

# The Path of Quality Education for Rural Students in China

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## Abstract

As the largest-scale quality education practice sample in the world, China's education system is undergoing a revolutionary transformation from a "selection-oriented" model to a "development-oriented" model. The path of quality education for Chinese students is a process of continuous exploration and progress. The shift from "exam-oriented education" to "quality education" reflects China's pursuit of cultivating well-rounded talents. However, this path is not without difficulties — it faces numerous challenges and opportunities. Based on system theories such as vertical interactive participation, this study reveals the driving model behind this process.

**Keywords:** Chinese students, education, quality education, Chinese education.

Quality education has always been a hot topic in the education sector. Since entering the new era, this topic has been elevated to an unprecedented level. In teaching practice, how to implement quality education has become a key focus for frontline teachers and education experts. Among all areas, basic subject education plays an especially critical role.

## 1. Quality Education in Chinese Language

The promotion of quality education reform has begun to emphasize the cultivation of students' abilities in various aspects. Among these, language expression ability is a fundamental skill, playing a crucial role in students' future learning and life. Chinese language teaching focuses on cultivating students' literary literacy and enhancing their language expression ability. However, rural students still face some problems in communication and expression. Due to the influence of social and family environments, students often lack the interest and opportunities for expression, resulting in generally weaker language expression skills among rural students [1].

To successfully implement quality education in rural high school Chinese classes, it is first necessary to clearly understand what quality education entails. Then, two key focuses of quality education must be grasped: "habit formation" and "creative thinking." Finally, rural high school

students need to develop a correct understanding of "self-awareness" and overcome feelings of inferiority [2].

Chinese language literacy is a comprehensive literacy centered on language proficiency. Cultivating students' Chinese language literacy is a long-term process and a form of creative labor. Teachers need to adopt various methods, continuously practice, and constantly summarize their experiences to create an effective approach to improving students' Chinese literacy. Only in this way can students' Chinese language literacy be comprehensively enhanced [3].

## 2. Quality Education in English Language

The National English Curriculum Standards for Compulsory Education (Full-time Junior High Schools) states: "According to the rules of language learning, students must absorb a considerable amount of language material and undergo a certain amount of language practice to acquire the ability to communicate in English." For English learning, the most common way to absorb language materials and conduct language practice is through reading. However, effective reading strategies must be explored continuously during both learning and teaching. This is especially important in rural areas, where teachers need to adopt various strategies to enhance teaching activities [4].

The quality of rural junior high school English teachers is a key factor determining the success of students' quality education. Therefore, in order to comprehensively improve the quality of English teachers, it is necessary to strengthen their learning and professional development in all aspects. First, teachers must possess solid political and ideological literacy. Second, they must have strong professional knowledge and teaching skills. Third, they need classroom management abilities and adaptability [5].

## 3. Quality Education in Science

Quality education in rural areas is particularly weak in science subjects, especially chemistry. Chemistry literacy is a comprehensive quality centered on chemical abilities. Cultivating students' chemistry literacy not only helps improve their academic performance but also enhances their overall competence.

Teachers need to comprehensively improve their own chemistry literacy, adopt various forms of teaching practice, constantly summarize their experiences, and strive to develop a set of effective methods for enhancing students' chemistry literacy. Only in this way can students' chemistry literacy be comprehensively improved [6].

## 4. Quality Education in Elective Subjects

Quality education emphasizes the all-round development of students. Education in music, physical education, and art helps cultivate students' moral character, improve their aesthetic appreciation abilities, enhance their physical fitness, and develop their ability to discover, appreciate, and create beauty. These subjects contribute to building a harmonious and healthy cultural atmosphere and promoting cultural prosperity in rural areas [7].

## 5. Psychological Quality

Currently, the ideological and moral education of rural students faces significant difficulties, and the current situation is concerning [8]. However, as long as efforts focus on the principles of "diligent learning, moral cultivation, clear discernment, and practical action," starting from detailed and specific actions, making full use of information technology, and continuously exploring and innovating, a multi-dimensional educational platform integrating classroom teaching, campus culture, and social practice can be established.

Adhering to the principle of student-centered education with moral education as the priority, and guiding young students to cultivate and practice core socialist values, can ultimately achieve the goal of "moral cultivation and talent development."

The "Vertical Interactive Participation" teaching model is a new concept under this approach. Applying "Vertical Interactive Participation" teaching methods in remote rural areas is particularly necessary for cultivating, promoting, and enhancing students' ideological and moral education in these regions [9].

At the same time, if efforts are made to enhance teacher training and update teaching concepts, emphasize family education to lay the foundation for improving students' ideological and moral education, fully leverage schools as the primary platform for ideological and moral education, and strengthen the connection between families, schools, and society, the ideological and moral education of rural students will undoubtedly reach a new level.

## Summary

In October 2019, a study conducted a sampling survey of 1,051 primary and secondary school students in Hunan Province using the Student Psychological Quality Self-Assessment Scale

developed by Professor Xiao Hanshi and his team [10]. The research results showed: overall, the current psychological quality level of primary and secondary school students was relatively good; there was no significant overall difference in psychological quality levels between genders; psychological quality levels did not improve consistently with increasing grade levels; urban students had higher psychological quality levels than rural students; student leaders exhibited relatively higher psychological quality levels; and students with excellent academic performance had significantly higher psychological quality levels than academically struggling students. Schools, families, and society should all pay attention to students' psychological health development and adopt various measures to improve their psychological well-being.

Over the past 40 years since China's reform and opening-up, rural education policies have undergone significant changes, bringing about profound transformations. Based on the analysis of policy documents and statistical data, the study found that:

China's rural education system has transitioned from providing five years of basic education to fifteen years.

The development strategy of rural and urban education has shifted from "imbalanced development" to "balanced development".

The rural education system has evolved from being "community-run" to "government-run".

The educational philosophy has gradually shifted from "exam-oriented education" to "quality education".

The rural education structure has transformed from "single-track" to "diversified".

The identity of rural teachers has transitioned from "community teachers" to "government-employed teachers".

The educational opportunities for rural students have shifted from "access to education" to "access to quality education" [11].

Since the introduction of the new curriculum reform in 2001, educators across the country have actively explored and embraced new perspectives, placing greater emphasis on the central role of students in the educational process. This shift has opened up a new realm for secondary education. Today, the concept of quality education has been fully promoted, and the new curriculum reform has gained significant momentum nationwide, yielding remarkable results. However, attention must also be given to the slower progress in improving the quality of education in rural secondary schools. Currently, the implementation of the new curriculum reform in rural middle schools is facing considerable difficulties. Many teachers feel "willing but unable" to fully implement the new curriculum due to a lack of support and resources, and the

educational model has not yet undergone the necessary transformation [12].

Under the comprehensive implementation of quality education, issues related to quality education for rural primary school students have gradually emerged. At present, outdated educational models and methods still hinder the comprehensive development of rural primary school students. Therefore, modern teachers should pay more attention to this issue in their teaching practice, fully understand the current state of rural primary school students' development, innovate educational methods, and create better opportunities and spaces for expanding the quality education of rural primary school students [13].

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