

Education Equity in Urban-Rural Differences in China: Take Teacher Team Building as An Example

Xinling Zheng *

Xiamen University Tan Kah Kee College, Zhangzhou, Fujian, China

* Corresponding Author Email: 20150725117@mail.sdufe.edu.cn

Abstract. China's educational equity has received widespread attention from society, and all regions of the country have adopted positive policies to adjust and improve the fairness of the education system. However, in the existing education system, there are still deficiencies in the allocation of educational resources and teachers in different regions, such as the eastern and western regions, and coastal and inland areas. Certainly, urban and rural areas are the same. This paper analyzes the role of teachers for students, society, and even the country, as well as the differences in urban and rural educational resources and fairness. This paper analyzes the importance of teachers for both urban and rural students, which further illustrates the importance of fair allocation of teacher resources for the development of students. Based on this, this paper proposes the following suggestions: carry out urban-rural educational cooperation develop diversified education, and cultivate excellent local teachers to reduce the fairness problems in urban and rural areas.

Keywords: Urban-rural differences, teacher building, education, teacher.

1. Introduction

In the context of rapid global development, with the continuous improvement of science and technology, the demand for talent is also increasing, so the status of education is getting higher and higher, and the demand for education is also increasing. Among them, the issue of educational equity is the most prominent, and the allocation of teacher resources has become a hot topic of concern and a hot topic among people [1]. As the disseminator and granter of knowledge, teachers are an especially important part of education, the core force of education, and play an important role in educational equity. Therefore, the issue of teacher allocation and educational equity in education has become a very concerning issue in the field of education. All countries are working hard to narrow the urban-rural gap and promote the development of education. Nowadays, the Chaozhou Municipal Government has taken a series of measures to promote the balanced development of education in the county, such as allocating educational funds to remote schools and weak schools in a planned manner, improving school conditions, and shortening the gap in school hardware construction; optimizing teacher allocation, strengthening teacher team construction, improving teacher quality, and promoting teacher professional development through various trainings; relaxing public school enrollment restrictions, promoting school standardization, supporting the development of private schools, and promoting the compulsory education of children of migrant populations [2]. Based on this, this article analyzes the role and importance of teachers, explains the differences between urban and rural areas, and puts forward suggestions for improvement.

2. Role of Teachers

Teachers are an indispensable existence in everyone's life and have an important role in students' growth. Teachers are not only the transmitters of knowledge to students, but also the guides and role models of students. Teachers give students theoretical teaching, impart subject knowledge and skills to students through classroom teaching, explanations, demonstrations, and other different methods, and help students better understand and master knowledge points and course content. They are the transmitters of knowledge [3]. Excellent teachers stimulate students' interest in learning through vivid teaching methods and rich teaching resources, promote students' strong interest in knowledge, guide

and cultivate students' preferences, and discover students' talents [4]. However, teachers are not only the transmitters of knowledge but also an indispensable learning guide and psychological guide. The learning methods, thinking methods, and problem-solving abilities acquired by a student in the learning process are often more important than the acquisition of knowledge itself. Therefore, teachers will guide students in the learning process and cultivate students' independent learning ability. In the process of teaching, teachers' pay attention to the different characteristics and development needs of different students, provide personalized guidance and training, promote students' all-round development, and cultivate students' self-confidence and self-esteem. Students' character and core values are also particularly important. While focusing on imparting subject knowledge, teachers also focus on cultivating students' character and core values and guiding students to establish a correct outlook on life, values, and worldview. Teachers combine theoretical teaching with psychological guidance, give different teaching methods and strategies according to the actual situation and different needs of different students, and are committed to promoting the best progress and growth of students.

Teachers are an important part of educational resources. As key figures in promoting and promoting educational development, teachers play an important role in the realization of educational equity. The country needs excellent teachers, who will actively listen to students' voices, and understand their backgrounds, needs, and potential challenges. Teachers establish a good communication relationship with students so that teachers can better identify and understand students' learning needs and difficulties in learning, and provide different support and guidance to different students. According to students' different learning styles, interests, and ability levels, teachers provide different teaching resources and content, which can ensure that every student has the opportunity to achieve excellent results and a sense of accomplishment in their abilities and interests, and can reduce the learning gap caused by individual differences. Teachers can provide favorable conditions, support, care for and help students who have difficulties in learning to overcome obstacles and realize their ideals and ambitions. Teachers promote solidarity, cooperation, and mutual assistance among students by advocating respect, understanding, and tolerance among people, and creating an inclusive learning environment. Teachers encourage students to appreciate the differences between students, prevent any exclusion and discrimination, and eliminate inequality. Teachers provide equal learning opportunities and development space for each student. Therefore, teachers provide students with more equal learning opportunities and development space and try to maintain a fair atmosphere as much as possible. Teachers promote social justice and equality through the principle of equal opportunity in education and establish a fair and just social environment for the country.

As educators of national youth and promoters of youth-quality education, teachers play a very important role in the development of the country. First of all, teachers are guides and transmitters of knowledge. Teachers use their teaching content and methods to help students acquire knowledge and develop skills. After students have learned knowledge and abilities, they contribute their strength to the country through their continuous efforts and forge ahead. Through education and training, teachers can see the different areas in which different students are good at, and thus carry out training and cultivation of different professional levels. Teachers promote national development not only by training students to become excellent talents useful to society and the country but also by establishing correct and solid core values, moral values, social responsibility, and civic awareness in the process of teaching students, thereby promoting the harmonious and stable development of society. Therefore, teachers are also the inheritors of values.

3. Difference Analysis

3.1. Differences in Urban and Rural Educational Resources

The allocation of educational resources is the foundation and guarantee for the development of education. The urban-rural educational differences affect students' learning experience and achievements and have a profound impact on the overall development of society. There are great differences in resource allocation between urban and rural areas [5]. The first is the most basic

difference in the allocation of school resources. In terms of the number of schools, schools in cities are relatively more concentrated and more numerous than in rural areas. Schools in urban areas usually have richer educational resources. For example, urban schools usually have more advanced and complete teaching facilities: such as libraries, experimental classrooms, venues for students to carry out various sports activities, and advanced technical equipment to assist teaching. In contrast, educational resources in rural areas are quite scarce and rudimentary. School conditions are far inferior to those in urban areas. There is a lack of modern teaching equipment and an insufficient supply of teaching textbooks. In terms of educational investment, urban areas usually invest more than rural areas, which includes the construction of school infrastructure, teacher training, and the introduction of teaching aids. However, due to economic constraints and the continuous loss of local population, rural areas are short of educational resources [6]. In terms of textbooks, books, and course resources used by students, urban schools can more easily obtain the latest and most effective learning resources and real-time dynamics and development trends, allowing students to learn efficiently and effectively. In contrast, rural schools are unable to provide students with rich and diversified educational resources due to limited resources and are unable to meet the needs of students' all-round development. From the perspective of educational resources and learning environment, in addition to obtaining orthodox education, students in cities can also enjoy more diversified and high-quality educational opportunities. For example, extracurricular tutoring classes can help them achieve better results, art training can cultivate their interests' hobbies, and additional skills, and extracurricular activities can help them broaden their horizons and cultivate a correct worldview. However, rural students cannot enjoy these because they cannot even guarantee the most basic education and the learning environment is relatively closed.

3.2. Differences in Fairness of Teachers in Urban and Rural Areas

The healthy growth of young people is inseparable from the teaching and education of teachers, so the importance of teachers is reflected in all aspects of education. Teachers play a particularly important role and influence on students' learning achievements, the overall teaching quality level of schools, and the long-term development of society. The quality of teachers directly affects students' grades, so excellent and high-quality teachers are the basic and key factors to ensure teaching quality [7,8]. Because an excellent teacher has rich teaching experience and unique teaching methods, they can better stimulate students' enthusiasm for learning and the breadth and depth of thinking as well as diverse innovative concepts. Therefore, teachers' professional knowledge, teaching concepts, and teaching skills are particularly important for students. However, there is a huge gap in teacher strength between urban and rural areas. The solid and stable education system in cities attracts most of the high-quality, experienced, and capable elite teachers. These excellent teachers have better academic qualifications and professional backgrounds. Of course, this is also because the education market in cities has more opportunities and possibilities than in rural areas, more places to showcase greater development space, higher salaries, and a comfortable environment. Teachers in cities generally enjoy better medical insurance, housing subsidies, various rewards, and other welfare benefits, which attract more talent. In contrast, the teaching staff in rural areas generally face a lack of educational resources and development opportunities, and due to limited economic conditions and environment, the salaries and benefits of teachers in rural areas are relatively lacking [9,10]. Teachers in cities can also get more training opportunities. They can participate in better and top professional training courses and learn advanced teaching methods and teaching techniques earlier, while teachers in rural areas have relatively fewer training opportunities.

4. Suggestions

4.1. Urban-Rural Cooperation

To narrow the gap between urban and rural education, the government and the country should develop urban-rural cooperation to narrow the gap between urban and rural areas. The development

of urban-rural cooperation promotes the fairness of education and the fair distribution of education. It can improve the level of rural education, narrow the gap in educational development between urban and rural areas, and achieve educational equity and sustainable development. First, urban-rural cooperation can be carried out in terms of teaching staff. Effectively narrowing the gap between urban and rural teaching staff and optimizing teacher allocation are key policies in urban-rural cooperation and are worth pursuing. Urban-rural teacher construction cooperation can be divided into two directions: online and offline. Offline, excellent teachers can be sent from urban schools to some rural schools to teach. Of course, the state and government should provide these teachers with generous benefits and funds, so that more teachers will be willing to go to rural schools to teach. This will not only help students in rural schools academically but also help rural schools improve the construction of the teaching team. Urban teachers can train rural teachers, improve their teaching level, and pass on good teaching methods and experience to them for their use so that good urban methods can also be developed and passed on in rural schools [11]. Then online, through distance education and online courses, rural students can better enjoy learning resources. Secondly, to improve the quality of education in rural schools, urban schools can cooperate with rural schools. The schools in the cooperative relationship can share or even donate learning materials, courses, books, and teaching equipment, and even provide teaching guidance and training for teaching work, to improve the teaching quality of schools in rural areas.

4.2. Diversification of Educational Models

The diversity and innovation of teaching methods and models also play a role in promoting and developing urban and rural education. The state and the government can adopt diversified teaching methods and means. In urban areas, there are more abundant learning conditions and educational resources to develop students' objective learning, cooperative learning, inquiry learning, etc., and promote the all-round development of students while ensuring normal academic development. In rural areas, since there are geographical differences between cities and rural areas, rural schools can make good use of the existing environment and conditions. For example, rural areas can use field practice and cooperation with farmers to combine agricultural production and scientific knowledge, improve students' practical ability and innovation awareness, and let students obtain truth from practice, develop truth, and be inspired by it.

4.3. Cultivate Excellent Local Teachers

Cultivating excellent teachers is a vital part of educational development. Many teachers prefer to work in cities rather than in rural areas. The main reason is that cities offer more development opportunities, and the teaching and living environments are more comfortable. In addition, teachers in cities are generally paid more than teachers in rural areas. Therefore, the state and government can formulate differentiated salary policies and more welfare policies based on the different situations in urban and rural areas to encourage more outstanding teachers to stay in or work in rural areas [12]. If these policies are formulated, they can alleviate the problem of urban and rural education in terms of teacher resources and promote educational equity between urban and rural areas. A mentor system can also be established in urban and rural schools, with outstanding and experienced teachers serving as mentors for new teachers to guide teaching practice and cultivate the professional qualities and level of new teachers, so that new teachers can better adapt to the new environment. At the same time, the state and government should also pay attention to the cultivation of teachers' professional ethics and style, and cultivate teachers' professionalism, sense of responsibility, and how to respect students. Schools can also carry out activities related to the construction of teachers' professional ethics and style, and promote the construction of teachers' professional ethics and style by selecting outstanding teachers so that teachers can urge each other to learn and make progress.

5. Conclusion

The training of teachers is a long and tortuous process, but also an extremely important process. It can be concluded from the article that at present, the education level between urban and rural areas still has obvious imbalance problems, among which the unequal distribution of teaching staff is the most prominent. The country must continue to improve the teaching system and teaching management system. Through some preferential policies and attractive welfare benefits, it can encourage those excellent teachers to be willing to stick to some difficult environments and actively teach, to optimize the structure of rural teachers, achieve the reasonable allocation of educational resources, promote educational equity, and finally achieve the completion of educational equity.

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