care from their parents for a long time , government, society and schools need to invest more energy to make up their lack of family education. Government departments should pay more attention to the left-behind children, establish and improve the left-behind children database, regularly track and update the situation of the left-behind children in Zhongshan County, and scientifically manage the left-behind

children. The establishment rate of children's homes in 747 administrative villages in Hezhou City reached 98.94%. In 2020, only some villages in Zhongshan County carried out publicity activities on safety lecture about prevention of drowning, "take love home" Spring Festival condolence activities, and publicity activities on the rule of law. Governments at all levels should make use of "children's home", "social work service station" and other places to actively carry out various activities, popularize safety knowledge for local children, enrich the spiritual world of local children, and bring warmth to the left-behind children and poor students. The introduction of social forces and resources can provide more help for the left-behind children. Honghua Town, Zhongshan County, with the help of the Houdun company and Shenzhen public welfare organizations, has established Chunlei library and children's care center, providing rich resources and professional guidance for the local left-behind children. Other towns can learn from the experience of Honghua town and establish cooperation with enterprises, public welfare organizations and universities to create a more suitable growth environment for the left-behind children. School is an important place to carry out the work of the left-behind children. First of all, schools and teachers should use advanced information technology to feed back the situation of students to their parents immediately, so that parents can understand the latest state of their children and participate in their children's education at the critical moment. Secondly, schools should pay attention to the introduction of psychological teachers and the popularization of teachers' psychological knowledge, guide teachers to pay attention to the mental health, learning and living conditions of the left-behind children, regularly communicate with the left-behind children, listen to their hearts and provide timely help for them. Finally, schools should pay attention to the safety of the left-behind children, actively implement the plan issued by the county government, and strengthen students' safety education and legal publicity education.

The government and the school should help the parents to set up correct education concept. Inheriting the advanced experience of Hezhou municipal government in family education, we have established and improved community parent schools and family education guidance service stations, provided professional guidance for parents, and actively carried out activities such as "family education lecture", "parents' growth plan" and "family style and family education tour" in various villages, so as to popularize family education knowledge for parents and solve family education puzzles for parents. In addition, the government should enrich the online family education resources and publicize the resources already available, such as the official account of the Hezhou women's Federation runs in Shoucheng Hezhou online tutoring school, so as to popularize family education knowledge for parents, help parents strengthen their parent-child relationship and inherit good family traditions. Parents in rural areas have a wrong understanding of the responsibility of school education and family education, which needs to be guided by schools. The head teacher should make rational use of parents' meeting, home visit and other forms to popularize the basic knowledge of family education for parents, so that parents realize that they play an important role in children's education.

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