

RESEARCH ON THE CONNOTATION, ORIGIN AND PRACTICAL VALUE OF XI JINPING'S EDUCATIONAL EQUITY THOUGHT

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<https://doi.org/10.37602/IJSSMR.2024.7619>

ABSTRACT

Since the reform and opening up, social contradictions have been constantly arising in China, education has gradually lost balance, and public education anxiety has been intensifying. Since the 18th National Congress of the Communist Party of China, Xi Jinping has insisted on prioritizing the development of education, allowing learners, especially young students, to enjoy fair treatment in terms of educational opportunities, conditions, and quality. Xi Jinping's concept of educational equity embodies the profound foundation of China's excellent traditional educational thought, absorbs the theoretical essence of Marxist educational thought, inherits the rich experience of successive leaders of the Party in the process of educational practice. It provides fundamental guidance for deepening education reform and promoting high-quality development of education in the new era of China. It also lays the ideological guidelines for developing quality education and cultivating new generations who shoulder the great responsibility of national rejuvenation, opening up new heights and horizons for Marxist educational equity thinking.

Keywords: Xi Jinping; Educational equity perspective; Source of Thought

PART 1 THE MAIN PROBLEMS OF CHINA TODAY

Since the establishment of the People's Republic of China, the country's economic and social development has made unprecedented progress, especially since the reform and opening up in 1978, the Chinese economy has developed rapidly and has become the world's second largest economy. However, with the continuous deepening of reforms in various fields of society, a series of social problems have gradually formed and become increasingly acute. Among them, the most worrying and dissatisfied social contradictions among the people are concentrated in the following aspects:

1. Unequal distribution of wealth and excessive wealth gap. The gradual concentration of social wealth towards a small number of people has led to the rich becoming richer and the poor becoming poorer, resulting in a widening gap between the rich and the poor.
2. Unequal access to education and increasing education anxiety. The rapid urbanization has caused rural areas to shrink rapidly in just one or two decades, with educational resources accelerating their withdrawal from remote rural areas. Schools within cities have also rapidly differentiated, with prestigious schools and classes, as well as key schools and classes, almost monopolizing all high-quality educational resources. This has made schools, teachers, students, and parents feel intense competition, high pressure, and heavy burden, exacerbating people's

educational anxiety; at the same time, it makes it difficult for children from ordinary families to enter the elite class, achieving class crossing, and the phenomenon of social class solidification is becoming increasingly evident.

3. Housing prices are inflated, and young people are severely overdrawn in the future. Since the cancellation of welfare housing allocation and the implementation of the commodity housing system in 1998, real estate has gradually become a pillar industry of the government. Local governments heavily rely on land finance, and real estate has become their main source of income. Land prices have skyrocketed, continuously pushing up housing prices. Young people have to borrow money from banks to buy houses in order to settle down in the city, carrying huge debts and spending 20-30 years repaying their mortgages, becoming mortgage slaves.

4. The medical burden is too heavy, and the people cannot bear it. After China's reform and opening up, the results of various medical reforms have all weakened the public welfare nature of hospitals. Whether it is public or private hospitals, the duty of saving lives and helping the wounded has been replaced by maximizing income. The medical burden on the people has become increasingly heavy, and the inability to get sick, fear of seeking medical treatment, high cost of seeing a doctor, and difficulty in seeing a doctor have become the norm in China today.

PART 2 THE CONNOTATION OF XI JINPING'S THOUGHT ON EDUCATIONAL EQUITY

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly emphasized the issue of educational equity on numerous important occasions, emphasizing the need to make "fair education" a key livelihood issue for China's social development and to alleviate public education anxiety. The ideological concept of adhering to fair educational opportunities, fair educational conditions, and fair educational quality has pointed out the direction for the advancement of educational equity in China.

1. Fair educational opportunities are the starting point and foothold of Xi Jinping's concept of educational equity, and the first line of defense and most effective means to strengthen educational equity.

Firstly, equal educational opportunities should be shared by all. Xi Jinping pointed out, "We will strive to ensure that every child has the right to education, and strive to provide better and more equitable education for 1.3 billion people." Xi Jinping's concept of educational equity adheres to putting the people at the center, ensuring that every child has equal rights to education, equal opportunities for education, and equal platforms to acquire knowledge, showcase themselves, and grow and succeed. It guarantees that school-age children are not affected by factors such as region, ethnicity, and gender when entering school, eliminates the education gap in underdeveloped areas, and safeguards the basic right to education and basic development opportunities of every youth.

Secondly, fair educational opportunities should adhere to comprehensive sharing. Xi Jinping's concept of educational equity focuses on the people's sense of gain and satisfaction in education equity, attaches importance to the popularization and democratization of education in various

regions, levels, and stages, enhances the systematic and complete fairness of educational opportunities, and strives to promote the development of high school education, higher education, and adult education in western and ethnic regions, providing knowledge reserves for growth and development.

Finally, fair educational opportunities should adhere to the principle of joint construction and sharing among all parties involved. Xi Jinping's concept of educational equity adheres to a systematic approach, consolidates consensus from multiple parties, activates the drive for equal educational opportunities, guides families, schools, and society to value children's right to education, and ensures that children in economically underdeveloped areas have equal opportunities for education.

2. Fairness in educational conditions is the fundamental content of Xi Jinpings' concept of educational equity.

Education is the great plan of the Party and the country. The "Modernization of Education in China 2035" points out: "To ensure equal access to education for everyone, strive to provide fair, high-quality, and inclusive education, make education choices more diverse and growth paths wider, and ensure that the achievements of education reform and development benefit all people more and fairly, so that everyone has the opportunity to excel in life." China is in the primary stage of socialism, and there is still a shortage of high-quality educational resources in the western and underdeveloped rural areas. They have not fully enjoyed the achievements of China's education development in the new era, and lag behind economically developed areas in terms of teaching environment, funding, and teaching staff. Xi Jinping's concept of educational equity first requires the Party and the government to attach importance to the creation of fair educational conditions. Through the implementation of education priority policies and compulsory education, we should respect the differences in educational development in different regions under realistic conditions, adhere to the strategy of regional coordinated development, promote the reform of urban and rural education development, and make up for the resources and conditions in educationally backward areas. We should increase support and investment in rural education funds in resource allocation, guide funds and teachers to tilt towards the grassroots and cover rural areas, reduce the burden on rural students in compulsory education, strive to overcome the phenomenon of unequal educational conditions caused by economic development gaps, improve the educational conditions in rural areas, and create an environment of "equal opportunities for all".

3. The equity of educational quality is the essential requirement of Xi Jinping's concept of educational equity.

In the report of the 19th National Congress of the Communist Party of China, Xi Jinping pointed out: "Efforts should be made to ensure that every child can enjoy fair and quality education." China's socialist development has entered a new era, and students in most regions can master basic education content and meet daily educational needs. However, there is a contradiction between the people's growing expectations for high-quality education and the unbalanced and insufficient development. Socialism with Chinese characteristics has entered a new era, and educational equity has new characteristics. Faced with the new tasks of

educational development, we must adhere to the principle of fairness and quality keeping pace with the times.

Secondly, we should create an educational environment, improve the supply capacity of educational services, meet the demand of the masses for high-quality and fair education, promote the balanced development and high-quality sharing of educational resources at all levels and types, and achieve more and more equitable benefits of educational development to the people.

Finally, to improve the quality of education, we must adhere to addressing inadequacies, and shoring up points of weaknesses, and tilt human, material, and financial resources towards western education and rural areas. We must build a team of teachers who are willing to work hard and contribute, improve the rural education environment, fill in the gaps in education quality, and better promote the realization of educational quality equity.

PART 3 THE IDEOLOGICAL ORIGINS OF XI JINPING'S CONCEPT OF EDUCATIONAL EQUITY

The new era calls for new ideas. Xi Jinping's discourse on educational equity is a critical inheritance and innovative development of China's excellent traditional educational thought, a precise condensation and theoretical sublimation of Marxist educational thought, and a progressive and continuous continuation of the educational thought of past Party leaders. Xi Jinping's view on educational equity is broad and accurate, endowing educational equity with new contemporary connotations.

1. The culture root of Xi Jinping's educational thought

Chinese excellent traditional culture is the root and soul of the Chinese nation, containing profound spiritual strength. Xi Jinping adheres to cultural confidence, promotes traditional culture, extracts the theoretical essence and spiritual core of excellent traditional Chinese educational thought, and innovatively develops the concept of educational equity based on the Confucian philosophy of "no discrimination in education" and the criticism and absorption of ancient talent selection systems.

The ideological origin of pursuing educational equity and valuing educational equality dates back over two thousand years to the pre Qin period. Confucius' concept of "education without distinction" broke the shackles of the hierarchical system on education, transcended the boundaries of class and race, and enabled learners to receive cultural education regardless of their social status, expanding the scope of education to the common people. Among Confucius' many students, there were wealthy children from merchant families, as well as poor students who lived a life of food and drink; there are Qin Shang who is only four years younger than Confucius, as well as Gong Sunlong who is fifty years younger. These are enough to reflect Confucius' ideal of pursuing education popularization and fairness, breaking through the limitations of class, age, and other factors, guiding the whole nation to establish a concept of equal education, and pioneering the idea of education equity without discrimination and full coverage in China, laying a theoretical foundation for China's education equity ideology.

The imperial examination system was an important way of selecting talented individuals in ancient China, which was established in the Sui Dynasty and lasted for over one thousand years. Through public examinations, many talents from various social classes have been selected. Undoubtedly, this system showed its inevitable drawbacks and negative effects after the Song Dynasty, but the enduring popularity of the imperial examination system proves its ability to break free from class constraints, allowing some educated and capable people from humble backgrounds to win first place with the platform provided by the imperial examination, break free from the limitations brought by their background, and reduce class gaps. The imperial examination system to a certain extent reflects the fairness of education. Everyone has equal rights and opportunities to cross social classes and change their destiny by participating in the imperial examination. It has had a profound impact on the reform of China's education examination system and ensuring fairness in various levels and types of examinations.

2. Theoretical Foundation of Xi Jinping's educational thought

In the long-term process of criticizing capitalism and revolutionary practice, Marx and Engels deeply exposed the hypocrisy and deception of capitalist educational equity through the sharp weapons of dialectical materialism and historical materialism, gradually forming the Marxist idea of educational equity, which became the theoretical foundation of Xi Jinping's educational equity concept.

The prerequisite for promoting educational equity is to achieve universal education and ensure equal access to education for everyone. In the Communist Manifesto jointly drafted by Marx and Engels, it was mentioned that "free public education should be provided to all children." At the same time, Marx pointed out in the Critique of the Gotha Program that "the state should implement universal and equal free national education." The educational equity ideas of Marxism demonstrate that the significance of educational equity is to provide equal opportunities and conditions for everyone to receive education. It has become a theoretical guide for China to vigorously consolidate the level of compulsory education, comprehensively expand people's educational opportunities, and focus on the quality of education in remote, impoverished, and ethnic areas in the new era.

The ultimate goal of achieving educational equity is to promote the comprehensive development of individuals. Marx proposed in "Capital": "For all children who have reached a certain age, future education is a combination of productive labor, intellectual education, and physical education. It is not only a method to improve social production, but also the only way to cultivate well-rounded individuals." After the 18th National Congress of the Communist Party of China, Xi Jinping repeatedly emphasized "cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor", "building a lifelong learning system that serves the whole nation", attaching importance to educational development, promoting educational equity, and enabling everyone to better apply knowledge to social life, better achieve their own development, and better serve the country and the nation.

3. The influence by the educational ideas of the leaders of the Party throughout history

Since the founding of the CPC, the leaders of all generations of the party have deeply realized the importance of education for national development and national prosperity. Therefore, the

Party's educational policies always adhere to the people's standpoint, safeguard the interests of the people, and unwaveringly promote the realization of the goal of educational equity. In the long-term process of educational practice, successive leaders of the Communist Party of China have combined with the social reality of our country to form an educational equity ideology with Chinese characteristics, providing rich theoretical nourishment for Xi Jinping's concept of educational equity.

The educational equity ideology of the successive leaders of the Party has formed an educational equity concept that is in line with China's national conditions by inheriting and carrying forward Marxist educational ideology, combined with long-term Chinese revolution, construction, and reform practices. Whether it is the literacy campaign vigorously carried out by our party in revolutionary base areas and liberated areas during the New Democratic Revolution, or the constitutional provision that "citizens of the People's Republic of China have the right to education" after the founding of New China, Mao Zedong and other leaders attach great importance to the equality of the people's right to education and the realization of educational equity. Since the reform and opening up, Deng Xiaoping proposed that "science and technology are the primary productive forces", emphasizing the important role of education in economic and social development, and advocating that educational equity should balance efficiency and quality. He pointed out that "education should be run on two legs: attention should be paid to both popularization and improvement." The decision to restore the college entrance examination system in 1977 and the promulgation of the Compulsory Education Law in 1986 laid the foundation for the cultivation of talents in contemporary China. Jiang Zemin attaches great importance to the priority development of education, emphasizing that "we must place education in a strategic position of priority development" and vigorously implement the strategy of rejuvenating the country through science and education. Hu Jintao first explicitly proposed educational equity, stating that "promoting educational equity should be taken as a basic national education policy", which has pointed out the direction and path for China to achieve educational equity.

PART 4 THE PRACTICAL VALUE OF XI JINPING'S CONCEPT OF EDUCATIONAL EQUITY

Xi Jinping's concept of educational equity, combined with China's actual situation, summarized China's experience, and had a far sighted vision, has opened up a new height and new realm of Marxist educational equity thought, pointed out the direction for building a socialist educational power, and played a pivotal role in promoting the high-quality development of China's education industry and cultivating new era talents who can shoulder the great responsibility of national rejuvenation.

Xi Jinping's concept of educational equity provides fundamental guidance for deepening educational reform and promoting high-quality development of the education industry. Educational equity is related to the development status of the education industry and is an important indicator for measuring the quality development of the education industry. The high quality of education, when viewed horizontally, requires providing satisfactory education for the people and achieving the goal of education outcomes being jointly built and shared by the whole nation; Vertically speaking, we need to do a good job in education at all levels and types, consolidate compulsory education, popularize high school education, and strengthen

vocational and higher education. After the 18th National Congress of the Communist Party of China, China's education has achieved fruitful results under the guidance of Xi Jinping's concept of educational equity.

Firstly, with a focus on rural areas, vigorously promote preschool education. Establish a sound mechanism for the development of preschool education, incorporate preschool education into the monitoring scope of governments at all levels, ensure that disadvantaged children enjoy preschool education services, achieve full coverage of preschool education, and ensure that high-quality education benefits all children more fairly. Secondly, deepen education reform, invest more manpower, material resources, and financial resources into the central and western regions, guide the balanced development of regional education resources, overall improve the popularization rate of educational information resources in rural areas, and enable rural children to share the high-quality development achievements of education.

Thirdly, support the development of education in ethnic minority areas, promote the establishment of higher education institutions in ethnic minority areas that focus on medical and educational disciplines, so that the central and western regions have more and higher quality higher education resources, accelerate the cultivation of ethnic minority talents, and comprehensively improve the overall education level and quality of China.

Xi Jinping's concept of educational equity has laid the ideological guidelines for developing quality education and cultivating new generations who can shoulder the great responsibility of national rejuvenation. The report of the 20th National Congress of the Communist Party of China clearly states: "Develop quality education and promote educational equity." As a new reserve force for building a socialist modernized strong country and realizing the great rejuvenation of the Chinese nation, contemporary young students shoulder the historical mission of national prosperity and rejuvenation, and are highly expected by society. Since the 18th National Congress of the Communist Party of China, Xi Jinping has repeatedly emphasized the cultivation of moral character and the importance of quality education. He has integrated education on ideals and beliefs, as well as patriotism, into the entire process and all aspects of talent cultivation, promoting the comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills among young students. He has carefully guided and cultivated young people in the "budding stage".

By popularizing compulsory education, carrying out themed education activities, attaching importance to ideological and political education, and reducing the phenomenon of unequal educational opportunities, more and more people can achieve the goals of cultivating morality, increasing intelligence, strengthening physical fitness, and nurturing beauty through education. At the same time, the education situation of contemporary teenagers is continuously improving, with the popularization rate of compulsory education and the acceptance rate of higher education increasing year by year. The opportunities for young people to receive education in China are becoming more and more extensive, and the quality of the population is gradually improving. Moreover, young students are closely related to realizing the great rejuvenation dream of the Chinese nation. The future prosperous era requires the joint creation of young people in the new era, providing talent reserves for China to comprehensively build a socialist modernized country and promote the great rejuvenation of the Chinese nation.

PART 5 CONCLUSION

In summary, Xi Jinping's concept of educational equity is showing distinct contemporary values with the continuous enrichment and development of the practice of socialism with Chinese characteristics in the new era. Firstly, the key to the rise and fall of a country lies in education. The report of the 19th National Congress of the Communist Party of China pointed out that "building a strong education country is the fundamental project for the great rejuvenation of the Chinese nation." A true strong education country should be guaranteed by policies of educational equity, and the achievements of educational development should benefit all people more and fairly. It should develop high-quality education with Chinese characteristics that is at the world's advanced level, and cultivate high-quality talents who can meet the requirements of the times, meet the needs of the masses, and promote social development. Secondly, the fairness of education is an important indicator for measuring the modernization of education. Vigorously promoting educational equity is the need of the people, the need to accelerate the construction of a modern education powerhouse with Chinese characteristics, and the only way to promote educational modernization. Modernization of education means arming the people's minds with scientific theories and advanced knowledge, promoting high-quality development of education at all levels and types, and cultivating high-quality talents that meet the requirements of socialism. In the face of new situations and tasks, the Party and the government must meet the people's desire for high-quality education and provide education that balances fairness and quality. The education that the people aspire to is fair education, modern education, and education that meets the core interests of the people. Finally, fair education is a necessary condition for economic and social development, and an important guarantee for social harmony, progress, and prosperity. Fill in the education gaps in western regions, ethnic regions, and impoverished areas, ensure that everyone has equal access to education, narrow the gap between regions, cultivate regional talents, promote economic and social development through educational means, and accelerate the realization of the Chinese Dream of the great rejuvenation of the Chinese nation.

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