

Analysis on the Differences of Preschool Education Development between Urban and Rural Areas in China from the Perspective of Justice

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Abstract: Educational Equity is an Important Index to Promote China's Education Reform and Innovation, and Also the Basis and Starting Point of Pre-School Education. under the Fair View, the Difference between the Development of Pre-School Education in Urban and Rural Areas in China is Widening, and the Unfairness is Becoming More and More Serious. Therefore, by Analyzing the Differences in Preschool Education Development between Urban and Rural Areas in China, This Paper Finds That Educational Opportunities, Educational Resources and Educational Quality Are the Main Reasons for the Inequity of Education. in View of This, We Should Promote the Development of Preschool Education in Urban and Rural Areas by Promoting the Development of Township Economy, Reforming the Allocation Mechanism of Educational Resources, and Strengthening the Supervision of Preschool Education, So as to Narrow the Gap between Urban Preschool Education, Provide Reference for the Future Development of Preschool Education in China.

1. Introduction

1.1 Literature Review

Through a brief overview of preschool education, Yang Fan believes that preschool education can improve children's intelligence, and that preschool education equity plays an important role in promoting the whole education equity. Based on the perspective of fairness, Yang Fan believes that there are obvious differences between urban and rural preschool education in China. In addition to the economic imbalance and the number of educational resources, the lack of institutional impetus is also the driving force behind the unfairness of education. Then, he analyses the current development path of urban and rural preschool education, and provides a reference for the follow-up development of preschool education(Yang, 2016). Zhuang Caiqin believes that there are differences in the development of preschool education in urban and rural economic development. Therefore, starting with objective and supervisory factors, Zhuang Caiqin discusses the differences between urban and rural preschool education in China, and puts forward improvement measures(Zhuang, 2017). From the perspective of educational equity, Li Xiaoxia discussed the disparity of preschool teachers' allocation between urban and rural areas in China. He believed that the disparity in quality and quantity of preschool teachers' allocation was closely related to the problems of urban and rural institutions and educational funds. In this way, relevant countermeasures are put forward to deal with the current disparities in the allocation of kindergarten teachers between urban and rural areas(Li, 2017). Luo Mei and Li Kejian analyzed the current gap between urban and rural preschool education quality by studying 428 samples of classes in China and using relevant observation and evaluation tools. The results show that there are significant differences in the quality of preschool education between urban and rural areas. The higher the level of urbanization, the higher the quality of preschool education, and vice versa. By discussing these problems, we can draw lessons from them in order to narrow down the differences of educational quality in China (Luo and Li, 2017).

1.2 Research Purposes

With the improvement of China's economic strength, preschool education has gradually become

the main concern of the government and the public. Educational equity has always been an important part of educational reform and the main demand in the process of making educational policies. To realize educational equity, not only all school-age children can receive the same educational rights, but also enjoy the same educational resources(Xue,2018). However, in recent years, due to the upgrading and transformation of urban and rural development, resulting in uneven economic development, preschool education inequity gradually exposed. Therefore, this paper summarizes the current situation of preschool education development in urban and rural areas in China from the perspective of equity, and finds that the development of preschool education in rural areas lags behind seriously, and the gap between urban and rural areas is significant, so there are problems such as educational opportunities, educational resources, and educational quality. Based on the unfair phenomena of preschool education in urban and rural areas of China, this paper analyses the Countermeasures of promoting educational equity in preschool education in China, with a view to providing reference for the future equity of preschool education in urban and rural areas.

2. Current Situation of Pre-School Education in Urban and Rural Areas of China

Preschool education can be divided into broad sense and narrow sense. It is the family and kindergarten teachers who train children scientifically in a planned and systematic way through physical objects and gradually improve the functions of various parts of the brain of children. Generally speaking, preschool education is for children aged 6 to 7 years, and narrowly for children aged 3 to 6 years. And it will have different effects on children's education at different stages. Scientific and reasonable education for children at each stage will stimulate different parts of the brain and develop their comprehensive abilities. As an independent subject, preschool education lays the foundation for children's enlightenment and growth. The development of preschool education requires the input of national policies and funds to ensure the safety of children as well as education (Dong,2016).

Educational equity means that all students who receive education can receive the same education under different conditions. Like children, children of any status can learn knowledge on the basis of equal educational resources. Education equity plays an important role in promoting the development of education and the prosperity of the country. However, in reality, education is not fair, especially the difference between urban and rural areas is more obvious. The city has excellent teacher resources, perfect infrastructure, strong educational force and so on. Compared with the urban conditions, the economic strength of towns and villages is weak, the infrastructure is poor, and there is a lack of teachers. Therefore, the gap between urban and rural preschool education quality is widening. Throughout the development of preschool education in rural areas of China, education in most areas lags behind seriously, and even some remote mountain villages do not have special kindergartens. The development of preschool education in urban and rural areas is seriously unbalanced. If we do not coordinate and coordinate the development, it will inevitably lead to the widening gap of preschool education in China and the failure to achieve educational equity, thus affecting the follow-up development of the entire Chinese educational community.

3. An analysis of the differences in the development of preschool education between urban and rural areas in china from the perspective of equity

3.1 Differentiation of Educational Opportunities

At present, the main difference between urban and rural preschool education is that there is a huge gap in students'access to education. The urban economy is growing rapidly, the infrastructure is complete, and the number of kindergartens is far more than that of rural areas. The large gap in the number of kindergartens between urban and rural areas has seriously imbalanced children's access to education. Moreover, the number of children in rural areas is far more than that in urban areas, but the number of kindergartens set up in rural areas is far from meeting the needs of

preschool education for children. In addition, the rural areas do not pay attention to the quality of teaching, low threshold for admission, affecting children's intellectual enlightenment. The reason for the disparity in children's access to education is the imbalance between urban and rural economic development. At present, although China is striving to promote the integration of urban and rural areas, the focus of economic development is still mainly concentrated in cities. Rural economic development lags behind, and urban and rural residents' incomes are further expanded, so there is a big difference in urban and rural education investment.

3.2 Differences in the Allocation of Educational Resources

There is also a significant gap in the allocation of preschool education resources between urban and rural areas. Educational resources include human and material resources. In terms of human resources, the number of kindergarten teachers in urban and rural kindergartens is seriously unbalanced. Preschool teachers are an indispensable part of preschool education and important support for establishing a good teacher-child relationship and high-quality preschool education. However, the treatment of kindergarten teachers in rural areas is generally low, the rights and interests can not be guaranteed, and there are fewer excellent kindergarten teachers who are comfortable with teaching. Kindergarten teachers can not get good development, the brain drain is widespread, and the gap of teachers is growing. According to the statistics of relevant data, the educational level of preschool teachers in urban and rural areas is also quite different. For a long time, the educational level of full-time kindergarten teachers in urban areas is generally higher, on the contrary, the overall educational level of rural kindergarten teachers is lower. Although the educational level of kindergarten teachers in rural areas is also improving in recent years, there is still a big gap between rural kindergarten teachers and urban kindergartens. In terms of material resources, there are also differences between urban and rural areas. The premise of running a school is to have high-quality "hardware" content to ensure the quality of preschool education. The basic housing facilities in rural kindergartens are better than those in the past, but the public infrastructure is poor and the supporting facilities are not perfect.

3.3 Differences in Teaching Quality

The quality of preschool education in urban and rural areas is poor, and teaching opportunities and resources are the primary factors. There are few teaching opportunities, poor matching of educational resources, and the gap between urban and rural preschool education quality is widening. Secondly, there are differences in the evaluation of kindergarten teachers professional titles between urban and rural areas. Urban and Rural Kindergartens do not attach too much importance to the professional title of kindergartens, leading to the majority of urban kindergartens without professional title, but more serious in rural areas. Most of the rural preschool teachers have low educational background and no concept of professional title evaluation. Urban kindergarten teachers have fewer titles, which not only affects the enthusiasm of rural kindergarten teachers, but also makes the construction of rural teachers more unstable. Finally, the poor quality of preschool education will affect the quality of primary and future learning.

4. Pre-School Education Reform of Urban and Rural Development in China from the Perspective of Equity

4.1 Promoting the Development of Township Economy and Fair Opportunities

Urban-rural dual institutions seriously affect the balance of China's economic development, and vigorously promote the process of urban-rural integration to realize the equality of urban-rural preschool education opportunities. Therefore, government departments should actively formulate new policies for urban and rural development, improve the gap between urban and rural development, and promote the development of cities and towns. In addition, government departments should also concentrate on the construction of supporting facilities in Rural Kindergartens and improve the basic public infrastructure of kindergartens. Through the allocation

of resources, we should focus on the construction of Rural Kindergartens and increase the number of kindergartens in the countryside. Moreover, we should rationally plan the distribution of kindergartens in rural areas to meet the rights and opportunities of all rural children to receive preschool education as far as possible. In the planning process of government departments, kindergartens must be set up according to local conditions and population density.

4.2 Reform the Allocation Mechanism of Educational Resources to Promote Resource Equity

The government plays an important role in narrowing the gap between urban and rural areas and in allocating resources. Therefore, the government should rationally allocate preschool education resources allocation mechanism to improve the imbalance of human and material resources development between urban and rural areas. Both urban and rural preschool education can not be separated from teacher resources. The number of rural kindergarten teachers is scarce, so local education departments should unite with financial departments to improve the treatment of rural teachers and raise salaries and welfare. In terms of talent selection, teachers with high academic qualifications, high professional titles and strong teaching ability should be employed. Moreover, it is necessary to establish the awareness of evaluation of kindergarten teachers' professional titles, establish regular assessment criteria, and enhance the overall strength of teachers' team. As well as the local government departments should strengthen the training of rural kindergarten teachers, improve teachers' teaching ability and professional quality. Moreover, we should promote the construction standards of Rural Kindergartens and improve the conditions for running kindergartens. In the process of running kindergartens in rural areas, we should not only pay attention to the construction of the whole house, but also ensure the improvement of children's safety, hygiene and practicality.

4.3 Strengthen the Supervision of Preschool Education and Promote the Equity of Teaching Quality

Equity in preschool education is not limited to resource possession and allocation. External conditions promote students to get a fair distribution of educational resources, which does not represent the solution of the problem of educators. Education equity also lies in the differences among the educated. That is to say, equal education for all children should not be differentiated by any difference. Education equity should ensure that every child has equal opportunities, equal treatment and equal educational rights. Therefore, the local government strengthens the supervision of pre-school education, reduces the difference of teaching quality between urban and rural areas, and promotes the equity of teaching quality. In addition, the supervision of preschool education in villages and towns can help students to ensure personalized education, improve the ability of rural children, ensure that they are at the same starting line of education as children in cities, and achieve educational equity.

5. Conclusion

At present, China's pre-school education is still on the way forward, and there are still many areas to be improved and perfected. In a fair perspective, the development of preschool education in China is seriously unbalanced, and children's basic educational rights are not satisfied. The reasons for the unfairness in education lie in three aspects: educational opportunities, educational resources and educational quality. In order to promote the fair development of preschool education in urban and rural areas in China, government departments should give full play to their leading role, allocate resources, strengthen cooperation and coordination between departments, increase investment in preschool education funds, improve teachers' salaries, welfare and other benefits. Then, we can minimize the difference of preschool education between urban and rural areas, and realize the equal rights and fairness of rural children and urban children to receive education.

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