

Rural Education Empowerment Village Rejuvenation: Based on the Results of Rural Education Research Results in Limin Village Central School, Peace Town, Wu Dalian Chi City, Heilongjiang Province

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Abstract: Rural education is the foundation of rural revitalization. As a typical school representing the development of rural education, Peace Town Limin Village Central School can provide a beneficial benefit for rural education to empower rural education through in depth research and analysis. Learn and inspiration. Through combing and analyzing the research results of Limin Village Central School in Peace Town, this paper discusses the current situation and problems of rural education, and puts forward countermeasures and suggestions to improve the quality and efficiency of rural education, which plays an important role in promoting rural revitalization and realizing educational equity.

Keywords: Rural Education; Rural Revitalization; Limin Village Central School; Research Results.

1. Introduction

With the advancement of the national rural revitalization strategy, rural education, as the foundation and core of rural revitalization, has received more and more attention [1-3]. Rural education is not only related to the learning and development of rural students, but also to the development of the whole rural society [4-5]. However, in the current situation, there are still a series of problems and challenges in rural education. Therefore, in-depth study of the current situation, problems and countermeasures of rural education is of far-reaching significance for promoting rural revitalization and realizing educational equity.

As a typical school representing the development of rural education, Limin Village Central School in Peace Town has made some achievements after years of development, but there are still some problems and deficiencies. Therefore, this paper combs and analyzes the research results of Limin Village Central School in Peace Town, and discusses the current situation, problems and countermeasures of rural education.

2. Rural Education Research on the Central School of Limin Village Central School, Peace Town, Wu Dalian Chi City, Heilongjiang Province

2.1. Research Background

Wu Dalian chi City, Heilongjiang Province is the industrial and agricultural county cities with coal resources and tourism as the pillar. It is located at the junction of Heilongjiang and Jilin provinces. The Heping Town, which is under its jurisdiction, is located in the southeast of Wu Dalian chi City. It is one of the key villages and towns in Heilongjiang Province. It is also the implementation area of the key rural revitalization project. Limin Village is the largest administrative village in Heping Town, living with more than 500 households. In recent years, the Heping Town

Government has begun to strengthen the implementation of rural education work, support the standardization, standardization, and branding of local village schools, in order to improve the quality of rural education and the quality of teachers, and promote the comprehensive development of local education.

2.2. Research Content

The research content of this rural education survey mainly includes: teaching materials writing, teaching management, student evaluation, disciplinary teaching and research, campus culture, etc., and use Peace Town Limin Village Central Primary School as the research object and observation point. After detailed data collection and field survey, the following research results can be obtained: Textbook writing: In order to meet the actual situation of local economic and social development, the school has carried out a large number of reforms and updates in textbooks. In particular, the design arrangements for interest education, characteristic courses and innovative courses provide a variety of learning space for students' habits and interests; the mining and sorting of various important traditional culture and local resources have created the "Learning the ocean and the mountains and rivers" subject system Essence.

Teaching management: The school has established multi-level teaching goals and standards, establishes the management of student points system, standardized the education and teaching process, and improved students' self-learning awareness and practical ability. At the same time, the school also uses Friday to carry out diversified extracurricular counseling and student practice activities to promote the comprehensive quality of students.

Student evaluation: In order to reflect the democracy and effectiveness of education and teaching, the school focuses on student evaluation and feedback, adopting the combination of "online evaluation" and "scoring evaluation", which better promotes the interaction of teacher-student relationships, enhances students of the initiative and consciousness of education.

Disciplines and research: The school pays attention to the

quality and level of discipline education. It uses subject websites and forums to carry out teaching and research activities to provide teachers with opportunities for diversified educational resources and mutual learning.

At the same time, the school also pays attention to the diversification and innovation of discipline education, and has carried out a number of special educational activities, such as scientific and technological innovation, art education, sports and fitness, etc., which enriched students' extra-curricular life and improved the comprehensive quality of students.

Campus culture: Schools pay attention to the construction of campus culture, creating a harmonious, positive and upward campus atmosphere. The school has established honorary selection systems such as "Three Good Students", "Excellent Teachers", and "Excellent Class Teachers", which has stimulated the enthusiasm and creativity of students and teachers. At the same time, the school also pays attention to the cooperation of home and school, established the interactive platform of the home committee and home school, and promoted the communication and cooperation of home schools.

3. Analysis of the Performance of Limin Village Central School in Peace Town

3.1. Current Situation of Rural Education

The Limin Village Center School in Heping Town is located in a relatively backward rural area. Most of the student families in this area are economically difficult and affected by many unfavorable factors, which have a great impact on students' learning and development. In addition, due to the lack of educational resources and teachers, the teaching quality and efficiency of the school have also been greatly restricted. Therefore, improving the quality and efficiency of rural education has become an urgent need.

3.2. Problems and Deficiencies

The Limin Village Central School in Heping Town is a typical rural school. Its existing problems and shortcomings mainly include the following aspects:

(1) Students' learning enthusiasm is not high. Most of the students in the school are economically disadvantaged and lack sufficient learning resources and environment, which leads to low learning enthusiasm and lack of learning motivation.

(2) Teachers' teaching level needs to be improved. The number of teaching staff in the school is insufficient, and the quality of teachers and teaching experience are insufficient. There are some obvious problems of teaching shortcomings and improper teaching methods.

(3) The teaching environment and facilities are backward. The school's teaching environment and facilities are backward, and there is a lack of sufficient teaching, sports and art facilities and resources to meet the needs of students.

(4) The lack of family education. Students' family education lacks guidance and attention, and cannot play an effective role.

3.3. Countermeasures and Suggestions

In view of the problems and deficiencies in the central school of Limin Village in Peace Town, and to improve the quality and efficiency of rural education, the following measures are recommended:

(1) Increase the motivation of students' learning. By strengthening extracurricular activities,

(2) Strengthen teacher training. Through training courses and interactive exchanges, guidance and explanation of educational concepts and methods are carried out to improve teachers' teaching level and quality.

(3) Improve the teaching environment and facilities. Strengthen investment, improve the school's teaching environment and facilities, and provide students with a better learning and development environment.

(4) Strengthen family education. Through home-school cooperation, carry out parent education, guide and promote the effective implementation of family education, so that it can play a greater role.

4. Conclusion

Through the investigation and observation of Limin Village Central Primary School in Peace Town, it can be seen that the school has achieved certain results in rural education. However, there are also some problems and deficiencies that need to be further strengthened and improved. It is hoped that the school can continue to carry forward the fine tradition, innovate continuously, and make greater contributions to the development of local rural education.

References

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Appendix

*1. What is your age?

- A. 20~30 years old
- B. 30~40 years old
- C. Over 40 years old
- D. Miscellaneous

*2. Are you a child?

- A. Dad
- B. Mom
- C. Grandpa/Grandpa
- D. Grandma/Grandma
- E. Miscellaneous

*3. (Your) your child's motivation to learn?

- A. Like to learn, willing to learn
- B. Parents' expectations
- C. Concerns about the future
- D. Miscellaneous

*4. What transportation does your child use to school every day?

- A. Walking
- B. Bus
- C. Private car

*5. Do you think it is important to give children a high-quality education from an early age?

- A. Important
- B. It's okay
- C. Not important

*6. Do you think your child's grades have a lot to do with the school's faculty?

- A. Large
- B. Not big
- C. Unrelated

*7. What is the number of rural teachers in your area?

- A. One teacher in many subjects
- B. Each course is taught by a dedicated teacher
- C. Not understood

*8. What do you think of the teaching equipment in the school your child attends?

- A. Very good
- B. General
- C. Very poor

*9. How much do you know about the government's investment in rural education?

- A. Very clear

- B. Learn a little

- C. Completely unaware

*10. What do you think rural primary education should improve?

- A. Teachers
- B. Hardware equipment for the school
- C. Charges

- D. Investment in rural education

*11. As far as you know, do rural schools in your area have multimedia facilities?

- A. None
- B. A small number have
- C. All of them

*12. What is your assessment of how good or bad the school is?

- A. The school's progression rate
- B. Whether to pay attention to the all-round development of students
- C. Teachers
- D. School environment

*13. In what ways do you think mountain education can be improved?

- A. Teacher Resources
- B. Educational equipment
- C. Learning environment
- D. Extracurricular books
- E. Miscellaneous