

Research on Existing Problems and Countermeasures of Rural Aesthetic Education in the Context of Rural Revitalization

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Abstract

At the National Education Conference, General Secretary Xi Jinping emphasized "fighting the battle against poverty through education" and included winning the battle against poverty through education as an "action to write a good pen for educational advancement". Poverty alleviation is the first step in revitalization, and intellectual support is the first step in poverty alleviation. The important tasks of rural revitalization and poverty alleviation and development are to allow children in poor areas to receive a good education. At the same time, this is also an important way to block the intergenerational transmission of poverty, and rural aesthetic education is an important factor in rural areas. It is an indispensable part of the construction of spiritual civilization, but rural education resources are relatively weak, especially aesthetic education resources. There are many problems in aesthetic education that need to be improved urgently.

Keywords

Rural Areas; Aesthetic Education; Rural Revitalization.

1. Introduction

The rural revitalization strategy was first proposed at the Central Rural Work Conference in 2017 [1]. To follow the path of rural revitalization of socialism with Chinese characteristics, we must reshape urban-rural relations, take the path of integrated urban-rural development, and narrow the distance between urban and rural areas. Rural aesthetic education can be a good entry point, and it often plays a role in communication between the two. and the function of bridges. Aesthetic education focuses on cultivating people's sentiments and subtly influencing people's spiritual world. Sowing the seeds of aesthetic education in rural teaching plays an important role in cultivating high-quality talents in rural areas and promoting rural revitalization.

However, our country is a large agricultural country, with rural population accounting for most of the total population. Most primary and secondary school students live in rural areas. This means that the forefront of the development of aesthetic education is still in rural areas, but there is a huge difference in education between urban and rural areas, especially Rural aesthetic education is even weaker. The solution to these rural aesthetic education issues is related to the progress of rural revitalization.

2. The Value Implication of Promoting Rural Aesthetic Education

2.1. Assist Rural Revitalization

Culture and economic development are inseparable. If we want to boost the economic development of rural areas, we need to accelerate the construction of rural spiritual civilization, and rural aesthetic education is an extremely important part of the construction of spiritual civilization. Children in rural areas are different from those in cities. Most of their ideas are backward and conservative. This is determined by the general environment. Only through

education can children in rural areas understand the outside world. Promoting the development of aesthetic education in rural campuses can help cultivate students' aesthetic tastes, enable rural students' concepts to advance with the times, and shorten the cognitive gap. At the same time, aesthetic education and the other four educations complement each other and promote each other. Aesthetic education can also drive intellectual and moral education, cultivate students' abilities in all aspects, and promote students' all-round development. Promoting the development of aesthetic education in rural areas can cultivate educational talents with comprehensive development of moral, intellectual, physical, artistic and labor skills, and create endogenous driving force for rural economic development. Sociologist Fei Xiaotong said: "From a grassroots level, Chinese society is rural [2]." China is a large agricultural country, and the country's development cannot be separated from the development of rural areas, and rural revitalization cannot be separated from the development of rural aesthetic education. Therefore, it is very necessary to develop aesthetic education in rural areas.

2.2. Promote the Deepening Development of Rural Quality Education

Quality education is an educational model that aims at cultivating the abilities and qualities of all aspects of education, and focuses on cultivating students' innovative spirit and practical ability. It emphasizes the importance of people's ideological and moral quality, ability cultivation, personality development, physical health and mental health education [3]. Aesthetic education is a core component of quality education. Carrying out aesthetic education activities in rural areas can improve creative thinking ability and develop imagination ability. Guo Shanbin pointed out: "Only people with good artistic accomplishment can become talents with good quality. Without cultural and artistic accomplishment, the quality structure will have fatal flaws. The lack of art education is not quality education." Due to the lack of some infrastructure in rural areas, Quality education is difficult to carry out. Only by providing students with some simple aesthetic education and art education can we cultivate students' art appreciation ability, stimulate students' creativity and innovative thinking, and expand students' areas of understanding, which is very important for the development of rural quality education. It is of great significance.

2.3. Improve Cultural Confidence

Revitalize rural culture to build the soul of cultural confidence. The formation method and channel of Chinese traditional culture is aesthetic education. Our thousands of years of cultural precipitation have formed aesthetic education. Mao Xiaoying mentioned, "China's excellent traditional culture has given birth to rich traditional aesthetic education resources. It is the cultural fertile ground and foundation for the development of school aesthetic education in the new era in my country. It has irreplaceable value in cultivating students' cultural identity." Carrying out aesthetic education in rural areas activities to show students our country's excellent traditional culture, so that students can have a better understanding of our country's intangible cultural heritage. They will also have a deeper understanding of our excellent traditional culture during the learning process, thus helping They establish a high degree of cultural self-confidence. Promoting the revitalization of rural culture is an inevitable requirement to solve the main contradictions of society in the new era and rebuild confidence in rural culture. Only by developing aesthetic education can we promote the revitalization of rural culture and build confidence in rural culture.

2.4. Narrow the Gap between Urban and Rural Areas

Professor Zhang Zhenghe of China Agricultural University pointed out that "the urban-rural gap is mainly reflected in six aspects: the income gap between urban and rural residents, the urban-rural education gap, the urban-rural medical gap, the urban-rural consumption gap, the employment gap, and the government public investment gap." Promote rural aesthetic

education and use education. The spillover effect will help improve the quality of farmers, create more income for rural people, and further narrow the urban-rural economic gap. After the rural economy improves, local fiscal revenue will also increase, and investment in rural basic education can also increase, thereby improving the quality of rural education and narrowing the gap between urban and rural education. The improvement of education is conducive to the improvement of the economy, further promotes the completion of infrastructure, increases employment opportunities, etc., and realizes that education drives economic and social development to narrow the urban-rural gap.

3. Problems Existing in the Development of Rural Aesthetic Education

3.1. Insufficient Investment In Education Funds in Rural Areas

The economic backwardness of rural areas has been a long-standing problem. Lagging local economies will lead to low tax revenue, which will lead to relatively low local government fiscal revenue, and therefore low education funds that can be allocated to schools. Although the state and government departments have allocated office funds to rural schools, the funds needed to maintain the normal operation of the schools are still a problem. The labor costs, transportation costs, water bills, electricity bills, acquisition and maintenance of educational facilities, teacher training costs, etc. incurred when schools provide nutritious meals are all expensive expenses. In order to increase revenue and reduce expenditure, individual schools try to reduce the frequency of use of electronic teaching equipment. Without maintenance funds and usage funds, teaching resources are not fully utilized. Not only do students fail to benefit from them, but they also cause resources to be wasted, causing great economic pressure on the school. In addition, the salaries of school staff such as faculty and security guards are also a large and necessary expense. The government has no mandatory requirements for investment in education, and there is less public funding for rural schools, so investment in education funds is far from sufficient. When normal operation is still a problem, aesthetic education is an additional curriculum education that is not necessary in traditional thinking. Time and resources are occupied by "main courses" such as Chinese and mathematics, and the financial support it receives is also very scarce. The development of aesthetic education was therefore restricted. Due to the "tight money", the prospects of rural aesthetic education are hampered.

3.2. Shortage and Weak Teaching Staff

The shortage of teachers is one of the important reasons for the limited development of rural aesthetic education. The shortage of rural teachers is mainly caused by the following aspects: First, the rural environment is poor. Compared with cities, the rural environment is poor. There are no convenient transportation facilities, rich entertainment projects, lack of complete teaching equipment, and living conditions in terms of food, clothing, housing, and transportation are much more difficult than in cities. This series of problems are common among most college graduates. The reasons why students are unwilling to come to teach in rural areas, and urban teachers are also unwilling to come to teach in rural areas due to various inconveniences, have resulted in a shortage of rural aesthetic education teachers and low professional quality and professionalism. 2. The original teaching team has low professionalism. The original teacher resources in some villages lack theoretical knowledge of aesthetic education, teaching methods and methods cannot keep pace with the times, and some areas even do not understand aesthetic education. This is why a large number of rural children with aesthetic education talents have lost the opportunity to develop themselves and realize their dreams. Chance. 3. One-sided pursuit of admission rate. Influenced by the idea of exam-oriented education, most schools use scores as a measure of the quality of school education, the teaching level of teachers, and whether students are outstanding. In order to improve their enrollment rate, many schools have compressed the school's aesthetic education courses and replaced

them with cultural courses that can improve the school's enrollment rate, reducing students' after-school time. There is an idea that "everything is based on cultural courses". As a result, many parents and students pursue one-sided pursuit of higher education rates and neglect aesthetic education, making the development of aesthetic education difficult to achieve.

3.3. Rural Population is Losing Rapidly and There is a Lack of Students.

The loss of rural population is due to the cessation of rural economic development and the emergence of a vicious cycle in some areas. The more economically backward rural areas are, the faster they disappear and the greater the outflow of people. Nowadays, fewer and fewer young people are willing to stay in rural areas. More young people are attracted by the job opportunities, infrastructure, economic income, etc. in big cities. At the same time, with the development of the times, cultivated land can no longer meet the needs of farmers. The land has lost its appeal to them, and they cannot meet their living needs just by farming. This has led to the continuous loss of a large number of rural people and left rural aesthetic education lacking students.

4. Countermeasures to Improve Rural Aesthetic Education

4.1. Strengthen the Construction of Rural Teacher Echelon

The revitalization of rural aesthetic education is related to the construction of rural spiritual civilization and the effectiveness of cultural revitalization. However, many rural areas, especially areas with backward economic development, lack the number and low quality of aesthetic education teachers due to various reasons, and have a serious shortage of aesthetic education courses, making it difficult to meet the needs of rural aesthetic education. The construction of teacher echelons for rural aesthetic education has become an urgent need for rural revitalization, and the problem of lack of teacher resources urgently needs to be improved. First, in order to improve the educational level of rural aesthetic education teachers, implement a school-school interaction plan to strengthen exchanges among rural aesthetic education teachers, promote teachers to learn from each other, and fill in gaps. Affected by region and educational resources, the development of rural aesthetic education is still uneven. In order to effectively eliminate the imbalance in the development of rural aesthetic education teachers, the interaction between urban and rural teachers should be strengthened and counterpart exchanges should be carried out to allow rural teachers to "go to the city" and urban teachers to "go to the countryside" to break the urban-rural barriers and innovate. Second, the teacher construction of rural aesthetic education can also start from outside the school, inviting folk artists, intangible cultural inheritors, rural art practitioners and other folk artists to teach students to strengthen the connection between students and traditional culture. It can not only ensure the effective inheritance of intangible cultural heritage, but also strengthen the construction of rural aesthetic education and improve students' sense of rural identity and responsibility.

4.2. Effectively Guarantee the Investment in Aesthetic Education Funds

With the increase of national attention and economic development, the amount of funds allocated to rural education construction is also increasing year by year. Effectively ensuring the investment of funds for aesthetic education has become a crucial beginning for rural aesthetic education construction. First, in order to ensure the investment and operation of education funds, local governments need to strengthen institutional guarantees and promote high-quality development of education. Always adhere to the priority development strategy of education, insist on giving priority to education as the focus of financial support, continue to increase investment in education, improve the education funding guarantee mechanism and financial allocation mechanism, establish a sustained and stable growth mechanism, and ensure

the normalization of aesthetic education funds by stabilizing education expenditures put into operation. The second is to increase the construction of supporting aesthetic education resources and improve the quality of school running. Most rural aesthetic education teaching still remains on paper. Aesthetic education teaching lacks practical experience and students lack real feelings. The third is to increase investment in infrastructure, rationally utilize rural aesthetic education funds, improve the efficiency of the use of financial funds, improve school running conditions, and achieve diversified development of rural aesthetic education. The fourth is to provide appropriate subsidies to various school aesthetic education projects to stimulate the enthusiasm of schools to organize cultural activities, effectively mobilize the investment of funds from various aspects, arouse students' curiosity and activity to the greatest extent through learning in entertainment, and create a unique rural aesthetic education. The cultural atmosphere is more of a fireworks atmosphere.

4.3. Carry Out Poverty Alleviation Through Relevant Platforms and Art Colleges

In the high-tech era, the development of online media has made educational resources no longer as blocked as in the past, and teaching methods have also changed. The channels for students to understand, accept, and learn beauty have become richer. First, by integrating modern network communication media technology, making full use of campus cultural resources, building a comprehensive platform for art education that combines both inside and outside the classroom, and activate and develop the aesthetic ability of contemporary students. The second is to use social software platforms such as QQ, Douyin, Weibo, and WeChat for publicity and promotion, obtain educational resources, and achieve relevant exchanges. The third is to integrate the Internet with reality, and encourage rural schools to open some educational public welfare network platforms to conduct cultural exchanges with various art schools, contact online volunteers or volunteer service teams, get in touch with major institutions through volunteer services, and use online teaching. The platform carries out online teaching, online teaching, and offline classes at the same time, allowing local teachers and students to interact in real time and on the spot, realizing online and offline dual-teacher teaching that spans time and space.

4.4. Explore the Characteristics of Rural Aesthetic Education and Proactively Promote Rural Revitalization

Compared with cities, although rural aesthetic education is disproportionate in terms of resources, it has its own unique characteristics due to its geographical location and natural scenery. Rural reputation must be adapted to local conditions, rooted in rural culture, integrating culture and education, exploring the natural advantages of the countryside from the inside out, and embarking on a path different from urban aesthetic education. For example, Shouyang County, the "hometown of happiness and longevity", has a large auditorium from the 1980s, which is now used to display the art works of primary and secondary school students, including various traditional workshops such as paper-cutting, dough sculptures, and grain paintings. Various local folk customs and handicraft culture have become important contents for students to learn, integrating education into life and integrating culture into aesthetic education teaching to better promote rural revitalization and development.

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