

The Shift of Focus of Rural School Construction in Wuling mountainous areas Based on Transformation of the Contradiction between Supply and Demand of Educational Resources¹

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Abstract: At present, the supply of educational resources in rural schools has gradually entered the stage of structural surplus from the stage of overall shortage. The school has "overcapacity", the overall supply of teachers is surplus, the school buildings are idle, and the average area of school students exceeds the standard. The construction of rural schools should be transferred from comprehensive construction to key construction; from extension construction to connotation construction; from attaching importance to material resources construction to human resources construction; from single function construction to comprehensive function construction.

Due to the imbalance of urban and rural development, for a long time, Rural education resources are insufficient and the quality is backward. However, with the in-depth implementation of the national urban and rural overall development strategy, the contradiction between the supply and demand of rural education resources has changed significantly. In some places, there are even structural surplus problems in the supply of education resources, such as "hollowing out" of rural schools. In order to further clarify the actual situation of the contradiction between the supply and demand of rural education resources, the author selected some rural schools in Wuling mountain area for investigation. Hope to provide some empirical basis for this issue.

Research and Design

Wuling mountain area is an Ethnic area where centered on Wuling Mountain and Tujia, Miao and Dong Nationalities live together. At the end of 2014, the urbanization rate was 34%. Rural economic, social and educational development is typical. In this study, 26 rural schools are selected as the sample schools, which come from 8 districts and counties, such as Enshi in Hubei Province and Youyang in Chongqing City. They are widely distributed, diverse and representative.

The educational resources in this study mainly refer to the teachers and material resources that are explicit and quantifiable, excluding the spiritual resources that are difficult to detect and quantify. The content of investigation includes the current situation and changes of school campus area, sports ground area, school building area, class capacity, number of students, number of teachers, average class hours of teachers , etc.

The Current Situation and Reasons for the Transformation of the Contradiction between Supply and Demand of Educational Resources in Rural Schools

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With the continuous expansion of the investment in rural education, the supply of educational resources in some rural schools has gradually entered the stage of structural surplus from the stage of overall shortage, Even in some schools, the surplus is becoming the main contradiction.

The Embodiment of Supply and Demand Changes of Rural School Education Resources.

Some Schools Have "Overcapacity". The number of classes is an important indicator of a school's capacity. According to the survey data, under the existing hardware and software conditions, the total number of classes that 26 surveyed schools can accommodate is 710 (classes), while the total number of classes actually owned is 525 (classes). Measured by classes, the overall excess capacity rate of the surveyed schools is 26%, and the number of classes that a school can accommodate is 20, at present, the actual number of classes is only 6. At the same time, the total number of 525 classes in the schools surveyed has decreased by 21 compared with 556 three years ago, indicating that the current trend of excess is still developing.

The overall supply of teachers is surplus. There are 24666 students and 2193 staff in the 26 schools surveyed. The overall teacher student ratio is 1:11.2, According to the standard of No. 72 document issued by the Central Compilation Office 2014, the ratio of teaching staff to students in junior high school is 1:13.5, and the ratio of teaching staff to students in primary school is 1:19. At present, the overall staffing of the above-mentioned sample schools exceeds the national standard by a large margin, and the overall supply of teachers is in a state of surplus.

A large number of students' dormitories are idle. Student dormitory is an important part of educational resources. The total dormitories of the investigated schools can accommodate 22167 students at most. At present, the actual number of students living in the dormitories is 15705, with 6462 spare beds, with an average idle rate of 29.2%. A school can accommodate 1300 students, at present, there are 442 students in actual accommodation, more than half of the beds are vacant, which leads to serious waste of resources.

Teachers' workload is not enough. As for the workload of teachers, there is no unified standard in all regions. Refer to the "workload Guidance standard for general primary and secondary school teachers in Hainan Province (Trial)", the weekly teaching hours of general full-time teachers in primary schools should be 14-18 class hours, with a median of 16 class hours, and the weekly teaching hours of general full-time teachers in junior middle schools should be 12-15 class hours, with a median of 13.5 class hours. At present, the average weekly teaching hours of the school teachers surveyed are about 12.8 class hours, which is at the lower limit of the above standards, and the workload is not full on the whole.

The average land area of school students exceeds the standard. According to the standard for the construction of rural general primary and secondary schools (JB 109-2008), the average land area of rural general primary and secondary schools is 20-29 m² for complete primary school and 25-30 m² for junior high school. At present, the average land area of the students in the sample schools is 38.48 m², which is far beyond the national standard of rural general primary and secondary schools, and reaches the upper limit of the average land area of rural all boarding primary and secondary school students (32-39 m² for all boarding primary school students, 34-39 m² for all boarding junior high school students). One of the schools covers an area of 50000 square meters and currently has only 449 students. The average area of land used by students is 111 m², 5 times of the standard.

It can be seen that no matter from the supply of material resources such as school buildings, land area, etc., or the number of teachers, the actual workload of teachers and so on, the supply of rural school education resources has a certain surplus at present, and some places even have the trend of hollowing out rural schools.

The Main Reasons for the Changes in the Supply and Demand of Educational Resources in Rural Schools.

The process of new urbanization is speeding up, a large number of people are moving to cities, the focus of rural industries is shifting, a large number of school-age children are entering cities, at

the same time, the overall development strategy of urban and rural areas is constantly promoted, the country's investment in rural education is constantly increasing, and the policies of targeted poverty alleviation are in-depth implementation. The comprehensive effect of these factors leads to the transformation of the contradiction between supply and demand of rural school education resources.

The investment in rural education is increasing, and the total supply of educational resources in rural schools is increasing. All regions in Wuling Mountain Area conscientiously implement various policies for the guarantee of educational funds, and the investment in education is constantly increasing. For example, from 2011 to 2015, Youyang County implemented 164 school building construction projects, and built, rebuilt and expanded 62000 square meters of school buildings. In 2015, Qianjiang District of Chongqing invested 168 million yuan to improve the school running conditions, promote the reconstruction and expansion of 24 schools, and build 78000 square meters of school buildings; in 2016, 27 school construction projects continued to be promoted. The education expenditure of Yanhe County in Guizhou Province increased from 356 million yuan in 2011 to 709 million yuan in 2015, with an average annual growth of 18.8%. In 2015, education expenditure of Lichuan City, Hubei Province was 1083.54 million yuan, 117.6% of the budget. It is precisely because of the increasing investment in education, the total supply of education resources in rural schools in Wuling mountain area has increased significantly, and gradually lifted out of the shortage of education resources, especially material education resources.

The accuracy of education investment is not enough, and the supply and demand of resources are misplaced. At the same time of increasing the allocation of educational resources, the accuracy of the supply is not enough, which affects the matching degree of the supply and demand of rural school resources. With the continuous decrease of students in rural schools, the financial investment of all levels for reconstruction and construction of school buildings is still increasing. At the same time, the principle of using some financial funds is not flexible enough, which leads to the dislocation of some input and demand, the lack of school buses, books and other materials needed by schools, and the problem of outstanding teachers is still a big problem, which aggravates the contradiction between supply and demand of some school education resources.

The number of students in rural schools decreased, and the total demand for educational resources decreased. With the gradual urbanization of the population, the total rural population continues to decrease, the number of school-age children in rural areas decreases, students flow to urban schools in one way, and the number of students in rural schools decreases significantly. According to the survey data, the number of students in some schools has dropped by more than 50% compared with three years ago, among which the number of students in one school was 450 three years ago, and the current number is 140, with a decrease of 68.9%. The reduction of students has greatly reduced the demand for school resources. The number of classes and the capacity of classes in the school are constantly decreasing, resulting in the vacancy of school classrooms and the surplus of dormitories.

The overall quality of rural education is not high, which reduces the effective demand for rural education. The education quality of rural schools is difficult to compete with that of urban schools in terms of national curriculum education. At the same time, the local characteristics of rural schools is not thick, so that it is difficult to effectively support the healthy and happy growth of rural children. This seriously restricts the demand for education in rural schools. As a result, many rural children do not want to stay in rural schools but study with their parents or directly transfer to urban schools.

The supply and demand of the above-mentioned aspects are in flux. Finally, the contradiction between the supply and demand of rural school education resources has changed profoundly, from the shortage of resources to the structural surplus of resources.

The Focus Shift of Rural School Construction under the Background of the Transformation of the Contradiction between Supply and Demand of Resources

The transformation of the contradiction between the supply and demand of educational resources will inevitably lead to the transfer of the focus of rural school construction. In the case of the transfer of rural school educational resources from the overall lack of supply to the structural excess of supply, the focus of rural school construction should be adjusted from the following aspects.

Transfer from Comprehensive Construction to Key Construction.

Under the situation that the number of students in rural schools is generally reduced and some rural schools are "hollowed out", it is necessary to allocate the increment of educational resources accurately and regulate the stock of educational resources reasonably. The construction of rural schools should be transferred from the overall scale expansion to the small-scale schools, such as the remote village schools and teaching points, The rural schools bear the "yearning for a better life" of the people in the remote areas. We need to focus our resources on the lowest level of small-scale schools, pay attention to the most remote villages and teaching points, greatly improve the level of education, and accelerate the improvement of the living conditions of the most disadvantaged in society.

Transfer from Extension Construction to Connotation Construction.

In the new situation, the construction of rural schools needs to shift from physical construction such as building construction or equipment purchase to school culture construction, improve the internal governance of schools, and focus on the improvement of education quality. According to the local conditions, we should establish the school running thought, strengthen the construction of school atmosphere, teaching atmosphere and learning atmosphere, shape the spirit of teachers and students, and build a good soft educating environment. We will deepen the reform of rural school curriculum, adjust the form of teaching organization, and implement the evaluation of students' development, so as to improve the running level of rural schools. It should be combined with the construction of rural culture and the innovation of community governance, carry forward the spirit of local culture, and build a rural school full of vitality.

Transfer from Attaching Importance to Material Resources Construction to Human Resources Construction.

The construction of rural schools should go beyond the explicit work such as building houses and adding equipment, and turn to the implicit work such as teaching construction aimed at exerting the effect of human resources. Rural school construction should change from material resource orientation to human resource orientation. On the one hand, it is necessary to continue to improve the allocation of teachers among regions and schools. On the other hand, it is necessary to focus on improving the overall quality of teachers, continue to improve the reform of education evaluation system, improve the treatment of rural teachers, take diversified measures to improve the attractiveness of rural teachers' positions and attract outstanding people, just take root in rural schools.

Transfer from Single Function Construction to Comprehensive Function Construction.

Rural schools should improve their service functions and meet the diversified needs of rural society. The service orientation should extends from the school to the whole rural society. On the one hand, we should enrich the educational function of the school. On the basis of education for school-age children, rural schools can carry out continuing education, vocational education and social education for rural communities, participate in the psychological guidance, care and assistance of the elderly and children left behind, improve the ability of villagers to participate in self-help and public affairs, so as to return education to life and community, and truly build rural schools into the center of community education, culture and assistance. On the other hand, we should expand the service function of the school. Rural schools can actively participate in rural social governance, promote the reconstruction of rural culture, promote the return of rural spirit, establish a closer new relationship with rural society, and realize their own healthy development in the process of Rural Revitalization.

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