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Review Article

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Endogenous Transformation for High-Quality Rural Education: A Comprehensive Literature Review Based Framework for China

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Abstract

The attainment of high-quality development within China's rural education system necessitates a fundamental reliance on endogenous forces. This entails nurturing an educational purpose rooted in the cultivation of modern individuals through rural education. To achieve this, it is imperative to delineate the essential, localized, urban, and distinctive educational objectives, and establish a comprehensive understanding of the rural-urban relationship. This approach aims to address several pervasive challenges in the current administration of rural schools, including the erosion of fundamental objectives, the neglect of local considerations, the deviation from urban-centric goals, and the failure to grasp the unique characteristics of rural education. In pursuit of high-quality rural education, it is imperative to elucidate the internal mechanisms that underpin such development. This involves reinforcing the trajectory of fundamental goals, rediscovering local objectives, aligning with urban imperatives, and prioritizing the understanding and application of distinctive characteristics. By doing so, we seek to elevate the quality of rural education and pedagogy, achieve a paradigm shift in development, and contribute significantly to the broader revitalization of rural areas.

Keywords: Rural education, Value orientation, High-quality development of education

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1. Introduction

1.1. Rethinking Rural Education in China – Towards Endogenous Transformation for High-Quality Development

The pursuit of high-quality education in China's vast and diverse rural landscape demands a fundamental shift in perspective. Moving beyond top-down, standardized models, we must embrace an endogenous approach, where the

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seeds of educational excellence are nurtured within the very fabric of rural communities. This necessitates cultivating an educational purpose deeply rooted in the aspiration to forge modern individuals equipped to thrive in the 21st century while remaining firmly anchored in the unique realities and potential of rural life. The current state of rural education in China faces numerous challenges. The erosion of fundamental educational objectives—fostering critical thinking, ethical citizenship, and lifelong learning—has led to a narrowing focus on rote memorization and standardized testing. Local considerations, including the specific needs and aspirations of rural communities, are often overlooked, resulting in a one-size-fits-all approach that fails to resonate with students and their environments. Furthermore, a tendency to deviate from urban-centric goals can lead to a disconnect between rural and urban education, perpetuating inequalities and limiting opportunities for rural students. Finally, the distinctive characteristics of rural education, its close connection to nature, its traditional values, and its potential for experiential learning are often misunderstood or undervalued, hindering the development of pedagogies tailored to these unique strengths. To overcome these challenges and achieve high-quality rural education, we must embark on a journey of endogenous transformation. This journey involves four crucial steps:

1.1.1. Reinforcing the Trajectory of Fundamental Goals

Rediscovering the core values of education beyond test scores, emphasizing critical thinking, problem-solving, and ethical development to empower individuals to navigate the complexities of the modern world.

1.1.2. Rediscovering Local Objectives

Re-centering education on the specific needs and aspirations of rural communities, fostering a curriculum that connects to local knowledge, traditions, and resources, and empowers students to become active agents in the development of their communities.

1.1.3. Aligning with Urban Imperatives

Building bridges between rural and urban education, ensuring access to quality resources and opportunities while recognizing the distinct strengths and challenges of each context.

1.1.4. Prioritizing the Understanding and Application of Distinctive Characteristics

Leveraging the unique assets of rural education—its connection to nature, focus on practical skills, and strong community ties—to develop innovative pedagogies that nurture creativity, resilience, and a deep appreciation for the natural world.

By embarking on this path of endogenous transformation, we aim to elevate the quality of rural education and pedagogy, fostering a new paradigm of development that acknowledges and leverages the unique strengths and potential of rural communities. This transformation will not only empower individuals to thrive in a rapidly changing world, but also contribute significantly to the broader revitalization of rural areas, creating a future where rural education is not just a stepping stone to urban success, but a vibrant source of innovation, opportunity, and progress for all.

2. Literature Review

Since the implementation of China's national rural revitalization strategy, most relevant studies have been conducted in the periphery of education, discussing why rural education serves rural development and breaks the transformation of rural development from the perspective of the relationship between rural education and rural society. Some studies point out that in China's economic and social development and rural poverty alleviation at the same time, rural education is not "common poverty alleviation", and the development is gradually declining (Xu, 2021). This points out that rural education development and rural economic and social development of synchronous pull relationship, and prompted us to think: what kind of rural education, to what kind of rural education into the next one hundred, why rural education itself out of poverty, rural education quality development goals, how to improve the competitiveness of the quality of rural education. To this end, according to the development trend of the whole society, especially the countryside itself, starting from the country, the rural society and the educated, from the perspective of history, reality, and future, to build a rural education that shares the common destiny, development, and quality with rural revitalization (Schafft, 2016). In response to the rural revitalization strategy, we should set a high-quality education goal of not only avoiding the "generalization theory" of rural revitalization but also refuting the "universal theory" of education serving rural revitalization (Miller, 1993).

2.1. The Goal of High-Quality Development of Rural Education

Educating people about the country and the countryside should be the optimal solution for the development of rural education (Malecki, 2003). Indeed, rural education should be beneficial to rural livelihood and rural development. It can ensure that every rural child receives a fair and quality education and comprehensively improve the comprehensive quality of moral, intellectual, physical, beauty, and labor. Under the guidance of value orientation, the value purpose of high-quality development of rural education, we should pay attention to the basic, rural, urban, and characteristic goals of rural education.

2.1.1. Foundation: The Foundation Goal of High-Quality Development of Rural Education

Foundation is the foundation goal of the development of students in the stage of basic education and the foundation of the high-quality development of rural education. With the value tendency of “nationalization”, “foundation” and “unification”, it is different from “localization”, “professionalization” and “diversification”, and reflects the common basis of national education (Sun, 1997). Including the mastery of “basic knowledge”, the training of “basic methods” and the cultivation of “basic attitude and values”, the three are indispensable, blend and support each other. The high-quality development of rural education must attach importance to the basic goals. First of all, teaching students the specific knowledge structure is the entity of school work. Rural education should reserve the development resources for students’ sustainable growth in the future, and promote them to obtain the basic learning strength for further study or employment development (Ahluwalia, 2008). Second, the school is a cluster of peers, is the cradle of initial interpersonal relationship and lifestyle, through to educates teach scientific knowledge and skills, and the material life, consumption, and reasonable guidance improve students’ imagination and creativity of life, students explore and pursue the meaning of life, the students from a comfortable life, make the students beyond nature release and develop a healthy lifestyle and living habits (Pangrazi and Aaron, 2019). Thirdly, China implements nine-year compulsory education, which has the basic characteristics of mandatory, free, and universal, the current is strictly carrying out “dropout control”, the purpose is to improve the basic years of education, improve the overall quality of the whole nation when students out of the campus should be excellent workers. However, after the completion of compulsory education, not all students can study, and education in addition to preparing for individual entrance, can also maximize the needs of those students, trying to ensure that students through comprehensive and systematic education after the ability to choose their love, love and good at career, rather than a single, low technical work, thus, for each individual to expand career, choose life, prepare for possible life (Chen and Yang, 2018).

2.1.2. Locality: The Field Goal of High-Quality Development of Rural Education

Rural nature is the rural cultural attribute engraved in the rural education system, which integrates the relationship between rural society and rural schools, including not only nature, land, and village at the level of objects but also interpersonal communication, lifestyle, and values at the cultural level (Tan, 2020). As a goal, the educational process, content, and method are permeated with the force of rural field culture. It is committed to fitting the operation logic of rural society, excavating and improving the cultural genes in the historical development of the field, starting from the needs of students’ individual growth, paying attention to the place of individual survival and life, and cultivating students to love the countryside and serve the countryside (Delle et al., 2011). At present, with the development and flow of the modernization and transformation of rural society, the production and lifestyle of rural people have changed from directly withdrawing capital from land to alternative diversified modes such as migrant work or independent operation. This social transformation drive, on the one hand, is conducive to the diverse development of rural culture, on the other hand also intensifies the rural school teaching time and curriculum content of “farmers” tendency, and through all levels of examination strengthens the “prepare for urban life” orientation, it also further causes the distance between rural children and rural through school education and become more and more far (Marsden et al., 2005). To effectively restrain the evolution of this situation, the high-quality development of rural education must pay attention to the local goal. First of all, emphasizing the locality is to emphasize that rural education itself is an important component of rural culture. If the modern rural school itself is regarded as a typical example of “decentralization”, and the modern social system of time and space embedding the school itself into the countryside, then the separation of rural education itself and rural culture is inevitable (Murphy, 2004). It emphasizes the local nature, considers the living environment and familiar lifestyle of students, gives more appropriate care to students, and draws many beneficial forces within the rural field to intervene in rural education, and then renders the atmosphere of the whole school. Secondly, to emphasize the countryside, it is necessary to develop the local cultural components in the rural field, such as the preservation of excellent traditional skills, virtues, and values, as well as the transformation

of curriculum knowledge and skills, and use it to enrich the curriculum content of rural schools, to bond students with the countryside.

2.1.3. Urban Nature: The Goal of The Times for the High-Quality Development of Rural Education

Urban nature is relative to the local nature, which refers to the characteristics of urban life that are different from rural life (Yuan, 2019). Rural schools usually regard urban schools as a demonstration of “high-quality education” and abstract it as “urban”. The urban nature of the education field is mainly reflected in the idea of running a school following the development of advanced science and technology permeates the spirit of *The Times*, rational spirit, subject value, and development power, and is the elaboration of the development trend of educational modernity, rather than the random convergence of copying and pasting of model schools in a certain time (Giroux, 1980). The high-quality development of rural education must attach importance to the urban goal. First of all, the emphasis on urban goals is conducive to understanding the gap with urban education. Urban education and rural education are separated from two different fields, belonging to modern education, with the same goal of education, both of which are to cultivate well-developed modern people. However, the gap between urban and rural education in the same region continues to exist, and only quality rural education can retain the most basic human resources in rural (Yang et al., 2021), while low-quality education will strengthen the expectation that “reading is useless” and increase the proportion of education migration. Research data show that the rural population in China has maintained a decreasing trend since the founding of the People’s Republic of China. The rural basic population is gradually losing, the original human capital base of rural revitalization is facing huge risks (Chen and Li, 2021), rural schools are gradually “empty shell”, and the proportion of education migration in the floating population is constantly increasing (Wang, 2017). Nowadays, the education of urban representation has become a reality. Rural education should increase investment in modern education facilities, and rich teaching resources, strengthen the informatization construction, critically select and absorb the modern culture, based on basic, construct both local and urban-rural education mode, in the process of traditional and modern collision grasp the rural education quality of development, gradually narrow the education differences between regions. Secondly, emphasizing the urban goal is conducive to clarifying that rural education is the education of “rural people”, rather than the education of “cultivating rural people” (Roberts, 2016). Rural education is “rural and modern education”. There is only the difference between rural and urban fields, education and non-education, good education and bad education. Whether in urban or rural areas, the fundamental purpose of education itself is to cultivate children with a complete life personality. Moreover, whether in epistemology or practice, the modernization of urban education affects the modernization of rural education in the enlightenment sense rather than in the guiding sense (Zarrow, 2016). What we need to do is to promote the length of rural education and make up for its shortcomings, to do rural education that satisfies the villagers.

2.1.4. Characteristics: An Important Starting Point for the High-Quality Development of Rural Education

The high-quality development of rural education needs to rely on the characteristic construction of schools, which is the key to the high level, high quality, and balanced development of regional education (Schafft, 2016). The nationalistic education system has derived the phenomenon of generalization, homogenization, and standardization of education. The long-term weak foundation and historical and cultural foundation of rural schools determine that it is difficult for them to catch up with the development of urban education through imitation and copying. Therefore, it is of long-term significance to improve the appeal of running a school, carry out the characteristics of rural culture, and obtain a strong foundation of education and teaching results (Reeves, 2009). The high-quality development of rural education must attach importance to the characteristic goal. Characteristic goals can give new vitality. Rural schools will characteristic culture into the rural education system, combining the characteristics of students’ specialty development itself, combined with the school’s advantage development characteristics, combining with the characteristics of rural social development characteristics, expand the characteristic education teaching content, and actively carry out rich content, various forms of campus cultural activities, build with local characteristics of campus culture environment, serve all the teachers and students.

2.2. The Goal of High-Quality Development of Rural Education has Declined

Basic, local, urban, and characteristic purpose to represent high-quality development goals may seem to be independent of each other, but in fact, it is closely related. It is the positioning of rural education according to the unified requirements of the state and the adjustment of economic and social development. At present, the weakening of the basic goals of rural education, the loss of rural goals, the alienation of urban goals, and the failure of the characteristic starting point not only reflect the shortage of rural schools themselves but also reflect that the rural education is in a confused and

panic state under the rural revitalization strategy. This is not conducive to the improvement of education and teaching quality in rural schools and is not conducive to the coupling role of rural education and rural revitalization.

2.2.1. Weakening of Rural Education

Cultural and scientific knowledge is the foundation and axis of basic education (Sun, 2001), but many rural students cannot master the basic cultural and scientific knowledge. At present, the change in the evaluation standard of students' academic performance, the misreading of relevant policies, the lack of control of teaching quality, and the accumulation effect and non-benign interaction of students' academic performance and learning interest decay, affect students' learning attitude, learning behavior and learning results. In reality, with the development of the social economy and the improvement of people's living standards, all kinds of facilities in the school are more complete than before, but the students' academic performance is not as realistic as before. Some teachers and parents will have such doubts: in the past, the family and school conditions were very simple, a class, a village does not say how many good students, learning is not very poor, why in the economic conditions are relatively better today, the development of children is not as good as before? To be sure, there is also a shortage of urban schools with poor academic foundations and no regular high schools, but in terms of proportion, rural schools are higher (Peng, 2014). The results of PISA2009 test data in Zhejiang Province show that the average performance of students in mathematics, reading, and science in urban students is better than that of students in counties and rural students, and students in counties and towns are better than rural students (Xue, 2012).

It is found that the weakening of the basic goal of rural education is mainly reflected in the following three aspects. One is to emphasize the mastery of basic knowledge and ignore the training of basic methods. For students, the mastery of basic knowledge and the training of basic methods are inseparable, and rural schools will inevitably teach the basic knowledge, but in the teaching practice, some teachers cannot well grasp the relationship between the mastery of basic knowledge and the training of basic methods. The second is to view rural education with the standard of "time and space". It believes that as long as school education is accepted at a certain time and a certain school space, basic education will be completed, rather than using the "systematic" and "development" vision to coordinate the overall teaching of the basic education stage. In the past, we believed that based on the theory of human capital, investment in human capital is a kind of productive investment. As long as educational investment is increased, we can reap rapid economic growth. Therefore, we pay more attention to the years of education, rather than ignoring the examination of education quality. Third, they did not pay attention to the student's understanding and love of the field culture, nor did they properly mention and explain the relevant knowledge. Any kind of education activities are situational, in the development of rural students cognitive skills and cognitive skills, we tend to ignore the rural students rural social environment information intake, namely what learned, learned how many useful things, the cognitive gap may be the key to explaining the rural school education quality improvement, it is very important for rural revitalization of rural education development (Ding et al., 2019).

2.2.2. Loss of Rural Goals of Rural Education

The proposal is based on the objective reality that the existing rural education lacks the countryside. The phenomenon of losing the countryside in rural school running occurs from time to time: first, the derailment of national curriculum and local culture. After the reform and opening up, with the implementation of the city priority development strategy, the teaching mechanism to the city, in a new round of basic education curriculum reform, education objectives, curriculum, and teaching content to some extent ignore the cultural reality of rural schools, rural schools on the edge of curriculum reform, blindly and passively follow the footsteps of urban school courses. Second, the development and utilization of local curriculum and school-based curriculum is unsatisfactory. The development of local teaching materials in the stage of basic education in China has a certain number and type range. However, the reality that it can combine the characteristics of the subject and integrate the concepts related to local knowledge into the teaching materials of each subject is in short supply, and there are no courses but no class schedule leads to the supply exceeding the demand. Third, rural education lacks the care for students' field culture and does not pay attention to the survival and living conditions of individuals. The modern education system that China is committed to building is based on the city-industrial civilization. Generally speaking, urban-industrial civilization is unfamiliar to rural students and different from the rural cultural habits they are exposed to. The modern rural education mode lacks the connection with the countryside, and the rural students often unconsciously fall into the language and other thinking and other adaptation, which directly or indirectly affects their development. Fourth, the comprehensive development of the students and learning has become the opposite of the

construction of their hometown, and the rural students are eager and almost completely want to escape from the rural society. It is hard to imagine how the knowledge design that is incompatible with the cognitive structure and mental consciousness of the rural students can take root in the students' lives, and how the rural students can win in the brutal competition with the urban children again and again. Such a neither filling life, and cannot provide affordable education for rural children, is not only a waste, but more likely to shape its unique and embarrassing personality and way of life—from the student consciousness of cognitive tension, is the whole generation's cultural cognition and way of life, most of them cannot truly rooted in the traditional rural society, and cannot effectively into the modern urban society, will eventually become a floating root.

2.2.3. The Urban Goal of Rural Education is Alienated

Both rural revitalization and rural education have the goal of modernity. Although the effect of education lags, the concept and goal of education must be at the forefront of development. The pursuit of urban nature at the educational level is conducive to deconstructing some classic rural symbols, eliminating some thoughts and behaviors that deviate from the development of the current era, and then reconstructing the educational development and management mode that is more consistent with the rural reality. The alienation of the urban goals of rural education answers the reasons for the lag of local education and the lack of local economic and social development. Without the guidance of urban goals, rural revitalization is like no peng Building. As the investigation scenario: if education does well, the economy prospers; if education does badly, and there is no industrial support, the local economy develops less vitality. The lag of rural schools in resource allocation and information acquisition, the randomness and lack of discipline in school management, as well as the complexity of advanced education and teaching concepts and original concepts, all reflect the alienation of rural education in the urban goal. Among them, the most difficult problem is to regard the pursuit of the urban goal as a deviation from the countryside, which goes against the original intention of the urban goal of rural education. The relationship between locality and urbanity is in line with the principle of the wooden barrel effect. The development of high-quality rural education and the cultivation of all-round development of modern people need to be both integrated and steadily improved. "Rural nature" and "urban nature" are two aspects of one problem. If they lack an "urban nature", we cannot build rural education based on the height of modernization, deviate from The Times, and divorced from the track of modern education and cultural development, such rural education has no vitality. If there is a lack of "local nature", it is impossible to build high-quality rural education with cultural deposits and characteristics, so the contribution of rural education to the development of modern education and culture is limited. Accordingly, the high-quality development of rural education needs the development of "rural" and the improvement of "urban".

2.2.4. Rural Education Characteristic Grasp Failure

Characteristics are closely linked to the overall development plan of the school. As an important outlet for the development of rural education, we strive to find the correct orientation of running schools according to local conditions, carry out characteristic education, create school-based courses with rural cultural characteristics, take the road of characteristic education, promote development with characteristics, and force the development of rural education. Some rural schools have indeed made significant progress by clarifying and implementing the goals of "special" foundation, "special" and "special" era, and promoting the overall development of schools. However, at present, some rural schools have understanding deviation when pursuing characteristic goals, leading to the failure of the grasp. Some schools understand the "characteristic" as a sports activity, or a recreational activity, for the characteristic and characteristic. Schools use one product, to create a characteristic brand, some schools as characteristic target rope skipping, some schools volleyball, some schools as Miao drum, and some art schools... visited various schools, and the principal talked about characteristic brands: choose rope skipping and volleyball as long as the training method; the choice of Miao drum because the local national culture; choose art based on the description of the local historical city needs... but "skipping" and "volleyball" is not characteristic, this is the normal school campus cultural activities, pointing to the cultivation of students' artistic expertise. Moreover, students do not necessarily like the artificial "characteristic" that the school highly values, which deprives some people of the opportunity or interest to participate in it. This characteristic does not have the characteristics of joint participation, joint construction, and sharing, and is not based on the needs of students, local production and living needs, or the perspective of inheriting local culture, but the "surrounding" or "model" schools to develop "characteristics". This is the narrowing of the characteristics of rural education so that the characteristics have become an island.

2.3. The Path to Achieve the Goal of High Quality in Rural Education

Rural education in China has four functions at the same time: rural service, cultural inheritance, economic development, and promoting people's livelihood, that is, to realize institutional reform through education, to enhance the development

ability of rural people through education, and to improve the population quality of all the people through education (Gao and Ma, 2019). Rural revitalization needs solid education, to improve the quality of the local population and the quality of talents. The goal of high-quality development of rural education and the reality of rural education development are a pair of contradictions, and identifying the main aspects of the contradiction is the basic premise of resolving the contradiction. To undertake the power of rural revitalization and couple with it, rural education should take the right medicine, thinking about how to strengthen the basic goal, how to get close to the urban goal, how to return to the local goal, and how to focus on the characteristic grasp.

2.3.1. Strengthening the Basic Objectives of Rural Education

Strengthening the basic goals and improving the quality of education and teaching in rural schools is the core competitiveness of the development of rural schools. First of all, it is clear that the primary task of front-line teachers is always teaching, and schools integrate into the rural revitalization strategy according to their own education and teaching realities. To provide development space and opportunities for the improvement of teachers 'education and teaching, teachers' time should be spent on the edge and the improvement of their professional ability. They should carefully study how to combine local realities, make good use of new education and teaching tools, and use a variety of teaching methods to improve teaching effectiveness. Second, want to use system + development to education teaching planning as a whole, establish home school club cooperative education mechanism, understand the student family situation, the specific needs of middle school students need targeted measures, such as one-to-one or one-to-many tutoring, to solve the poor children because of poor learning environment, parent's low education cannot tutor caused by academic performance is not ideal. Again, purposefully, planned, and organized to let students close to the local rural culture, and appropriate mention and explanation, to enhance the students 'understanding of regional culture, as its axis circle, the development of knowledge, culvert the humanities knowledge, increase students' common sense knowledge reserves, cultivating rural students' inner rural emotion and values, no matter where, can always drink water source, love home.

2.3.2. Return to the Rural Goal of Rural Education

Rural education should be based on the local society and highlight the local nature. Cultivate and strengthen students 'consciousness and enthusiasm for loving hometown and building hometown, increase students' local knowledge, and develop students' ability to build countryside. First of all, starting from the development needs of rural students, bridge the relationship between rural field culture and modern curriculum, take the national curriculum as the teaching blueprint, actively explore and get familiar with the teaching materials, combine the characteristics of the subject, and integrate local knowledge into the subject teaching materials. Second, the view of the teaching form gives priority to classroom teaching, and comprehensive practice courses and does not contact the present situation of student's growth environment, adhere to the universal knowledge and local knowledge open and integration principle, production knowledge, and production principle into the course, develop characteristic local curriculum and can reflect the rural children familiar life and culture of local teaching materials. Thirdly, innovate the main mechanism of curriculum development, and teachers, experts, villagers, and students jointly participate in the development of characteristic local curriculum. At the same time, the expression of the textbook language should pay attention to the cultural capital differences between rural students and urban students, and the content and illustrations of the textbook should be close to rural life so that the all-round development and the love of hometown become one thing. We should encourage local education administrative departments and primary and secondary schools to develop local textbooks so that rural children can hear the local dialect, see homesickness, and understand their homesickness. Give full play to the advantages of regional culture and resources, develop characteristic courses, carry out open teaching for the countryside, so that students can go to nature, the countryside, and life, establish local cultural identity and life identity, and learn the knowledge and skills needed for future life, survival, and production.

2.3.3. Close to the Urban Goal of Rural Education

First of all, educational resources should be allocated scientifically according to their conditions and specific needs to ensure the timeliness of resource allocation and information acquisition. The "Internet + education" resource platform is used to construct local digital rural education, provide an effective channel for rural education and urban education to share high-quality education resources, and explore diversified teaching modes in rural schools. Secondly, we should accept modern civilization with a positive attitude, base ourselves on the urban goal, vigorously strengthen school

organization and discipline management, reconcile the contradiction between advanced education and teaching concepts and the original ideas, and consolidate the education and teaching level of rural schools. Thirdly, taking the method of “locality + urbanality as the method” and following the cultural logic of “comprehensively developing modern people as the purpose”, to achieve a balance between locality and modernity. Local as the method of transforming traditional vernacular, the high-quality spirit kernel to abstract inheritance, in the progress of urbanization drive grasp the vernacular, in the essence of urban and rural school fusion highlights native, highlighted in the global development trend of rural education vernacular, reconstruction in the rural revitalization of native, participate in the modernization and the great rejuvenation of the Chinese nation vernacular, real for rural children with local characteristics of quality education.

2.3.4. Focus on Rural Education Characteristics

Correctly understand the characteristic goal, take the road of characteristic education, promote development with characteristics, highlight the local advantages and school advantages, and force the development of rural education. For the rural environment of some rural schools that have no industry drive, the combination of agriculture and tourism conditions, in such circumstances, how to play the role of characteristic grasp, is a question worth pondering. First of all, the “special” foundation to set up the foundation. The school should study the internal skills, study the characteristic teaching and research mode, work hard on the quality of education and teaching, build excellent teachers, attract excellent students, establish administrative management norms, teaching norms, and student behavior habits, and show the spirit of the school. Secondly, “special” does not leave the hometown and “special” according to The Times. Characteristic is rooted, not external or new, it is an implicit force towards development, familiar with people, but not valued as a development force. Focus on the characteristics of the grasp, rely on the rural field world humanistic system, discuss their development advantages, set the goal of “people have no me, people have my excellent”, and strive to cultivate physical and mental health, temperament, intellectual intelligence, to cultivate the survival and development of rural youth confidence. HongAn Town Central School is located in Shen Congwen approximately the Peach Garden Xiangxi town—“city”, the school seeks new development, established the junior in the city of the school idea, dedicated to junior education characteristics, the edge of national art workshop is the highlight of the building activities, based on the city area and “the edge city” cultural advantage, students to home town, with the city dream set sail, return to have a privilege in the city of faith. Under the implementation of such a series of measures, all walks of life, school teachers and students, and education authorities have a kind of development, upward and progressive spirit demonstrated inside and outside the school.

In short, the high-quality development of rural education is a dynamic development process closely related to economic and social development. Economic and social development restricts the necessity of running education and the possibility of running education. Education must serve the socialist modernization construction and serve the people and must be combined with productive labor and social practice. This is the general principle of running rural schools, and is the direction and pointer of the reform and development of education, urging that the high-quality development of rural education should make efforts in the quality of education and teaching in rural schools. The development level and quality of rural education in different regions of China are different, and the exploration of theory and practice is not accomplished overnight. With the development of large social production and the improvement of the rural economy, the gap between urban and rural areas has widened, and the development imbalance between villages and households has become prominent. The lack of stable support for the villagers’ lives is not only the worry of social life but also the worry of talent training. Education is the hot spot of common concern of families, schools, and society. The improvement in economic conditions has encouraged people to pay attention to education, but paying attention to education is not equal to being able and able to educate. Under the rural revitalization strategy, rural education should take the thinking of “jumping out” of the rural comprehensive revitalization as the logical premise, and take the goal of high-quality rural education “deep down” as the fundamental development, to enhance the coupling degree between education and rural revitalization. Based on education itself, strengthening education teaching strength, dunky students basic learning ability and development potential, fully mobilize the government, teachers, students, managers, villagers, social organizations, such as all possible power, implement the home school club cooperative education mechanism, dismantle the barriers between school and society, make the educated close to or achieve social basic quality and obtain the corresponding social professional ability, through rural students thought and skills promotion to boost livable appropriate beauty of rural construction, boost the realization of the rural comprehensive revitalization.

3. Conclusion

This literature review examined the concept of high-quality development for rural education in China, specifically focusing on the framework proposed by the “Endogenous Transformation” approach. By analyzing the four key goals of this framework—basic, local, urban, and characteristic—we have highlighted the tensions and opportunities present in the current state of rural education.

3.1. Key Takeaways

- **Weakening Basic Goals:** Rural education struggles to provide adequate foundational knowledge and skills, leading to lower academic performance and reduced opportunities for students.
- **Loss of Rural Goals:** Rural education often neglects the local culture and environment, failing to cultivate students’ love for their hometowns and connection to their heritage.
- **Alienation of Urban Goals:** Rural education lacks the resources and infrastructure to fully embrace modern education trends, creating a gap between rural and urban students.
- **Failure of Characteristic Grasp:** Misinterpretation of the “characteristic” goal can lead to superficial initiatives that do not genuinely benefit students or the community.

3.2. Recommendations

- **Strengthen Basic Education:** Invest in teacher training, improve curriculum and teaching methods, and provide targeted support for struggling students.
- **Re-emphasize the Local:** Integrate local knowledge and culture into the curriculum, promote community engagement, and foster students’ sense of belonging.
- **Bridge the Urban-Rural Gap:** Allocate resources more equitably, share best practices, and facilitate collaboration between urban and rural schools.
- **Focus on Meaningful Characteristics:** Identify unique strengths and resources within each rural community and develop educational programs that cater to those strengths, empowering students for future success within their contexts.

In conclusion, achieving high-quality development in rural education requires a holistic approach that addresses the specific challenges and opportunities facing each community. By focusing on strengthening basic education, reconnecting with the local context, bridging the urban-rural gap, and fostering meaningful characteristics, China can empower its rural students and contribute to a more equitable and prosperous future.

3.3. Further Research

- Case studies of successful rural education initiatives in different regions of China.
- Investigations into the specific challenges faced by different types of rural communities.
- Development of effective assessment tools to measure the progress of rural education programs.

By continuing to explore these areas, we can gain a deeper understanding of how to best support the development of high-quality rural education in China.

Explanatory Note

In 2010, the proportion of urban and rural population was 49.95% and 50.05%, respectively, basically the same. In 2020, the proportion of urban and rural population was 63.89 and 36.11%, respectively, which is inversely proportional to the 49.95% and 50.05% of the urban and rural population in 2010. The data from 1981 and before are the household registration statistics; the data from 1982, 1990, 2000, 2010 and 2020 are the calculated census data of the current year, and the other years are the calculated data of the annual population sampling survey.

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