

The Fairness of School Education in China and Its Countermeasures

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Abstract: This paper studies the background of China's educational equity and the problems and solutions of Chinese school education. Using the method of literature review, the research results of scholars at home and abroad are integrated, and the field is systematically sorted out and analyzed. The study found that the problems faced by Chinese education mainly include the inequality of regional education development and the inequality of urban and rural education. There are differences in the allocation of educational resources in different regions, resulting in insufficient education quality and opportunities in some regions, which in turn exacerbates the problem of educational inequality. Secondly, the inequality of urban and rural education is also a major problem of education fairness in our China. Due to the uneven distribution of urban and rural economic development and resources, rural education conditions are relatively poor, and students have limited learning opportunities and resources, resulting in a widening urban-rural education gap. country place. In response to these problems, this study proposes solutions to deepen reform and promote educational equity. Through literature review and analysis of the problems existing in our Chinese education, put forward corresponding solutions, and make corresponding efforts to promote educational equity.

Keywords: China's education equity, education problems, solutions, regional education development

1. Introduction

In the field of education, pursuing fairness and solving existing problems have always been the focus of researchers. This article aims to explore the background and existing problems of education equity in China and propose corresponding solutions. Through the review and analysis of relevant literature, this study has some differences from existing studies in terms of research methods and research content.

First, with the rapid development of China's economy, education equity has become an important issue in social development. China's education is facing problems such as regional education development inequality and urban-rural education inequality, which directly affect students' educational opportunities and development prospects [1]. Therefore, it is of great practical significance to study China's educational equity. Second, this paper uses the method of literature review to systematically sort out and analyze the research progress of domestic and foreign scholars in the field of education equity in China. Through consulting relevant literature, this paper

understands that foreign scholars have carried out intense discussions on the equality of educational opportunities, the path to realize educational equity, and the connotation of educational equity, etc., mainly focusing on their educational issues [2]. However, most of the research on educational equity by Chinese scholars raises and solves problems from the perspective of the country, a certain province, or a certain region, and the research mainly focuses on exploring specific measures to promote educational equity [3]. In addition, some scholars focus on a certain group, such as special education, compulsory education, and so on. Through the review and study of domestic and foreign literature, this paper understands that the existing research mainly focuses on the allocation of educational resources, the gap in educational regions, and the equalization of educational opportunities. Considering China's national conditions in the research content of this paper, the research content focuses on the characteristics of educational inequality and imbalance of educational resources. Thirdly, the significance of this research lies in that it has made a certain contribution to the research on educational equity in China. Through the in-depth analysis of the problems and the proposal of solutions, this paper provides some reference suggestions for educational decision-makers and practitioners. The research results of this paper have certain guiding significance for promoting the realization of educational equity and narrowing the regional educational gap and also provide a further reference for subsequent scholars who study the field of educational equity in China.

To sum up, this study conducts in-depth research on regional educational development inequality and urban-rural educational inequality by studying the background and problems of educational equity in China and using the method of literature review. The significance of this study is to provide reference suggestions for educational policymakers and practitioners and provide references for future related research.

2. The Status Quo of China's Education Fairness

The issue of educational equity has always been an important issue facing the field of education in China. With the rapid growth of China's economy, the development gap between urban and rural areas and the imbalance between regions have become increasingly prominent, and there are serious gaps and restrictions in the distribution of educational resources between developed and underdeveloped regions in China [4]. This gap limits the opportunities for students in some rural and underdeveloped areas to obtain a high-quality education, exacerbating the problem of urban-rural educational inequality. Against this background, the issue of education equity in China is also closely related to family background and social class. Family economic conditions, parental education levels, and unequal distribution of social resources have had an important impact on students' learning opportunities and development paths. This has led to the obvious phenomenon of social class solidification in China's education system, which limits the educational opportunities of children from poor families and disadvantaged groups, and further exacerbates educational inequality. Therefore, the unbalanced development of regional, urban-rural, and inter-school education in the new era, as well as the education of migrant children and left-behind children, have become the primary issues restricting my country's educational equity. The biggest stumbling block in society is also the most concerned issue of the people. It is difficult for the children of migrant workers and left-behind children to obtain high-quality resources [5]. Next, this article will analyze the three main characteristics of China's education equity, namely, the unbalanced development of education between regions, the unbalanced development of compulsory education between urban and rural areas, and the difficulty in obtaining high-quality resources for migrant workers and left-behind children.

2.1. Unbalanced Education Development among Regions

Educational inequality is the result of long-term development, and the reasons for interregional educational inequality are complex and diverse. Mainly due to the natural environment and historical reasons, and secondly, national policies also affect the development of education between regions. Since ancient times, there has been an obvious gap in the development of education in the eastern and western regions of my country [6]. Relatively speaking, the development of education in the eastern region started earlier and developed better. The unbalanced development of education in China is a long-standing challenge. Although China has made great progress in universalizing basic education, there are still obvious gaps in the level of educational development between different regions. There are differences in economic development in different regions of China. Some developed regions have more educational resources and capital investment and can provide better educational conditions and facilities. However, some economically underdeveloped areas often face problems such as insufficient teachers and poor school facilities due to lack of resources, resulting in uneven education quality.

2.2. Unbalanced Development of Compulsory Education Between Urban and Rural Areas

The influence of national policies is an important reason for the imbalance of urban compulsory education. On the one hand, the country's investment in education in rural areas has been insufficient for a long time. On the other hand, the dual structure between urban and rural areas has led to the division of education between urban and rural areas. There is a lack of communication between urban and rural areas in education, and resources can not achieve a balanced flow. Compared with urban areas, rural areas face more challenges, including insufficient teacher training, educational facilities, and teaching material resources. Due to the acceleration of urbanization, educational resources in many rural areas have been lost, resulting in relatively poor educational conditions in rural schools, and students are facing more difficulties.

To solve the problem of unbalanced development of education among regions in China, the government has adopted a series of measures. For example, the high-quality and balanced development plan for rural compulsory education has been implemented, and education investment in rural areas has been increased [7,8]. In addition, it also promotes the balanced allocation of educational resources, strengthens the construction of teachers, and improves educational facilities in rural areas. At the same time, the gradual implementation of comprehensive quality evaluation reforms is also expected to reduce score-oriented educational competition and provide students with more equal opportunities for development. But the fundamental solution to this problem still needs time and the joint efforts of the whole society. In addition to the government's efforts, all walks of life are required to pay attention to educational equity, increase support for education in poor and rural areas, promote a balanced allocation of educational resources, and promote the fairness and sustainability of educational development.

2.3. Difficult for Children of Migrant Workers and Left-behind Children to Obtain High-quality Resources

Since the reform and opening up, with the joint efforts of the Party Central Committee and various educational entities, there are still a large number of problems in China's education at various stages that need to be resolved urgently. With the acceleration of urbanization, the education problems of left-behind children in rural areas and children of migrant workers have become increasingly serious [9]. The education of left-behind children in rural areas is, in the final analysis, an education issue in rural areas. There are three major difficulties in the education of children of migrant workers in cities,

namely, unresolved enrollment problems, difficulty in obtaining high-quality resources, and high education costs.

In terms of school enrollment, as a large number of the rural population flocks to cities, their employment is becoming more and more stable, and children of migrant workers have formed a huge group. Insufficient access to educational opportunities. In terms of educational resources, the irreconcilable contradiction between the supply and demand of educational resources has always existed. Public education cannot meet the growing educational needs of migrant children. Therefore, private education can only be supplemented. However, the quality of education in private schools cannot be guaranteed. The tuition fees of private schools are so high that migrant workers cannot afford them at all. Even if the children of migrant workers enter public schools, they are not schools with high-quality educational resources. They are generally schools in townships or suburban areas, and the educational conditions are not high-quality. Compared with ordinary urban schools, these schools have a lot of room for improvement in hardware facilities, teaching resources, and teaching staff. In terms of expenses, migrant workers are a group of low-income groups, but after the children of migrant workers go to school, education expenses become the largest expenditure in the family, based on the above-mentioned difficulties in obtaining educational opportunities and educational resources, etc. It is very difficult for the children of migrant workers to obtain the same high-quality education as ordinary urban children.

3. Countermeasures to Solve China's Education Problems

Looking back at history, Chinese leaders have made a lot of efforts to solve the education problem. As the President of China, Xi Jinping has made a lot of efforts to solve the education problem. Xi Jinping put forward the concept of giving priority to the development of education and emphasized the importance of education fairness. He promoted the balanced development of compulsory education, worked hard to expand educational resources in rural and poor areas, and narrowed the educational gap between urban and rural areas. Overall, China's leaders are committed to promoting educational equity. The Connotation of Educational Equity The essence of educational equity is to promote equal educational opportunities and rights for everyone, equal access to educational resources and educational quality, and to achieve personal growth through education. Among them, it is necessary to ensure the fairness of the starting point of education, the fairness of the educational process, and the fairness of the educational results. Therefore, this paper puts forward corresponding countermeasures from three aspects: accelerating the construction of educational informatization, accelerating the construction of grassroots teachers, and deepening educational reform. Overall, China's leaders are committed to promoting educational equity. The Connotation of Educational Equity The essence of educational equity is to promote everyone to enjoy equal educational opportunities and rights, equal access to educational resources and educational quality, and to achieve personal growth through education. Among them, it is necessary to ensure the fairness of the starting point of education, the fairness of the educational process, and the fairness of the educational results. Therefore, this paper proposes corresponding countermeasures from three aspects: accelerating the construction of educational informationization, accelerating the construction of grassroots teachers, and deepening educational reform.

3.1. Accelerate the Construction of Educational Informatization

With its unique advantages, education informatization has made outstanding contributions to developing high-quality educational resources, optimizing the educational process, and promoting the balanced flow of educational resources. It has an irreplaceable role in realizing the sharing of educational resources and establishing a lifelong learning system. An important means of educational

equity. Educational informatization can break through the constraints of time and space and has the characteristics of globalization of resources, individualization of teaching, and openness of the system. These characteristics are invaluable for promoting educational equity and are the only way to educational equity. Today, the imbalance in China's education development has seriously affected the realization of education fairness. To solve this problem, it is necessary to accelerate the development of education informatization. Let high-quality educational resources flow through the education information platform to achieve a balanced flow, so that children in remote mountainous areas can also have the same curriculum resources as urban children [10]. Since the new era, China has taken educational informatization as an important way to promote educational equity, and actively established "online universities", such as MOOCs and open university systems, to provide people with better educational resources and broader educational opportunities. Studies have shown that large-scale online education courses can help Chinese students provide more resources and educational opportunities, thereby promoting educational equity [11].

3.2. Accelerate the Construction of Grassroots Teaching Staff

Teachers are the concrete practitioners of educational fairness and the embodiment of educational fairness. They are important educational resources throughout the entire educational process. In addition to being a teaching resource, teachers are also important subjects who use and develop various educational resources. Play a leading role in the entire education and teaching. Compared with developed areas, teachers in poverty-stricken areas, remote areas and other poorly educated areas are unable to update their knowledge in a timely manner due to factors such as geography and economic development, and cannot master advanced education and teaching methods and technologies, especially in poor areas. , remote areas, etc., cannot compare with developed regions in attracting outstanding talents, so most of the teachers are older and have more traditional educational concepts, it is difficult to implement new educational concepts, and it is difficult to achieve the goal of cultivating talents with all-round development in the new era , resulting in a huge gap in the quality of education. General Secretary Xi Jinping emphasized the need to comprehensively promote the construction of high-quality teachers, so as to promote high-quality education.

3.3. Deepening Education Reform and Innovation

Xi Jinping attaches great importance to comprehensive reform and innovation in the field of education, promotes the implementation of various policies, and has achieved major results in breaking down institutional reforms in the field of education, improving the quality of personnel training, and promoting educational equity. The starting point and goal of comprehensively deepening education reform and innovation are to run education that satisfies the people and promotes education equity to a higher level in the new era. Since the reform and opening up, through the implementation of a series of policies and regulations, China's education development has made great achievements. It has ensured that school-age children have access to compulsory education, and the popularization of secondary and higher education has formed a situation where all levels of education compete for development. The deepening reform of education has entered a critical area. Now our education development is facing more difficult problems. Through comprehensive coverage and comprehensive deepening of education reform, we can achieve fair and quality education. Since the resumption of the college entrance examination system, the single education evaluation system has brought China's education into a stalemate, and it has also made it difficult for quality education to achieve its goals. Guided by the reform of educational evaluation, promoting reforms in all aspects of education is the key to realizing educational equity in the new era.

4. Conclusion

The research conclusion of this paper is that education equity in China is mainly affected by factors such as resource imbalance and urban-rural differences. And put forward suggestions to further promote education equality by strengthening information construction and innovation. However, this paper also has some shortcomings. First, the lack of interviews and surveys may have limited the depth and breadth of the study. Interviews and surveys can provide on-the-ground observations and interactions with actual participants to better understand the context and details of educational equity issues. Second, due to time constraints, the study mainly relies on literature research, while paying less attention to typical cases and specific details. This may limit a comprehensive understanding of educational equity issues in China.

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