

High-quality Curriculum Resources Support the High-quality Development of Rural Education

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Abstract: Educational equity and quality are important goals of educational modernization. For a long time, due to factors such as geographical location and economic conditions, the overall development level of rural education in China has lagged behind, facing many difficulties such as insufficient teaching staff, shortage of teaching resources, and backward educational conditions. In recent years, the country has vigorously implemented the strategy of educational informatization, launched the construction of the "National Smart Education Platform", fully integrated high-quality curriculum resources at home and abroad, aiming to open up the "last mile" of sharing high-quality educational resources and help revitalize rural education. The National Smart Education Platform has gathered a large number of high-quality educational resources, covering curriculum content from various disciplines and grades, providing convenient channels for township schools to access high-quality teaching resources. On the basis of analyzing the main problems faced by township education, this article elaborates on the important value of the high-quality curriculum resources provided by the "National Smart Education Platform" in promoting educational equity and improving the quality of township education. Suggestions for promotion are proposed from the aspects of resource sharing, innovative application models, teacher training, support and guarantee, in order to contribute wisdom and strength to accelerate the filling of this "shortcoming" in township education.

Keywords: rural education, high-quality curriculum resources, educational equity, high-quality development, application mode

Introduction

The report of the 20th National Congress of the Communist Party of China further emphasizes the need to comprehensively promote rural revitalization, prioritize the development of agriculture and rural areas, consolidate and expand the achievements of poverty alleviation, accelerate the construction of a strong agricultural country, and solidly promote the revitalization of rural industries, talents, culture, ecology, and organizations. Education is the great plan of the country and the party. With the active promotion of educational modernization and balanced development by the country, the appearance of rural education continues to improve. However, overall, there is still a significant gap compared to urban schools, which affects the right of rural children to receive fair and quality education. The construction and application of the "National Smart Education Platform" has built a bridge for sharing high-quality educational resources, injecting new impetus into solving the education problems in townships and promoting the comprehensive revitalization of rural areas.

1. The main problems faced by the development of rural education

1.1 Weak teaching staff and teaching level

It is an undeniable fact that there is a shortage of teachers in rural areas and a prominent structural shortage of staff,

with a shortage of up to one million teachers in rural schools across the country. The teaching staff is mainly composed of "old, middle-aged and young", and there is a severe shortage of young backbone teachers under the age of 40. Due to staffing limitations, a large number of substitute teachers find it difficult to be included in the formal staffing, resulting in poor salary and career development channels, as well as low stability and motivation. The rural environment is relatively closed, and the training opportunities for township teachers are limited. The teaching philosophy is relatively conservative, and the teaching method is mainly based on "filling the room", which is difficult to adapt to the requirements of the new curriculum reform. Some teachers have weak professional foundations and weak teaching and research awareness, making it difficult to carry out targeted personalized teaching^[1].

1.2 Shortage of teaching resources and educational conditions

Due to economic constraints, township schools generally have hardware shortcomings such as rudimentary school buildings, insufficient functional classrooms, and a lack of sports facilities. Many township schools across the country are still using D-grade dangerous buildings, which pose serious safety hazards. Teaching resources are scarce, and there is a serious shortage of high-quality textbooks, teaching aids, experimental equipment, and extracurricular reading materials. The allocation rate is far lower than that of urban schools, making it difficult to meet teaching needs. The information infrastructure is lagging behind, and modern teaching equipment such as multimedia classrooms and electronic whiteboards are lacking. The broadband network access rate is low, and the proportion of using information technology in teaching is not high. The number of elective courses offered by township schools is limited, and the rate of offering characteristic courses such as music, sports, and aesthetics is insufficient, making it difficult to comprehensively cultivate students^[2].

1.3 Backward educational philosophy and low student learning enthusiasm

Influenced by the concept of exam oriented education, many township schools still have a tendency to prioritize intellectual education over moral, physical, aesthetic, and labor education, making it difficult to carry out a rich and colorful campus cultural life, and limiting the comprehensive development of students to a certain extent. At the same time, the single evaluation method based on exams places too much emphasis on scores and admission rates, resulting in unclear learning objectives and insufficient intrinsic learning motivation for students. Some students have a disinterest in learning due to a lack of family education guidance, poor study habits and methods. The school's guidance on students' development is relatively lacking, making it difficult to provide differentiated training based on students' interests and strengths. In addition, there is insufficient exploration of local cultural resources, and students lack a sense of identification with traditional local culture, which is not conducive to cultivating patriotism and cultural confidence.

2. The important value of the "National Smart Education Platform" in promoting high-quality development of township education

2.1 Promoting the sharing of high-quality resources and the equitable development of education

The National Smart Education Platform actively integrates educational resources at the national, provincial, municipal, and county levels, promoting the extension and radiation of prestigious schools and teachers to rural areas, and enabling children in remote rural areas to share high-quality educational resources and receive good education. The platform aggregates a massive amount of learning resources, covering course videos, material materials, test evaluations, virtual experiments, etc. for various disciplines and stages, greatly enriching the teaching resource library of township schools. Teachers can easily retrieve and flexibly use relevant resources as needed, and update and improve teaching content in a timely manner. At the same time, the platform provides diversified learning methods such as online learning, live interaction, and course on-demand. Students can independently arrange their learning progress based on the platform, break through time and space limitations, and enjoy high-quality and flexible learning experiences. The platform

effectively addresses the shortage of educational resources in rural areas, allowing rural children to receive high-quality education through the internet like urban children, and providing opportunities and channels to achieve their dreams. It plays an important role in promoting educational equity and narrowing the urban-rural education gap^[3].

2.2 Innovative teaching and learning models to enhance the quality of education in rural areas

Relying on the "National Smart Education Platform", both teachers' teaching methods and students' learning methods have undergone profound changes. The platform integrates new teaching management functions such as online lesson preparation, flipped classroom, and blended learning, strengthening teachers' ability to apply information technology in teaching. Teachers use platform resources and tools to conduct flipped classrooms. Before class, students self-study knowledge through the platform, and during class, they focus on explaining, discussing, and answering questions. After class, they consolidate and improve. This "learn first, teach later" flipped learning model mobilizes students' initiative and participation in learning, expands classroom time and space, and improves teaching efficiency. Teachers can also use the platform to carry out online teaching and research, cross school collaborative lesson preparation, etc., deeply communicate with renowned teachers, draw on cutting-edge teaching concepts, improve teaching strategies, and significantly improve their teaching level. Students can not only access authoritative and innovative learning content on the platform, but also participate in various forms of interactive communication such as online communities, brainstorming, and group cooperation, where their thinking collides and their abilities are exercised. The platform promotes the transformation of teaching and learning methods, effectively promoting the comprehensive improvement of the quality of education in rural areas^[4].

2.3 Assisting in teaching students according to their aptitude and promote their comprehensive development

The platform contains a vast amount of subject resources, with rich and diverse course offerings that can meet the different learning needs of students. Students can use the platform to independently plan personalized learning paths, choose course resources that interest them, engage in extended learning, and stimulate their learning potential. The platform gathers renowned teachers from various disciplines with diverse teaching styles and characteristics. Students can follow the teachers of Suixinyi to systematically learn subjects they are interested in and cultivate their expertise and strengths. The platform also provides intelligent services such as artificial intelligence assistants and personalized recommendations to help students diagnose their learning situation, plan their learning paths, teach according to their aptitude, and promote personal development. In addition, the platform also integrates comprehensive quality courses covering art, sports, labor, mental health, etc., to help students develop comprehensively in morality, intelligence, physical fitness, aesthetics, and labor, laying a good foundation for their future growth.

3. Suggestions for accelerating the construction of the "National Smart Education Platform" and promoting high-quality development of rural education

3.1 Accelerating the supply of platform resources and improving resource quality and applicability

Further strengthen the convergence of high-quality resources, focus on improving the progressiveness, authoritative and interesting nature of resources, and enhance the attraction of resources to rural teachers' teaching and students' learning. In resource construction, fully consider the actual needs and application environment of rural schools, solicit opinions and suggestions from frontline teachers, and select high-quality resources that are suitable for rural teaching reality and easy to operate and apply. Develop a batch of characteristic resources for rural education, such as art, sports, and labor practice courses suitable for local culture, to enrich rural quality education resources. Establish a sound mechanism for evaluating

resource quality, regularly conduct monitoring and evaluation of resource quality, strengthen resource auditing and control, timely eliminate and update unsuitable resources, and continuously optimize resource supply^[5].

3.2 Innovative application models to promote the deep integration of high-quality resources with local teaching practices

The deep integration of resources and teaching practice, and the creation of practical value, are essential for the application of high-quality resources. How to achieve optimal allocation and efficient utilization of resources requires active innovation in application concepts, methods, and approaches by education departments and schools. Each region should carry out school-based application of resources according to local education and teaching realities. Developing scientifically reasonable guidelines for resource selection, processing, and application should not only highlight the pertinence and effectiveness of resources, but also pay attention to the organic connection with local textbooks and teaching progress, and enhance the matching and appropriateness of resources. Encourage schools to fully utilize local resources, invite folk artists, intangible cultural heritage inheritors, and others to participate in the development of school-based resources, and endow the resources with rich local characteristics. Support teachers to leverage their educational and teaching experience advantages, and collectively discuss teaching design plans based on high-quality resources to address difficulties in lesson preparation, achieving school-based re creation and localized application of high-quality resources^[6].

Teachers should change their application concepts, focus on the organic combination of high-quality online resources and offline classroom teaching, design a hybrid teaching process that integrates online learning and face-to-face teaching, guide students to learn resources independently, internalize knowledge and skills, and carry out high-level thinking activities such as exploration, discussion, and practical operation in the classroom. We should pay attention to students' cognitive characteristics and learning needs, select differentiated extended learning resources, implement hierarchical teaching, and promote personalized and advanced learning for students. Organize activities such as resource application teaching exhibitions, seminars, and competitions to promote teachers' exchange of application experience and refine and promote new models of smart teaching^[7].

3.3 Strengthening teacher application training and improving the efficiency of utilizing high-quality resources

Develop an information technology application capability enhancement plan for rural teachers and strengthen training for all staff throughout the entire process. Carry out various forms of specialized training on resource application to improve the resource selection, processing, redesign, and classroom teaching application abilities of township teachers. Implement the "Seed Teacher" cultivation project, focus on cultivating a group of resource application backbone teachers through centralized training, on-the-job practice, and other methods, and play a demonstrative and leading role. Make full use of online training, online teaching and research, and excellent course competitions to promote the exchange and sharing of excellent cases. Integrate the strength of teacher training, leverage the role of universities and high-quality urban schools as "mentors", and promote the professional growth of rural teachers through visiting prestigious schools, following famous teachers, and other means. Strengthen humanistic care for rural teachers, provide necessary living guarantees, stabilize the teaching staff, and stimulate the internal motivation of teachers to apply high-quality resources^[8].

3.4 Improving the support and guaranteeing mechanism for resource construction and application

It's hoped that the government can increase financial investment, establish special funds, support township schools to strengthen information infrastructure construction, and improve hardware conditions for resource application. This will greatly improve the teaching environment for rural teachers and provide strong guarantees for better teaching work^[9].

At the same time, a scientifically reasonable resource incentive and sharing feedback mechanism is also essential. It is

suggested to establish a mechanism for evaluating and assessing resource construction and application performance, and to make the level and effectiveness of resource application an important aspect of school quality and teacher performance evaluation. This measure can mobilize the enthusiasm of teachers to participate in resource construction and application, and motivate everyone to invest more energy in researching how to use modern information technology to improve teaching^[10].

In addition, encouraging regions with conditions to carry out the construction of high-quality resource application demonstration schools and demonstration zones is also beneficial for promoting the informationization process of township education. The radiation and driving effect generated by demonstration schools and demonstration zones can lead and drive more township schools to explore and practice resource application, forming a good situation of mutual progress and competition.

4. Epilogue

The National Smart Education Platform is an important lever for educational informatization to support educational modernization and promote educational equity, providing a new path for solving the development problems of township education. In the new era, education administrative departments at all levels should increase overall planning, strengthen resource supply, innovate application models, improve supporting policies, and promote the tilt of high-quality resources on the platform towards township schools.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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