On the Prominence and Transcendence of the Value Crisis of Rural Education in China

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Abstract
Since the reform and opening up, with the increase of investment and emphasis on education in China, rural education has been greatly improved, but also gradually exposed the crisis of educational value such as "education leads to poverty", "education abandonment" and "unemployment upon graduation". The emergence of the crisis of the value of education will weaken the function of education in people's livelihood, and to a certain extent alienate the needs of children from ordinary rural families in China to realize the change of their own destiny through receiving education. This is bound to affect the normal flow of social classes, make social classes more rigid, and pose a potential threat to social stability and harmony. Therefore, in order to successfully get rid of the value crisis of education and truly play the role of improving people's livelihood, we should actively pay attention to the problems of education and people's livelihood, strengthen the education assistance and education policy support for Chinese rural students, and promote the combination of education and production and labor on the basis of rational thinking of the real significance of education for the common people and the reasons for the education value crisis.

Keywords
Educational value crisis, Instrumental value, Improvement of people's livelihood

Introduction
Education has a certain function of improving people's livelihood. In social practice, a very important function of education is to promote the reasonable upward social mobility of individuals. Good educational experience plays an extremely important role in the long-term career development and fate change of individuals. In real life, it is generally accepted that education level is positively correlated with income. However, while China's universities continue to expand enrollment, the proportion of rural children admitted to key universities has been decreasing. In today's world where science and technology are leading the trend of The Times, it is difficult for college students to find a job and other phenomena make people doubt the classic argument that "reading can change our destiny". However, "new reading is useless" and other "anti-intellectualism" trends that despise knowledge often occur (Li Xishun, 2015).

1. The real meaning of education to the common people
Education plays an important role in the rejuvenation of the nation, the progress of the society and the long-term development of the country. The Communist Party of China's top 20 report stresses: "We will ensure that the people are satisfied with education." This major strategic deployment has charted the course for China's education reform and development. So what does education mean for the common people? What kind of education is people really satisfied
with? This naturally involves the discussion of the evaluation standard of educational value. To answer this question, scholars often have different understandings and views. However, one thing is certain that the education that people are satisfied with must be the social mobility that can promote the sustainable development of economy and society, improve the quality of people's life, and promote the advancement of individuals. From the perspective of practice, under the basic national conditions of China, which is in and will be in the primary stage of socialism for a long time, it is not wise to promote "life education" hastily while ignoring the educational value appeal of "survival education" orientation of ordinary people. The evaluation criteria of educational value should consider the subject's reasonable demand for value (Man Zhongkun, 2012). Selectively ignoring human needs and social needs to discuss what kind of education is good education, only leads the problem to mystery and nothingness.

Put colloquially, "Education is a tool" (Tai Shuang Autumn, 1935). From the perspective of educational purposes reflected at the national level, such discourses as "to build a nation, education should come first", "to rejuvenate the country through science and education", "to develop economy, education should come first", etc., can all reflect the instrumental value of education. From the perspective of the practical purpose of individual education, as American poet Eliot once said: "To receive education often means to obtain more money, decent and stable job, higher social status, and the powerful right to dominate others for their own service. If none of these things exist, then very few people will bother to get a good education." (Eliot, 1989). Here, it is worth noting that the emphasis on instrumental value of education does not mean to blindly lead people to pursue education in a utilitarian way and only regard it as a means to achieve an end, but to remind people to realize that instrumental value is the due meaning of educational value. Meanwhile, the effective play of the function of improving people's livelihood in education is inseparable from the reasonable realization of educational instrumental value. Man must first ensure that he can live, and then ensure that he can live well. If the instrumental value of education can not be properly played and returned to a reasonable position, then "knowledge is power" can only be reduced to the egotism of theorists.

2. Analysis on the cause of educational value crisis

2.1 The instrumental value of education has not been reasonably realized and is far away from the subject value appeal

Existing pedagogical research has demonstrated eloquently that there are visible benefits to choosing to receive an education. This is one of the important reasons why people are often willing to take the initiative to receive education and strive to compete for quality educational opportunities. One can "be willing to endure present pain for the sake of future happiness, even if it is quite distant" (Philip, 1990). Education can bring people a kind of beautiful expectation. When people receive education with the expectation of education benefits and pay the corresponding tuition fees, they hope to find a job smoothly after graduation, so that education benefits can be realized. From this point of view, if the realization of educational benefits is guaranteed, then the level of tuition is not so important; But if the benefits of education are uncertain, it will matter (Zhang Xuemin & Hao Fengliang, 2006). The devaluation of academic degree caused by the expansion of college enrollment, the increasing cost of higher education borne by rural families and the difficulty of employment of college students lead to a significant decrease in the expected profit value of higher education. For ordinary rural families, the cost of education input is irreversible, and they tend to be extra cautious when making decisions about children's education.

2.2 Some rural students encounter academic failure and choose to give up education actively or passively

Since the reform and opening up, with the increasing investment and emphasis on education in China, the people have changed their educational demands from "having education" to "going to school". Although the phenomenon of dropping out of school because of poverty has not been completely eradicated in real life, it is no longer the main reason for rural students to drop out. Due to the relatively backward local education level, cultural inadaptation, lack of necessary material and cultural capital support and other reasons, some rural students are difficult to succeed in their studies, and are often at a disadvantage in the fierce academic competition with urban students, and thus often cannot escape the fate of elimination. In the vast rural areas of China, the phenomenon of left-behind children is still very serious. The parents of students are forced to go out to work for a living, and they are reluctant to take care of their children. Some parents even hold a negative attitude towards their children's education, "it doesn't matter whether they go to school or not, but if they can't, they will go out to work with me". In the long run, I have lost more and more interest and motivation in learning.
2.3 Ignoring the actual level of economic and social development in rural areas, blind education leads to the waste of educational resources

According to the human capital theory, continuous investment in human capital can significantly improve the quality of laborers, improve labor productivity and promote the development of local economy and society. It is almost accepted as a truth that "to develop economy, education should come first". However, this truth has been greatly challenged in rural areas. Take the western region of China as an example, the investment of educational funds in the western and other economically backward regions has been increasing year by year, but the level of economic and social development has not been significantly improved. This is partly due to the lagging effect of spending on education, but more to the neglect of differences between rural and economically developed areas. First of all, a large number of rural education talents outflow for urban development, leading to the main body of education investment and education income is not unified. Secondly, it is not obvious that large amount of educational input can promote agricultural development in rural areas. The modernization degree of agriculture is not high, and the demand for advanced science and technology is relatively low. Finally, the investment in rural family education has crowded out the investment in other aspects without corresponding return, leading to the phenomenon of "education leads to poverty". Blind education can not get the expected benefits, will cause a great waste of educational resources.

3. The transcending path of rural education value crisis

3.1 We paid close attention to education and people's livelihood

Since the founding of the People's Republic of China, thanks to the reform and opening up, China has made remarkable achievements in its socialist economic development. At the same time, there have also been a series of major livelihood problems that need to be solved urgently. The development of education and the improvement of people's livelihood are closely interdependent, and they are unified in the general policy of "running education that the people are satisfied with". "Giving full play to the livelihood function of education can help stimulate people's subjectivity, improve people's quality of life and viability, and ultimately enhance the effectiveness of people's livelihood in the pursuit of all-round development. However, in the process of practical operation, due to the over-emphasis on the role of education in economic construction, the actual needs of individuals are ignored, and the appeal of education value for the survival orientation of ordinary people is ignored, and the people's livelihood issues are not adequately addressed. Therefore, we should actively pay attention to and attach great importance to the issues concerning education and people's livelihood, actively promote the reform of education and teaching, and solve the education problems that the people are most concerned about. It is an important strategy to put people first and listen to the voice of the people at the bottom actively to cope with the crisis of education value and play the role of education in improving people's livelihood reasonably and effectively. Education has a certain function of improving people's livelihood, but it is not feasible to rely on education alone (Xu Jianhua, 2016). The improvement of people's livelihood is a complex, arduous and long-term systematic project.

3.2 We will strengthen educational assistance and policy support for rural students

Shakespeare once said: "The same sun shines on his palace, and has not escaped our huts, the light is equal." Equity and justice have always been the eternal goal of human society. As an important part of the social system, education plays a special role in promoting equity and justice, and educational equity has always been the focus of academic attention. With the popularization of nine-year compulsory education and the introduction of poverty alleviation policies, dropping out of school due to poverty is no longer the main reason for rural children to give up their education in China. However, due to the unequal distribution of resources between urban and rural areas in China, the problem of left-behind children and the difficulties of rural students in school entrance examination and employment should be paid close attention to. During the period of compulsory education, Japan introduced the "After School Children Program". In the stage of higher education, the United States has launched the TRIO Program, which aims to help poor students obtain equal opportunities of higher education and complete their studies smoothly (The Federal TRIO Programs, 2014). Therefore, it is necessary to further strengthen the educational assistance and educational policy support for rural students.

3.3 We will promote the integration of education and productive labor

The theory of All-round human development of Marxism has a well-known conclusion, that is, the combination of education and productive labor, which has a rich and profound theoretical connotation, and is also the educational poli-
cy that China has always adhered to. The direct adverse consequences of education being divorced from production and labor are the frequent occurrence of college students' employment difficulties and unemployment after graduation. Education must be closely combined with productive labor, so as to cultivate a large number of high-quality qualified workers, in order to fundamentally meet the actual needs of the overwhelming majority of the people. Otherwise, what students learn is not suitable for their future occupation, and what they learn is not applicable or what they learn is not applied, which will fundamentally undermine the principle of combining education with productive labor." (Bo Changli et al., 2003). The important theory of people's all-round development is an important theoretical basis for happiness education, and also an important theoretical basis for all-round development education. An all-round education is conducive to the ultimate realization of the all-round development of human beings. It is bound to promote national development, social progress and individual happiness (Sun Zhendong, 2008). With the comprehensive arrival of the era of knowledge economy, adhering to the theory of all-round development of people and promoting the combination of education and production labor are conducive to fundamentally resolve and cope with the crisis of educational value.

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