

Study on the Development Strategy of Preschool Education in Rural Areas of Shaanxi Province from the Perspective of Education Fairness

Qian Haijuan

Xianyang Normal University, Xianyang, 712000, Shaanxi, China

email: q18292915136@163.com

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Abstract: The effect of preschool education has a very important positive effect on children's growth. In contrast, there are many differences between rural and urban areas in preschool education, especially in the number of kindergartens, teachers, investment funds and other levels, rural and urban areas have a certain gap in preschool education, which leads to differences in the development of preschool education in rural areas in China. In the perspective of education equity, according to the current situation of preschool education development in rural areas, differences and other implementation of specific analysis, seek its reasons, put forward some strategies to promote the fair and orderly development of rural preschool education.

1. Introduction

According to the present situation of the difference in the development of rural preschool education in China, we must adopt the effective method to improve it. Based on the perspective of education equity, combining with the existing problems of rural preschool education development, in-depth implementation of thinking and discussion, seeking to balance the development of preschool education in rural areas in China, to provide a fair education platform for rural children, really make them stand on the same starting point, break the constraints of various gaps. Under the perspective of education equity, rural preschool education has a long way to go, and it must be gradually integrated, perfected and improved in practice, which plays a very important role in the development of preschool education.

2. Comparison of the Development of Pre-school Education in China and Rural Areas

2.1. Urban and Rural Preschool Education Opportunities are Uneven

When investigating the status of pre-school education, the survey will be carried out at the level of admission rate. According to the scientific statistics of the relevant institutions, taking the 2010 data as an example, more than 89% of urban kindergartens in medium-sized cities have entered kindergartens, while more than 60% of school-age children in some rural areas of the country have not attended preschool education [1]. Rural areas have relatively few preschool classes, more scattered kindergartens, preschool education is basically in a state of stagnation, resulting in urban and rural preschool education opportunities imbalance.

2.2. The Environment of Pre-School Education in Urban and Rural Areas is Very Different

The quality of preschool education environment is the basis and premise to ensure the quality of preschool education, because the city and the countryside are very different in the preschool education environment, it is difficult to imagine. From the point of view of the investment of preschool education funds, after the guarantee mechanism of rural compulsory education funds, governments at all levels pay more attention to the investment of compulsory education and ignore the investment of rural preschool education, which seriously hinders the development of rural preschool education. Although some rural areas have pre-school classes, the lack of investment has

led to a shortage of educational equipment and facilities, and the teaching gap is large compared with that of urban high-tech pre-school education.

2.3. There are Differences between Urban and Rural Pre-school Teachers

For urban preschool education, the kindergarten has a sound human resources management mechanism, the demand for its teachers is relatively high, can give it excellent treatment, these are the city preschool education teachers quality and moral protection to create an opportunity. However, due to poor conditions in rural areas and poor office environment, most of the teachers who participate in early childhood education have low academic qualifications and low professional quality, so it is difficult to ensure that they can do a good job in rural preschool education.

3. Problems in the Development of Rural Preschool Education

At present, although the development of rural preschool education resources has been relatively rapid, because preschool education has been a weak link in the development of rural education for a long time, plus the large rural population, the low level of rural economy, most of the poor areas of the country, economic and social development has lagged behind for a long time, resulting in a low starting point and weak foundation for the development of rural preschool education, facing many problems:

3.1. Parental Education Lags Behind

The main economic industry in the countryside is mainly agriculture, which is influenced by the way of economic development and geographical environment. Many parents are busy working out to make a living, so there are many left-behind children, and their family education problems appear frequently. Because the parents' own education level is not high enough, the overall cognition of education is not comprehensive [2]. At this point, many parents have little time to tutor their children and no time to guide their children in preschool education. Parents are generally backward in their children's preschool education, most parents do not want to spend money and energy on preschool education, which is also the main factor hindering the backward development of rural preschool education.

3.2. The Level of Teachers in Preschool Education Lags Behind

According to a survey conducted in a certain area, 320 staff were employed in preschool education, of whom 159 were kindergarten teachers in township kindergartens, accounting for 49.7 percent of the total preschool education staff in the town and 130 were specialized teachers, accounting for 41 percent of the total number of full-time preschool teachers in the town. The proportion of kindergarten teachers in the existing township central garden is 1 to 38, which is far more than the ratio of teaching staff to young children stipulated in the full-time period is 1 to 7. In addition to the number of teachers is not enough, rural preschool education teachers professional level is generally low. In the survey, it was found that there was not a single pre-school teacher in many central gardens, with only a quarter of the total number of teachers graduating, and most of the other teachers were not trained as teachers, lacking the advanced educational concepts and basic skills of pre-school education, and still stagnating in the old primary school teaching model [3]. For this reason, most of the full-time teachers in rural preschool education do not have relevant titles and their academic qualifications are very low as shown in figure 1. In the process of preschool education, the gap of teachers' strength is highlighted because the level of preschool education in rural areas is not high, and it is easy to deviate in teaching, which will directly hinder the growth and learning of young children. Therefore, facing the problem of rural preschool education in China, it is necessary to start the construction of preschool education teachers to provide good educational resources for children and promote the development of rural preschool education.



Figure 1 Lack of professional level in the appointment of kindergarten teachers

3.3. Funding Gap

Rural preschool education is affected by economic conditions, and there are some deficiencies in the investment of teaching resources and the construction of infrastructure [4]. In the rural areas, due to the lack of funds, the lack of funds in the preschool education level of investment is not enough, which makes the urban and rural preschool education form a great contrast, it is difficult to ensure that the rural preschool education and urban preschool education are synchronized.

4. Strategies for the Development of Preschool Education in Rural Areas from the Perspective of Education Equity

4.1. Enhancing Support for Rural Preschool Education

The balanced development of pre-school education in urban and rural areas based on the perspective of education equity must aim at urban preschool education and increase the support to rural preschool education. The relevant institutions of our country must give sufficient support to the rural preschool education on the education fund, use the advanced educational resources, and strengthen the construction of the preschool education infrastructure. Rural kindergartens will enable rural children to enjoy the same educational opportunities as urban children [5]. The emphasis of the construction of preschool education should be on the rural areas, so as to realize the balance of preschool education in rural and urban areas. With the help of all parties, the rural preschool education will advance in a better direction and bring new hope to the rural preschool education.

4.2. Increase the Importance Parents Attach to Preschool Education

Educational institutions and kindergartens in our country should be deeply aware of doing well Education Work is an important task to ensure that children enter school and is the main way to increase the preschool enrolment rate [6]. Educational institutions should actively use television, multimedia and other media to publicize the benefits of preschool education for their children to parents in villages and towns and in rural areas, and introduce the education policy in the western part of the country to parents to help them realize more deeply the significance of their children's preschool education. At the same time, township organizations need to organize regular personnel, get the village in depth, use the methods of posting pictorials, organizing meetings, hanging banners, issuing manuals and so on, to help parents in rural areas to answer questions more intuitively, and to enhance parents' understanding of education as shown in figure 2.



Figure 2 Promotion of preschool education

4.3. Integration of Educational Resources to Strengthen Hardware

According to the integration of the reform of primary and secondary schools in rural areas, some schools have merged to open up some idle schools, and the government needs to use such idle schools to turn them into local pre-school houses. The building area of primary and secondary schools is spacious, and the comprehensive environment is much better than the existing rural kindergartens. Local educational institutions need to make rational use of the educational support funds allocated by the state, starting from the level of gifting and strengthening the supporting educational equipment, the greening of the park and the teaching resources, and using the limited funds to do the most practical things. Although it is not necessary to make sure that the construction of the institute is advanced, it is necessary to ensure that the children have entertainment equipment to play after class and have books to read in class [7]. In addition, the learning environment should also be suitable for children's nature, from space to all parts of the park should not be too old-fashioned and rigid as shown in figure 3.



Figure 3 Post-reform education environment

4.4. Improving the Survival of Rural Kindergarten Teachers

First, we should deal with the problem of the establishment of rural preschool teachers who have long troubled the development of rural preschool education field of vision. For public kindergartens, it is necessary to check the establishment, deal with the identity of teachers, pay and pay with a systematic guarantee, so that teachers in rural areas can do their own business [8]. Second, it is necessary to improve the treatment of preschool teachers in rural areas. The problem of treatment is directly related to the stability of the teachers and the enthusiasm of the work. At present, the treatment of rural preschool teachers in the central and western regions of China is very low, it is difficult to attract outstanding talents to join the preschool education team, and it is difficult to retain the existing excellent teachers. Third, it is necessary to establish a special professional title evaluation system for kindergarten teachers. It is necessary to perfect the professional title evaluation system and form a long-term mechanism to encourage the enthusiasm of preschool teachers.

5. Conclusion

Preschool education is the most important part of basic education, and it plays an important role in children's learning and growth. From the perspective of education equity, there are many problems in the development of township preschool education in China, and the balanced development of township preschool education is the important goal and task of its education. According to the specific situation of preschool education in rural areas, adopt effective methods and strategies. Help rural preschool education, weaken the gap between urban and rural preschool education, and realize the common development of preschool education under the perspective of education equity.

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