

# Research on Network Classroom Promoting Quality Sharing of Rural Education under the Background of “Internet + Education”

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**Abstract:** The development of rural education in China is not ideal. There are certain differences in teaching scale, teaching facilities and teaching resources from urban teaching, which restricts the sustainable development of rural education in China. With the development of the Internet era, “Internet + education” has become the key to promoting the development of rural education. By exploring the application of “Internet + Education” in the development of rural education, the Internet education platform is combined with external high-quality resources to carry out “network classroom” teaching and network teaching and research, so as to promote the sharing of high-quality resources in rural education, promote education equity, and promote China. Balanced development of rural and urban education.

## 1. Introduction

Promote the integrated development of urban and rural compulsory education, vigorously carry out rural compulsory education, so that every student can enjoy fair and reasonable quality education, and constantly promote the development of quality education in rural areas, so as to realize the wish of the rural people's good life. This is not only the focus of current rural education development, but also the key to the country's precise poverty alleviation. Since the founding of New China, China has made relatively obvious progress in the development of compulsory education. However, at present, the development of compulsory education in urban and rural areas in China is still unbalanced. Therefore, in the context of “Internet + education”, it is necessary to use online classrooms to promote the sharing of high-quality resources in rural education, so as to achieve the goal of healthy development of rural education.

## 2. The current status of rural education

With the rapid development of urbanization in China, the emergence of migrant workers and the large-scale “withdrawal and school” policies have led to a reduction of nearly 70% of the number of rural primary schools in China. The implementation of the “withdrawal and school” policy can promote the integration and improvement of rural education resources. While continuously improving the quality of teaching, it also leads to the long distance of rural students' schooling, which also aggravates the educational burden of some farmers, even though China's school bus safety Strict management, but due to the backwardness of rural resources and the impact of roads in rural areas, there are still school bus safety incidents in China. In this regard, in September 2012, the General Office of the State Council officially issued a document to end the rural “withdrawal point and school” policy. However, the rural schools that are currently left are basically some small-scale schools, and there are many problems, such as insufficient teaching infrastructure, unreasonable allocation of teachers' resources, difficulties in ensuring the professional development of teachers, and difficulties in teacher mobility and supplementation. The quality of teaching is not guaranteed, the loss of students is more serious, and the funds for education are insufficient. Despite such a tough environment, rural schools in China still bear the heavy responsibility of education for rural students, and they also carry the educational hopes of the vast rural people. Therefore, it is necessary to improve the quality of rural education and promote the sharing of high-quality resources in rural education, which is the primary task of promoting the balanced development of

rural education.

### **3. New opportunities for education from “Internet + Education”**

#### **3.1 Achieve extensive learning**

Traditional learning is limited to “walled” schools. Although China has vigorously carried out nine-year compulsory education, some students with learning intentions have been rejected from the education gate, and educational resources cannot be shared by all members. The realization of “Internet + education” has broken through the limitations of time and space, thus achieving the purpose of extensive learning. To a certain extent, it has solved the problem that educational resources cannot be shared because of the geographical environment and inconvenient information and transportation, so that teachers and students in rural areas can also be able to get the latest education information in the first place and have access to quality educational resources. The promotion of “Internet + Education” optimizes the arrangement of traditional school curriculum, enabling students to choose their own subjects of interest according to their own preferences and needs, and can also learn more about their own difficult to understand knowledge points, according to their own. The learning situation is reasonable to arrange the study time and the progress of the study, thus changing the traditional step-by-step instructional form. The Chinese government is working hard to carry out the “three links and two platforms” to achieve the purpose of extensive learning.

#### **3.2 Promote the all-round development of students**

The development of the “Internet + Education” online classroom has transformed the traditional teacher-oriented teaching concept, which has turned more attention to students, in order to give students a more comprehensive personalized learning service and teaching resources. Teachers gradually change. Learn the counselors and servants on the road for students. In the context of “Internet + education”, the content of teaching in our country has become more abundant. In traditional teaching, due to the pressure of entering a higher school and the shortage of teachers resources, students are unable to teach normally in subjects they are interested in, but under the impetus of the Internet, students be able to learn online, understand subjects of interest, and self-develop learning progress in real life to master more comprehensive knowledge. The “Internet + Education” online classroom can greatly improve the quality of teaching and teaching efficiency, and can not only increase the teaching content, but also effectively promote the overall development of students.

#### **3.3 Lift geographical restrictions on quality resources**

All along, the development of education in China is dominated by cities, while rural education is relatively backward. Under the concept of education development, this will lead to a relative shortage of rural education resources, and some students studying in rural areas cannot get reasonable educational resources. The “Internet + Education” online classroom can maximize the use of quality educational resources, and under the full use of Internet technology, students in rural areas can be exposed to the high-quality teaching content taught by excellent teachers in urban areas. “Internet + education” can promote the gap between China's educational resources across regions and teachers, realize the fairness and rationality of China's education, and promote the sharing of high-quality resources in rural education.

### **4. Problems in the sharing of high-quality resources in rural education**

#### **4.1 Weak awareness of quality education resource sharing**

Due to the influence of regional environment and historical problems, the differences between rural and urban areas in terms of economy and culture are obvious. As a result, some education policies have shifted to some extent. As a result, the problem of balanced allocation of high-quality

resources in compulsory education in China has become more prominent. Therefore, it is especially important to promote the sharing of high-quality resources in rural education by combining online classrooms under the background of “Internet + education”. Although many educators support high-quality resource sharing, and can combine online classrooms to achieve a reasonable distribution of quality education resources to rural education resources, thereby improving the gap between rural education and cities, and also achieving the efficiency of quality education resources. Improvement. However, in the process of carrying out quality education sharing, if urban teaching staff take into account the competition between urban and rural teaching, and have a weak sense of sharing, and make certain reservations about their own high-quality educational resources, they will not achieve the sharing of urban and rural educational resources through the Internet. The purpose is to relatively restrict the rational distribution of quality education resources in rural education.

#### **4.2 Limited online classroom quality education resources**

At present, the high-quality resources that China can provide for rural education through online classrooms are generally relatively common teaching resources such as teaching courseware, learning videos, and problem-solving libraries, such as in the analysis of teaching purposes, key points of teaching difficulties, teaching methods and In the arrangement of the course schedule, the analysis of the teaching cases and the answering questions of the students' homework do not have certain characteristic education, and they do not have enough understanding of the students' feelings and feelings. However, with the continuous development of the economy and society, it is relatively limited to promote the quality of rural education through online classrooms, and it does not meet the growing educational needs of people. Because school education not only needs to meet the guidance of students' cultural literacy, but also needs to improve students' morality. Comprehensive development in the system, aesthetic education. At present, due to the inability of the intellectual property rights of certain high-quality resources in the online classroom and the errors in the communication format of high-quality resources, some high-quality educational resources cannot be displayed in the online classroom, resulting in high-quality educational resources that can be disseminated through the online classroom. Very limited.

#### **4.3 Insufficient investment in quality education resources in rural areas**

In 2015, China's fiscal education expenditure reached 292.125 billion, an increase of 10.60% from 2014 to 264.58 billion, and it has reached 4.26% of GDP. Through the analysis of the development process of developed countries, the state's fiscal education funds should account for 5% of the GDP. In line with China's current situation, we hope to achieve the National Medium- and Long-Term Education Reform and Development Plan (2010-2020). The prescribed quality of education and the achievement of educational equity, the current proportion of 4.26% of the fiscal education funds in China is certainly not enough for rural education. It may only achieve the most basic teaching guarantees in remote rural areas, just as the basis of teaching facilities in rural areas. Get the easiest improvement. However, for some relatively backward rural areas, rural areas in these remote areas need more capital investment, and it is more difficult to integrate online classrooms in these remote areas to promote the sharing of high-quality resources in rural education.

### **5. Countermeasures for sharing high quality resources in rural education**

#### **5.1 Strengthening the awareness of quality education resource sharing**

The education staff in China should give full play to the role of quality education resources, find opportunities for cooperation and exchange, and enable high-quality resources to maximize the value of resources through the online classroom platform, so as to achieve the purpose of sharing high-quality resources in rural education. However, the integration of high-quality resources in rural education through the combination of online classrooms will affect the economic benefits of the government, schools, educational staff and even students. In this regard, the government needs to

propose a reasonable system for the sharing of high-quality resources in rural classroom education, not only by providing certain economic compensation and spiritual rewards as compensation for educational staff, so as to have certain reservations about the unique quality resources of educational staff. The mitigation has reached the concept of promoting the rational distribution of educational staff to the online classroom to promote the quality of rural education resources, and strengthening the awareness of quality education resources sharing, so as to obtain more quality educational resources.

### **5.2 Enriching the quality education resources of online classrooms**

At present, China's high-quality resources for rural education through online classrooms are generally relatively common teaching resources such as teaching courseware, learning videos, and problem-solving libraries. Therefore, in the continuous improvement of Internet information technology in China, it is also necessary to combine Internet education. In the multi-level, multi-faceted and multi-channel, we will continue to enrich the quality education resources of the online classroom to meet the needs of rural education. However, under the reasonable distribution of high-quality resources for rural education in combination with online classrooms, many students may find it difficult to make choices due to the large number of high-quality resources suddenly updated in the online classroom. Therefore, while enriching the quality education resources of online classrooms, China also needs to pay attention to the improvement of students' self-learning ability. In particular, it requires rural students to master the ability to search for knowledge, judge useful information, and find useful knowledge, and to learn students' self-learning ability. The cultivation of knowledge selection ability, so that rural students can find high-quality resources suiTable for their own in the rich online classroom quality education resources for learning.

### **5.3 Promoting the investment of high quality resources in rural areas**

Through the investment in education funds in remote areas of rural areas and the establishment of special education funds, the fairness and rationality of rural education and urban education can be achieved. Moreover, local governments should first focus on rural school infrastructure education, especially the investment of education funds as the focus of rural education. Because it is necessary to use education funds as a guarantee to improve the level of informationization of educational staff, and to carry out regular education and training, so as to enhance cooperation and exchange with educational staff. In the online classroom, some high-quality resources with unclear intellectual property rights and problems in the format of communication are dealt with in a timely manner, so as to solve the problem of high-quality resource sharing in rural education due to these problems, and to promote the network under the background of "Internet + education" in China. Classroom promotes the sharing of quality resources in rural education.

## **6. Summary**

Quality education resources can narrow the gap between urban and rural education, and can also achieve balanced and rational development of urban and rural education. Under the background of "Internet + education", online classrooms promote the sharing of high-quality resources in rural education, which promotes the rapid development of rural education in China. To achieve continuous progress in promoting China's education.

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