

# The Embodiment and Practice of Marxist Equity Theory in Rural Compulsory Education

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## Abstract

**Based on the Marxist equity theory, this paper summarizes the achievements of the Marxist equity theory in the application of China's rural compulsory education, analyzes the unfair problems still existing in the development of China's rural compulsory education and the causes of these problems, puts forward specific countermeasures to improve China's rural compulsory education, so as to provide practical theoretical guidance for the further development of China's rural compulsory education.**

## Keywords

**Marxist equity theory; Rural compulsory education.**

## 1. Introduction

Marx and Engels' educational equity theory is an important part of the Marxist theoretical system. Its establishment is a great leap in the history of human educational equity. The leading collective of the Communist Party of China with Mao Zedong, Deng Xiaoping and other leaders of five generations as the core inherited and developed the Marxist theory of educational equity in the practice of leading China's socialist construction. The combination of Marxist educational equity thought and the practice of socialist construction with Chinese characteristics has realized the localization of Marxist educational equity theory in China, enriched the connotation of educational equity, provided a basic perspective for investigating the current situation of rural compulsory education, and provided a theoretical and practical basis for promoting the balanced development of rural compulsory education.

## 2. Analysis of the Problems

The whole society attaches great importance to educational equity. China has taken a series of measures to promote educational reform and development, and achieved remarkable results, but there are still some problems.

in terms of resource allocation, first of all, the investment in education funds is more biased towards urban schools, and the investment in education funds is insufficient for rural schools. There are a large number of rural schools, which are widely distributed, and the situation that the average student data are not up to standard is mainly concentrated in rural schools. Even if there are more rural school construction projects, the total amount of investment is lower than that of urban schools, which has expanded the regional differences, urban-rural differences and inter school differences of compulsory education to a certain extent, hindering the fair development of rural compulsory education. Secondly, the construction of rural school buildings, the allocation of educational equipment, library collections and smart campuses are significantly different from those in cities. The intelligent campus system of urban schools has been gradually improved. It is intelligent from the aspects of canteen, accommodation, library and so on, which greatly facilitates students. In some rural schools, let alone smart campuses,

the utilization rate of multimedia is not high, the library collection is low, and the borrowing rate is also very low. Finally, because the fluctuation and variability of population flow are difficult to predict, and there is a lack of reasonable investigation and investigation in the layout adjustment of rural schools, some teaching sites are idle after the completion of construction, and no local students enter the school, resulting in a waste of resources to a certain extent, resulting in the imperfect layout and structure adjustment of rural schools.

In terms of the construction of the teaching staff, the first is the lack of rationality of the structure of rural teachers. There are some problems, such as the unreasonable subject structure, the unreasonable staffing structure, the coexistence of overstaffing and understaffing, the unreasonable subject structure of teachers, and the number of existing rural primary and secondary school teachers is difficult to meet the teaching needs. Secondly, due to the long distance, inconvenient transportation, relatively difficult conditions and few opportunities for personal development of rural schools, the construction of rural teachers has been facing the problem of "not going down, not staying". Thirdly, the educational level of rural teachers is low. Most rural teachers also assume the responsibility of life guidance teachers, especially some teaching sites have boarding students, which requires higher comprehensive quality of teachers. At present, teachers' professional training is far from enough to meet the current rural teaching needs. Finally, as rural teachers are becoming increasingly underprivileged and their sense of professional identity is weakening, teachers are unwilling to stay in rural schools for teaching. Their efforts and gains are not proportional, and they even have inferiority complex about their professional identity.

3. In terms of the school itself, first of all, the rural teaching sites are distributed throughout the mountains, and the teaching quality is uneven. Many courses cannot be carried out according to the regulations. Compared with the quality development and moral education curriculum in urban schools, the curriculum and development activities in rural teaching sites are very monotonous. Therefore, most rural teaching sites cannot establish a standardized teaching system. Secondly, in order to solve the problems of long distance and difficult schooling in rural areas and the education of left behind children in rural areas, boarding schools have developed rapidly in areas with inconvenient transportation. However, the boarding conditions of some schools are relatively poor, and the conditions of dormitories, toilets, drinking water, bathing and other aspects need to be improved. Thirdly, many rural school principals do not act, or do not think about school management reform, and let problems exist without trying to solve them. The educational concept of many rural schools is still limited to exam oriented education and ignores the quality education of students, which leads to the lack of corresponding training and teaching of rural students' extracurricular interests and ideology and morality.

### 3. Analysis of the Causes

In order to build a high-quality education system and achieve the goal of building an educational power, we must solve the problem of rural compulsory education. To put forward the solutions to the problems of rural compulsory education, we must sort out the causes of the problems of rural compulsory education. First of all, the rural geographical environment has a far-reaching impact on social and economic development, and education has always been affected by the geographical environment. Secondly, the impact of rural economic development on the development of rural compulsory education is far-reaching. Affected by various factors such as natural conditions, rural areas have relatively poor economic development conditions, resulting in difficulties in local finance, insufficient investment in public education services, low social status of farmers, and rural compulsory education is in a weak position. Finally, the urban bias of education funds leads to the lack of investment in rural education funds, which affects the development of rural compulsory education. Because rural schools have been poor and

weak for a long time, they can not be compared with urban schools in all aspects. To improve the school running situation, more resources need to be invested. Moreover, rural schools are located in remote areas, and there are basically no opportunities to raise funds for running schools. They can only rely on the financial input of local governments.

#### 4. Relevant Countermeasures

To realize the fair development of compulsory education as a systematic and long-term work, we should not only look at the fairness of compulsory education from the perspective of comprehensive development and economic construction, but also from the perspective of building a harmonious and sustainable development society and maintaining social stability, so as to promote rural compulsory education and promote the fair development of compulsory education.

Give play to the leading role of the government in the development of rural compulsory education. First, further optimize the allocation of rural education resources to make up for the unfair allocation of rural education resources. In the allocation of educational resources, all aspects should be coordinated and coordinated to make effective use of educational resources. For example, we should give priority to ensuring the development funds for rural compulsory education, strengthen the construction of digital campuses in rural schools, equip information infrastructure to meet the needs of information technology courses and subject teaching, increase investment in the transformation of weak schools, and promote all kinds of educational resources to favor weak schools and vulnerable groups. Secondly, we will fully implement the poverty alleviation policy of targeted education in rural areas, and every school-age child has the right to enjoy high-quality education. In the process of poverty alleviation through education, it is necessary to further strengthen the work in information verification, policy publicity, funding verification, capital investment, etc. teachers should also strengthen the psychological consultation and guidance for students in poor areas, and timely find and diagnose their mental health problems.

make a scientific plan for the development of rural compulsory education. First of all, we should pay attention to the school needs of students in remote areas. Starting from the actual situation in rural areas, we should give full consideration to such issues as students' age, students' safety, number of students, school distance, people's needs and school running conditions, further optimize the layout of rural schools, and promote the standardization of rural primary and secondary schools. Secondly, strengthen the standardized construction of boarding schools to create a good environment for boarding students' physical and mental development. Thirdly, the education administrative department should perform the management function of primary and secondary school principals, and strengthen training, assessment and supervision. Finally, we should strengthen the information infrastructure construction of small-scale schools, meet the teaching needs of information technology and other disciplines, and make up for the regional weakness of resource allocation through information data. In addition, we should attach great importance to and strengthen the equipment maintenance, software development and teacher application training of modern distance education projects in rural schools, and promote the sharing of high-quality educational resources between small-scale schools and urban schools.

comprehensively strengthen the construction of rural teachers. First of all, China can continue to expand the coverage of economic incentives for rural teachers, which can not only stimulate the sense of honor of rural teachers, but also set an example for their children. Secondly, the school should attach great importance to the construction of the teaching staff, establish a normal recruitment mechanism for primary and secondary school teachers in accordance with relevant policies and career development needs, and timely supplement the vacant teacher

staffing. We should establish and improve the regular and reasonable flow mechanism of primary and secondary school teachers within the county to promote the reasonable flow of primary and secondary school teachers within the county. We should vigorously improve the teaching, living environment, facilities and teaching and working conditions of rural primary and secondary school teachers, give preferential consideration to the selection of rural teachers' titles, famous teachers, backbone teachers and various models, and further increase the salaries and subsidies of rural teachers. We should cultivate rural teachers' sense of responsibility and professional identity, and fully emphasize the importance of their feelings, knowledge and literacy in helping rural children shape their independent personality and revitalize rural education. Schools should implement teacher training funds according to law, innovate training methods and means, and strengthen teacher training in rural schools and weak schools. In addition, we should strengthen the training of multimedia teaching for rural teachers and improve the utilization rate of teaching equipment in rural schools.

## 5. Conclusion

At this stage, China's socialization process is further developed, and the reform and opening up is also moving forward to a deeper level. In order to achieve the fundamental goal and historical cause of "the great rejuvenation of the Chinese nation", we must attach great importance to the development of education, especially compulsory education. Our party has always adhered to the guidance of Marxism, blazed a path for the development of socialist education with Chinese characteristics, always insisted on giving priority to the development of education as an important first hand, continued to promote educational equity, and embarked on a new journey of accelerating the modernization of education, building an educational power, and running an education to the satisfaction of the people in the practice of comprehensively summing up the historical experience of China's educational reform and development in a new historical direction and focusing on solving practical problems.

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