

# Discussion on Rural Education and Its Development Countermeasures in Changzhi District and Shanxi Province

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## Abstract

Rural development has great potential, the key lies in the training of talents. In the process of promoting the development of new urbanization, rural development is inseparable, and rural education is the foundation of rural development. It is the mainstay of rural social development, rural cultural construction and the growth of rural children, and has an indelible contribution to the future development of rural areas. In the recent years, my governor has made some progress in the governance of rural education, but there are still some problems to be solved, such as backward rural education environment, insufficient education investment, weak teachers and backward farmers, and the education of left-behind children in rural areas. This paper first summarizes the concept, characteristics and role of rural education, expounds the current situation of rural education development in Changzhi District of Shanxi Province, then analyzes the problems in rural education development of Changzhi District of Shanxi Province, and finally proposes the countermeasures of rural education development in Shanxi Province.

## Keywords

Rural education; Development countermeasures; Agricultural development.

## 1. Rural Education Related Content Introduction

### 1.1. The Concept of Rural Education

#### 1.1.1. Interpretation of Rural Education in the Traditional Vision

In the traditional educational background, rural education can find a specific reference and give a certain explanation. It corresponds conceptually to urban education. For a long time, China's development process in the field of rural education is not a relatively independent existence, and it is often closely related to the development of the whole city, especially in the dual economic structure of urban and rural development, which is particularly important. Through reviewing the information, it is difficult to find the expression of comparing rural education to urban education. However, with the continuous development of education, rural education has been inseparable from urban education in some concepts, even in the process of practice. Rural education is different from urban education. Since 1978, nine-year popularization of compulsory education has been universal in urban and rural areas. At the same time, in the field of compulsory education, we can note that there is still a gap between urban and rural areas. The policy environment and development level of compulsory education in developed cities and poor rural areas are not the same. The underlying cause of this gap has something to do with the institutional deployment of the dual structure of our society. Under this institutional deployment, although we attach great importance to the development of rural education, it is also possible to neglect rural education explicitly or implicitly.

Rural education as a kind of relatively simple structure and function, low grade, corresponding to urban education with regional education. At present, rural education is still at a low level and inadequate development. In such an external environment, rural education focuses on general

education and standardized education. The low level of education makes it very difficult to expand the scattered rural education structure. Since 1978, China's reform has continuously entered a new normal, and with the continuous deepening, in education, the system and structure are also continuing to improve. However, it has also encountered difficulties. Due to the relatively simple rural educational structure, it is difficult to correctly use and play the educational function.

For a long time, rural education has always focused on cultivating talents rooted in rural areas and serving agriculture. We need to discuss how to develop rural education. In the process of modernization and transformation, the purpose of rural education and training is not only to achieve that farmers should have traditional rural concepts and traditional agricultural technology, give up the prejudice against agricultural talents, and will promote the diversified development of rural education.

### **1.1.2. Interpretation of Rural Education from the Perspective of Administrative Division and Population Classification**

Literally, rural education refers to the general term of all kinds of rural production and education activities. In the current administrative division of China, the village is the most basic autonomous unit, and the most basic political organization is the township. However, towns are different in the actual level of development. There are also words like "township" and "rural society" that mean they are based on rural and agricultural grassroots political organizations. "City" is not only the middle part between urban and rural areas, but also a grassroots political organization integrating urban-rural integration. China's "town" has at least three-layer meanings. The first is a county-level town, responsible for the political organization of the county-level government agencies. The second is in the village or town at the same level as the township, as we call the town, that generally refers to the urban and rural areas, with political color. Third, the concept of village-level towns, namely, rural clusters, markets and NGOs. Therefore, rural education is called education at the county level is too absolute. The reason why this evaluation is because with the rapid development of the economy in China, near some relatively developed coastal urban areas, or relatively far suburbs, driven by the rapid economic development of the surrounding development of their own development has far exceeded the definition of rural areas in our thinking, the industrial level also has a certain development. Therefore, in order to better and more accurate definition, it is necessary to increase the definition of rural education. Rural education is divided into two types. From macro perspective, it is only divided from the administrative sense, dividing the county; from micro perspective, it refers to regional education with agriculture as an important part of daily production activities. Only narrow connotation expression can truly reflect rural education.

In addition, from the perspective of population classification, rural education has another way of expression. Under the current household registration system in China, there are differences between urban population and agricultural population. Although some provinces and cities have eliminated the difference between the current reform of the Chinese hukou system, in fact it is unsatisfactory and is not fully implemented. For example, central policy grants transferred to rural education do not include schools in the county. Therefore, it was concluded that education in the county is no longer rural education, and that education except the county seat can be called rural education.

We can express the concept of rural education according to the above traditional views of education, administrative division and household registration classification: rural education is the education in counties (towns) below the county level, and rural education is some areas where agriculture is the main industry.

## **1.2. Characteristics of Rural Education**

### **1.2.1. Unbalance and Diversity of Rural Education Development**

China's vast rural areas and unbalanced economic and social development is changing the development of China's rural education. Specifically, first of all, the general lack of education in rural funds. Despite the increased liquidity of central fiscal payments, local funding are still difficult to achieve, and many rural primary and secondary schools are struggling to meet their spending. Second, rural schools have more debt. Due to the nine-year compulsory education, many rural primary and junior high schools bear the burden of building school sites and purchasing new equipment to meet the universal nine-year compulsory education standards. In addition, some local governments have financial restrictions, they are not solvent enough solvency, even some schools are sued by creditors, the school work is seriously affected. Third, teachers are unstable, and the flow phenomenon is more obvious. Wage, welfare benefits and various social security aspects, rural teachers are lower than that of cities, such as: it is difficult for schools to guarantee the basic salary of teachers, teachers with high teaching quality lack professional titles and leading teachers are difficult to ascend. It is difficult to attract some graduates with teacher training programs to teach in China, and the current teachers are difficult to resist the temptation of social quality, so the problem of teachers leaving their posts has become prominent.

### **1.2.2. Size and Distribution of the Rural Educational Space**

Rural areas are vast, rural education space scale and distribution are scattered, remote range. First of all, in terms of natural attributes, rural areas are large, and rural areas are far away from the city, so it inevitably widens the gap in education and cities. In funding, teachers, school size and students, so the quality of rural education is considered to be much lower than the quality of urban education, which also reflects the distance of education. Distance and dispersion are closely related, and the so-called dispersion mainly refers to the dispersion distribution of rural schools and educational points where farmers live. Over the past decade or so, the school layout in rural areas has been largely demolished, but dispersion persists compared to the centralized urban running. This alienated communication, the management cost of the school was on the rise, and the education department failed to provide high-quality supervision.

### **1.2.3. The Weakness of Rural Education Is Significant**

The weak characteristics of rural education are determined by the weak characteristics of "agriculture, rural areas and farmers". There are mainly four aspects: First, the location of rural education is in the village, affected by the current rural economic situation, teachers' cultural level and social status are in a downwind position. Secondly, the education degree of rural teachers lags behind urban teachers, and the teaching background is not as rich as urban teachers. Not only also, the wages and welfare and educational background of rural teachers are not guaranteed, and the overall situation is at a disadvantage. Third, the students in rural schools are mainly the children of farmers, most of whom have not received preschool education. Fourth, the educational environment of rural education is relatively backward. Although the central government is constantly increasing its investment in education costs, there is still a huge gap between schools and educational facilities in hardware and software teaching. These weaknesses of rural education are mainly caused by the urban and rural dual structure.

### **1.2.4. "Rich to Promote Education" and "Teaching to Promote Rich" Are Not A Synchronous Phenomenon**

Rural prosperity can promote the development of rural education, which is a relationship between education and economic development. Since the basic education system is a "county-

based" investment system, the development of local economy will naturally provide more educational funds for the establishment of education. On the contrary, in the recession of the local economy, the investment in education is of course insufficient, it is difficult to promote the sustainable development of rural education, only relying on the financial transfer of the central government is absolutely impossible, the county-level government is the largest "financial master" of rural education. Thus, the former is inevitable and direct. However, the two cannot synchronize. First, the education promoting economy can only be seen in a partially closed system, a relationship is not particularly obvious if it is placed in an open system such as a county or state. Typically, many rural children enter higher education through rural education and rarely return to the countryside after graduation. Secondly, the role of education in promoting economic development is essentially lagging behind. The role of education in promoting economic and social development is not immediate, and it takes a long time to prove that it is OK. So, the two groups are out of sync.

### **1.3. The Role of Rural Education**

#### **1.3.1. The Development of Rural Education Is Conducive to Improving the Quality of the People and Expanding Human Resources Development**

China is a country based on agriculture and industry. The quality and scale of rural education plays a vital role in improving the quality of the people and human resources development. In terms of population, most of the Chinese population still lives in county seats and subregions. The overall quality of these groups has a great impact on the whole. Although the overall quality of the rural population is still low, there is still room for improvement in the level and length of education, and rural education clearly plays a greater role. Therefore, rural education still occupies an important position, and only the actual development of rural education can improve the overall quality and role of China's education.

#### **1.3.2. Rural Economic and Social Development Is in or Before or Behind Rural Education Development**

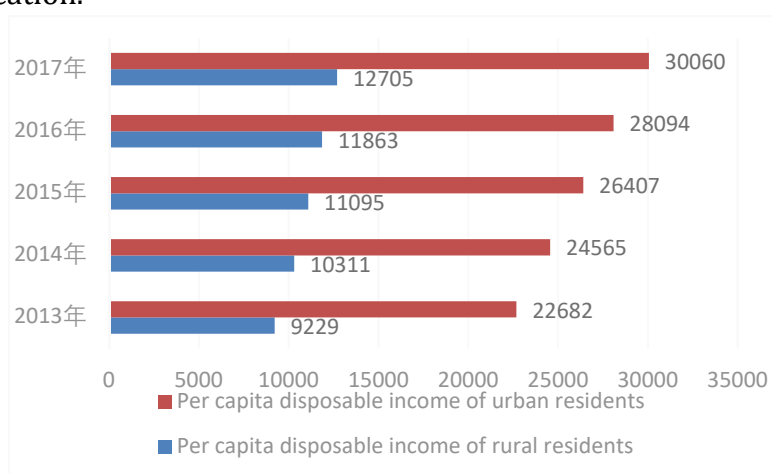
Rural schools are a place of talent gathering. School teachers generally have a reputation in the rural areas of the area, much more cultural than farmers. These teachers' educational background and information recognition ability are relatively good in rural areas, and play an important role in driving farmers to improve their skills and knowledge. As more types of Yu receive higher education, the types of distance education became more diverse. Online education, self-examination, and other forms of education provide farmers with conditions to improve their skills and knowledge. However, in practice, it is difficult for farmers to improve their quality because the time and cultural basis are difficult to adapt farmers to the needs of these teaching methods. Therefore, only rural primary and secondary schools and their teachers can truly promote the improvement of farmers' knowledge and skills. At present, many educational activities in rural areas are carried out in rural primary and secondary schools. These teachers are not only experts in improving their cultural level, but also them. With the development of rural technical personnel training and the improvement of practical agricultural technical teachers, this role will be further strengthened.

## **2. Current Situation and Problems of rural education development in Changzhi District, Shanxi Province**

### **2.1. Current Development Status of Rural Education in Changzhi District, Shanxi Province**

In recent years, the rural education in Changzhi area has made certain achievements and made great progress. The local compulsory education management system has basically realized the "county-leading"; Teachers' salaries are paid in a uniform manner, It is directly allocated by

county-level finance to their individual accounts; Regional Management Center School, Central government is fully managed primary schools, Complete primary school management of the individual departments of educational schools, This model is fully implemented in the rural areas of Changzhi; County-level education departments may appoint school principals and teachers, Also responsible for managing the school finances, The management responsibilities of schools at all levels are more clear; Most school-age children and adolescents in counties and districts are essentially subject to a nine-year compulsory education, On the basis of realizing the "universal nine", Do a good job in the basic realization of the "two basic"; Many teachers are growing quietly at the forefront of rural education, And working very hard; Rural schools will fully implement quality-oriented education for students, The school implements the party building education policy. Continue to standardize the behavior of the operating system, and effectively strengthen education, education reform research and reform, and steadily improve the quality of education.



**Figure 1. Comparison of per capita disposable income of rural and urban residents in Changzhi area**

The development of rural education will be affected and restricted by many factors, and the economic factors play a key role. According to the data released by the Changzhi Statistical Yearbook, the per capita disposable income of urban residents was 30,060 yuan, but the per capita disposable income of rural residents was 12,705 yuan, both up 7.0% compared with 2016. From the perspective of farmers' income, the rural economic level and living conditions have been gradually improved, but there is still a large gap compared with cities and towns. Accelerating the economic development of rural areas is the driving force to promote the development of education. It is conducive to the healthy physical and mental growth of rural children, and it can also improve the comprehensive literacy of farmers, and play an indispensable role in winning a well-off society in an all-round way.

Statistics show that by the end of 2017, the rural population accounted for 47.07% of the city's population, down 1.4% from the previous year. In 2018, there were 43,578 teachers, including 38,996 full-time teachers; 15,618 teachers in rural areas, including 12,394 full-time teachers. There are 1,640 schools at all levels in counties (districts and cities), including 652 rural schools; the total enrollment of schools in counties (districts and cities) was 141,495, including 68,723. Influenced by the urban-rural dual structure, the rural education in the area is far behind the city. The aging of rural teacher structure is also deeply affected by exam-oriented education.



## **2.2. Problems Existing in the Development of Rural Education In Changzhi District, Shanxi Province**

### **2.2.1. Rural Education Environment Is Relatively Backward**

We can divide the rural education environment into the educational environment of the family and the educational environment of the school.

First of all, children are born, and parents are their first teachers. The education and knowledge of parents and mothers will have a significant impact on children's learning and development. The higher the degree and knowledge know Yu Duo parents can provide appropriate learning help for their children; on the contrary, a family has no good atmosphere, will not have a positive impact on cultivating children's good learning habits. According to statistics from the municipal government, the population over 20 in rural areas (except towns) is about 1.572 million, of which about 633,000 people did not go to school, and the primary school cultural population is about 547,000, accounting for 34.4%. The population of junior high school students is about 392,000, accounting for 24.9%. The urban population over the age of 20 is about 1.129 million, of which about 287,000 have studied in primary school, about 318,000 have attended junior high school, accounting for about 28.2%, and high school is about 326,000, accounting for 28.9%. It can be seen that people in rural areas are not willing to receive education, while people in urban areas tend to have a higher degree of education compared.

Second, in terms of school education environment, rural itself is a short board, limited funds leads to insufficient education investment, poor school quality, insufficient textbooks, insufficient hardware equipment and other serious problems. For students, there is no quiet place to study, and accidents may hurt themselves; in addition, teachers are not comfortable working in this environment, the basic salary is lower than their counterparts. Even in some poor villages, teachers have no independent office place, class and usual work in the classroom. Low wages and benefits have also prevented more young teachers from taking rural jobs. The lack of full-time teachers like physical education, music, arts and computer does not help develop quality education all the round.

Overall, the construction of rural school hardware facilities has been greatly improved through "Pu Jiu" and "Pu Twelfth", but it is still relatively poor compared to the city. If the educational infrastructure is backward, it cannot meet the needs of the comprehensive quality-round development of rural students' education.

### **2.2.2. Lack of Teachers, the Team Construction Needs to Be Improved Urgently**

The number of primary and junior high school teachers in the rural areas of the city is severely inadequate, especially in remote rural schools. The number of teachers who meet the standard of teachers is low, and the unreasonable subject structure makes the "backbone" have the idea of job-hopping. There are inevitably some problems in education in China's rural areas, among which the top priority is the shortage of the number of teachers, and it is not conducive to improving the quality of rural education. In rural areas, economic conditions are limited, so teachers in a young grade prefer to work in cities rather than to the countryside or remote villages to engage in their jobs. According to the above situation, although the relevant departments of the municipal government through the implementation of multiple preferential policies, but the Changzhi City teachers also need to increase the construction of efforts, seize the time to improve. At present, the working teachers of Changzhi Rural Primary School are older, because of the teaching years of rich teaching experience, there are a few young substitute teachers. The lack of young teachers and their high degree of mobility is the main cause of influencing rural education. In addition, from the overall quality of teachers, the school is basically given priority to with older teachers, although they have been teaching for many years, but their class way is still very single, with chalk on the blackboard, textbook knowledge is given priority to with oral explanation, homework is mostly exercises or recite class

outline. In order to keep up with the changes and development of The Times, teachers' teaching methods have to be updated, and you can use the popular multimedia technology to give lectures, but this is contrary to the long-term habits of teachers, so it is easy to appear two situations. One is to actively accept education and training, but the training effect is low, especially multimedia use, professional knowledge and technical update encountered more problems; the second is the simple education and teaching form has not changed, the use of the old can not keep up with the teaching methods of The Times, is not conducive to improving the quality of education and teaching. On the contrary, young teachers regularly participate in teaching training, can better use new skills, they can also more flexibly use the latest teaching tools, but due to the rural teaching environment difficulties, they are not willing to teach in the countryside, they will choose to other better schools, which leads to the local teachers quality level is not high. It is urgent to complete the increase of the number of teachers, but the quality of teachers also needs to be improved.

In recent years, in order to realize the curriculum of primary and secondary schools closer to the practical needs, the absence of teachers in the fields of English, music and dance, physical education and quality promotion exhibition, painting, computer and other fields has become a common phenomenon in rural education in poor areas. Due to the lack of teachers, long inaccessible to nine-year compulsory education courses such as English language, music appreciation, fine arts, computers, crafts, etc. Certain remote learning devices (e. g., TVs, VCD and computers) could not be used for education and are shelved. As a result, rural students have less basic learning than urban students.

### **2.2.3. Insufficient Investment in Education, Shortage of Public Funds, and Low Quality of Running Schools**

Now the implementation of strict miscellaneous fees, textbook and homework book fee, stipulate a total amount of charge, one-time ask students to collect. Objectively, the family burden of students is reduced, but due to the difficult economic situation in poor areas, it is difficult to allocate education funds in time. The finance of all counties and districts has not allocated 3.94 million yuan, so there is basically no annual education funds to improve the operating conditions of schools. Many county and district schools maintain basically zero daily water, coal and electricity expenses, and cannot guarantee normal office expenses and per capita funds. In some places, they also raise the miscellaneous fees that you use to pay the salary of substitute teachers. The funds are limited, and most of them are also used for urban schools. However, the investment funds of ordinary schools, especially rural schools, cannot be guaranteed, and even the long-term arrears, which limits the development of rural school education in Changzhi area to a certain extent, and it is also very difficult for the construction of each school.

Rural schools in the district have some defects in the building system. Adjusting the school's basic plan isn't very attractive for young teachers. Due to the lack of funds, some infrastructure construction in the rural areas of Changzhi City has been frustrated, so it is impossible to tell the students the knowledge points more clearly in the process of education.

### **2.2.4. The Concept of "Learning Useless" Is Widespread**

Under the current slowdown of farmers' income, education consumption is a great burden on rural families. Due to historical reasons, the economic consciousness of Chinese rural small farmers has profoundly affected farmers' behavior. This concept is widespread, especially in remote rural areas, where some families have poor families and many children without access to expensive tuition. Also due to the increasing labor output in different areas of the city, no strong labor force in rural areas, and have to give up their studies at home and even some parents choose to put the burden of life on their children's shoulders; some people, directly think that learning is useless. We will not continue to study after receiving our compulsory

education. Therefore, rural school-age children and adolescents have high dropout rates and overall enrollment of school-age adolescents are low.

The development of rural preschool education in Changzhi City is slow. The 11,174 people with three-years of preschool education have just reached half the number of kindergartens at or above the county level. More than 70% of the lower grade students in rural primary schools have not received preschool education, so the learning foundation is poor, and it is difficult to improve the quality of learning. In comparison, most children in the city start receiving preschool education earlier, basically starting from the age of three. Without big economic problems, they rarely drop out of school. In addition, parents can usually identify the overall quality of their children as soon as possible, in addition to the school teaching classes, but also choose different interest training classes. This could be a significant factor in increasing the gap between them. There are indications that the level of rural student education and the increase in college enrollment depend on quality education. At the same time, farmers do not understand human capital investment and are not competitive in employment. Most of them are mainly physical labor, accepting new ideas and new knowledge.

With the employment policy of college students changing, most farmers have little interest in learning. A considerable number of farmers believe that agricultural work does not need culture, and it is useless to know too many Chinese characters, it is better to settle accounts. In addition, the high tuition fees make the economically disadvantaged farmers retreat, and their children want to study, but their parents are unable to afford it. Studies show that as long as children in the countryside, the family will become the poorest person in the village. As a result, over time, some farmers gradually lost their interest in education.

#### **2.2.5. Left-behind children Have Serious Educational Problems, and the "Lack" of Family Affection**

Social progress is making, science and technology is developing, and the most demanding aspects of people are constantly improving. This is not a good thing for rural families, which means that the expenditure of education cannot be matched with family income. As a result, because many rural parents have more opportunities to make money in towns or main cities than in rural areas, they choose to work out to support the whole family and leave their children at home, and the problem of left-behind children is deteriorating. The low age of left-behind children in rural China has gradually become a prominent problem in rural education. Parents do not raise their children themselves, and many children left are affected by favor and negligent discipline from elders such as grandparents and grandma. First, children are not motivated to learn at home, naughty, do not want to finish homework, the next day to school, second, due to lack of communication with parents, lack of necessary family education, they form a personality disorder, some children even have introverted, withdrawn, indifferent and addicted to online games; third, left-behind children will have certain safety risks without parental care. The elderly are older, can not follow their children at any time, do not pay attention to accidents, such as in the park into the water or encounter wire shock and so on.

### **3. Research on Rural Education Development Countermeasures in Changzhi District, Shanxi Province**

#### **3.1. Optimize the Education Environment in Rural Areas and Revitalize Rural Education**

In practice, it is more difficult that most places in Changzhi region rely on rural-centered human resources to realize the revitalization of rural education. We should rely on population flow to absorb fresh blood, but these teachers all need a good working environment. Similarly, optimizing the growth environment of rural children, especially left-behind children, needs to



give them more social care. By increasing the investment in education to improve the education environment in rural areas, adhere to the principle of "what is missing what", it focuses on "what you need", improve rural school infrastructure, improve the construction of school buildings, and establish a school bus fleet to protect the basic personal safety of students. We will gradually improve the teacher staffing system, pay attention to the status quo of teachers' activities in the non-system, and adjust the curriculum setting according to the standards stipulated by the state. The next generation needs the technology, culture and other high-quality education, we also need to spread the learning opportunities brought about by groups, the quality of life and the civilization and progress brought about by the cultural atmosphere.

### **3.2. Develop the Contingent of Rural Teachers and Drive the Development of Rural Education**

Since teachers are practitioners of education, their practice is aimed at students, and has a certain practice environment. In order to make the success of educational activities, teachers must fully combine theory with practice, stimulate the potential of each teacher, realize the optimization of resource allocation, alleviate the current situation of the shortage of teachers from the side, and improve the quality of education. When recruiting teachers, strictly check and raise the access threshold to ensure the better development of local education; some college students, such as Changzhi College, Changzhi Medical College, should actively respond to the call of the state to grassroots schools to support rural education.

The Changzhi Municipal Government should take the lead to ensure the effective implementation of the supervision mechanism, improve the management of the special funds, accept supervision, and protect the rights and interests of teachers from infringement. Departments that fail to do good teachers' wages in accordance with relevant provisions shall handle them in accordance with laws and regulations. There is a shortage of teachers in rural areas, so teacher subsidies can be distributed in these areas to greatly improve their treatment and attract excellent teachers to teach in rural areas. Relevant government departments may organize urban and rural teachers to exchange with each other or temporarily change the working environment. In this case, learning from each other is conducive to improving the quality of teaching and the innovation of teaching mode.

The relevant village cadres in the region should give excellent rural teachers high evaluation, care and support, so that the whole region can agree with the work of teachers. Improve farmers' understanding of education and realize the leading role of teachers in rural economic development. Let talented rural teachers serve as or serve as village leaders, so as to "make the best use of things".

### **3.3. Raise Government Investment in Education to Narrow the Gap Between Urban and Rural Areas**

Relevant ministries and commissions and institutions will start to improve the regulations on education funds investment, and formulate special laws and regulations on rural education. The relevant departments will confirm whether the education funds are implemented in accordance with the law to ensure fairness and rationality. Finally, education funds can be implemented more smoothly, strengthen supervision, responsibility implementation system; strengthen the transparency of education funds and school income and expenditure, establish a public accountability hotline, and ensure that education funds are implemented.

The financing of learning should be transformed into diversification, guide and encourage individuals to invest in schools, reasonable planning and use of social idle funds, so that a variety of financing channels coexist, and give full play to their respective advantages, which will accelerate the diversification of school subjects and investment subjects. We should correctly standardize and guide these education investment methods, arrange relevant

regulatory departments in the implementation of them, and severely crack down on arbitrary charges in schools. Although we currently focus more on the development of higher education, we cannot ignore rural education. In addition, due to the unbalanced regional economic development, when formulating plans and policies, specific regions, specific analysis should apply the remedy to the case to ensure the effectiveness of policies, maintain education equality, and finally realize the education of the whole people.

### **3.4. Change Farmers' Ideology, Reform and Develop the Road of Rural Education Development**

Parents' children have been deeply influenced by them since birth, whether ideological, or speech or behavior, will have a direct impact on their children's values. In order to make children grow up better, compulsory education can be publicized for rural families. Making farmers realize that education is a long-term investment and plays an important role in improving the quality of children. Education can not just be for continuing school or making money. Education can also change people's minds, improve people's ability and help shape humanistic literacy. Rural parents need to update their ideas, establish correct educational values, and actively participate in their children's growth. Therefore, parents should try to make money and provide a better environment for their children to learn and grow up. On the other hand, parents should actively cooperate with various forums and home visits activities organized by the school, and often contact the teachers in order to understand their children's learning performance and make friends. To the right way to the child, the child can receive good family education. In addition, schools and government agencies can also arrange for parents to learn how to educate their children correctly in their free time, guide them to establish correct educational concepts, and finally realize the "double absorption" of family education and school education.

Abandon some backward concepts, guide the establishment of correct concepts, relax the vision, which will lay a solid foundation for promoting rural economic development. Not because is rural, reduce the standard of education, in today's development of agricultural economy, rural education and put forward new requirements, not only limited to children's education, but also should expand the audience, such as adults, also can not be limited to twelve years of compulsory education, in continuing education also need to pay attention to. In addition, the educational resources in rural areas should be maximized as effective as possible, and some good schools should be used to guide local farmers to understand agricultural promotion technology. And to measure the quality of the economic development of the Changzhi region, rather than put the only standard to evaluate the quality of education only from the school enrollment rate.

### **3.5. Strengthen the Care for Left-behind Children to Ensure Their Sustainable and Healthy Development**

Whether in study or life, left-behind children will have more or more problems in all aspects. From the perspective of the school, it is the responsibility to take more care of left-behind children; as a teacher, to visit students' families every month or other month to increase the care for left-behind children in practical actions. All walks of life should take the initiative to pay attention to, and give help, to create a good living environment and learning environment for left-behind children. For the left-behind child caregivers, the teacher should communicate with the caregivers of the children, can always understand the living conditions of the children from the large population, appropriate leisure time, you can arrange the guardians and children to study together, provide them with necessary guidance in family education; and often contact and communicate with their biological parents about the recent situation of left-behind children, let the children and parents can communicate online and educate them accordingly.

As parents, no matter where they are, they should assume the responsibility of family education wherever they are. In the absence of frequent parental communication and family warmth, children are vulnerable to external adverse factors, which lead to personality problems. Then, it is particularly important to timely understand the child's ideological dynamics, and to participate in every link of the child's growth. Son does not teach, the father is at fault. As a school, underdeveloped rural transportation construction of rural boarding schools. Most of the children remaining in rural areas are left unattended. Strengthen the construction of rural boarding schools, ensure personal safety; should also strive to create a personalized environment for students, broaden their thinking, improve their innovation ability, as a new era of college students, we should improve our social responsibility, pay attention to the surrounding, within the ability, to help left-behind children.

#### 4. Conclusion

The rural economic development in Changzhi area of Shanxi Province is slow, and the farmers' education awareness is generally low, and these factors restrict the development of rural education in the region. In addition, the serious investment in education is so insufficient that, in order to promote the development of rural education in Changzhi area, it is necessary to increase the investment in rural education funds and improve the level of teachers. In the process of realizing the modernization of rural education, we must pay attention to the quality of teachers, the treatment of teachers and educational concepts. Only in this way can we have the strength and resources to improve the rural education level and promote the reasonable distribution of rural education resources. Only by implementing it in place, can rural education in the region flourish in the future.

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