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Ideological and Political Education for Rural Women in the Context of Rural Revitalization Optimization Path Study

Jiale Bai¹

¹ School of Marxism, North Minzu University, Yinchuan, Ningxia 750021, China

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Abstract

Comprehensively promoting the strategy of revitalizing the countryside is a major decision-making deployment that has been re-emphasized by the State, and it is the overall focus of the work of the "three rural areas" in the new era. The key to promoting the strategy of rural revitalization and upgrading the modernization level of agriculture and rural areas lies in the further development of ideological and political education in rural areas, especially for rural women, whose numbers should not be neglected. The right remedies should be prescribed to address such problems as their being bound by backward cultural concepts, a single approach to education, the lack of an education management system, and a weak sense of self-awareness, so as to equip them with the latest theories and improve their literacy and working capacity, thereby promoting the full implementation of the strategy for the revitalization of the countryside.

Keywords

Rural revitalization, Rural women, Ideological and political education

1. Introduction

The implementation of the strategy of rural revitalization is a major decision and deployment made by the State, and is the overall focus of the work of the "three rural areas" in the new era. The Chinese Government has further emphasized the comprehensive promotion of rural revitalization and the building of a modern socialist country. Further development of ideological and political education in rural areas, especially for rural women, is a key step in the comprehensive promotion of the rural strategy. At the CPPCC Joint Group Meeting on March 6, 2022, leaders pointed out that rural revitalization should not only focus on economic development, but must also strengthen the construction of rural grassroots and pay attention to the ideological and moral education of farmers. Therefore, in order to mobilize rural women, promote their all-round development, stimulate their

self-awareness and encourage their participation in democratic governance, it is necessary to combine theory and practice to promote the ideological and political education of rural women.

2. The Important Role of Rural Women's Ideological and Political Education in the Rural Revitalization Strategy

For the sake of development, the State has explicitly proposed the implementation of a rural revitalization strategy, establishing the overall requirement of "prosperous industries, ecological livability, civilized rural customs, effective governance and a rich life". Based on the people's position, this strategic requirement not only helps to promote the contribution of women's groups to rural agriculture, but is also more conducive to the enhancement of women's overall awareness and capacity, which in turn promotes the implementation of the entire rural revitalization strategy and the harmonious development of rural society.

2.1 Rural Women's Ideological and Political Education is an Endogenous Driving Force for "Industrial Prosperity"

Industrial prosperity is the primary task and focus of the implementation of the rural revitalization strategy, and it is also the foundation and guarantee of rural revitalization, with the majority of farmers as its intrinsic driving force. At the current stage of development, the economic development of many rural areas is relatively backward, and there is a big gap and lag with urban development, resulting in a large number of male laborers giving up the development of rural areas and choosing to work in the city, so the number of women left behind in rural areas is high. The development of rural agriculture, however, plays a crucial role in rural economic development, and in this context, rural women are playing an increasingly important role as the main force, providing important support for the comprehensive promotion of the rural revitalization strategy, and becoming an intrinsic driving force for industrial prosperity.

The "flourishing industry" proposed in the context of the new era refers not only to the development of rural areas to grow good land and raise good livestock, but also to the integration of industries and the flourishing of all industries. Specifically, it means promoting the development of the agricultural system in rural areas, the development of secondary and tertiary industries in agriculture, and the promotion of in-depth integration between industries. In this process, the promotion of rural women's ideological and political education can fully mobilize rural women's enthusiasm, initiative and creativity, combining their own specialties, such as embroidery, textiles, talent and farming experience, with rural economic development, developing themselves in a comprehensive manner, and continuing to receive new knowledge and technology, so as to dedicate themselves to rural industry.

2.2 Ideological and Political Education for Rural Women as a Guide for the Construction of "Eco-livability"

A good ecological environment is the greatest advantage and valuable asset of rural areas. Properly utilized, it can promote economic development and attract investment and construction by foreign

enterprises; poorly utilized, it can affect people's living experience and even jeopardize their physical and mental health. The construction of beautiful villages can be divided into two levels: beautiful families and beautiful villages, and no matter which level, the backbone role played by rural women is self-evident. At the family level, rural women play the role of housewives, taking care of their families and keeping their homes clean and hygienic; at the village level, rural women are important participants in village-building activities, even in all aspects of rural development. Against this background, ideological and political education for rural women can provide them with a powerful guide to participate in the process of creating a good rural habitat.

With the awakening of rural women's self-consciousness, their increased knowledge of science and modern medicine, their love of cleanliness and tidiness, and their detailed knowledge of the problems of uncivilization in rural areas, they are in a better position to participate in the construction of an ecological civilization and to make valuable suggestions.

2.3 The Ideological and Political Education of Rural Women is an Important Manifestation of "Rural Civilization"

Rural culture refers to a shared regional characteristic, way of thinking and historical and cultural traditions that have developed over time in a rural area. The vast number of rural women in the construction of rural culture and civilization has, since ancient times, played an important role in shaping family, folk and village customs. The building of rural culture is not only an important element and a basic means of rural revitalization, but also a foundation and a precursor to the comprehensive construction of a modern socialist State. Further promoting rural women's ideological and political education is conducive to fostering a civilized countryside culture, which, in a vibrant environment with beautiful scenery and good people, can enhance the attractiveness of various factors of production; it is conducive to the propagation of socialist core values and to changing the overall spiritual outlook of rural areas; it is conducive to the optimization and beautification of the humanistic environment in rural areas, and to the establishment of a new concept of equality between men and women, women's political participation, and women's equal access to employment. It is also conducive to the optimization and beautification of the humanistic environment in rural areas, the establishment of new concepts such as gender equality, women's political participation and women's equal access to employment, and the creation of a rural culture of harmony between husband and wife, closeness to neighbors, respect for the elderly and love for the young, as well as the promotion of the traditional virtues of love of work and dedication to one's job, honesty and friendliness, and helpfulness to others.

2.4 Rural Women's Ideological and Political Education is a Necessary Requirement for "Effective Governance"

The rural governance system is an important guarantee of the rural revitalization strategy and a strategic goal for the modernization of the country's governance system and capacity. Women compatriots are important members of rural areas, and rural women have the right to participate in the management and governance of rural areas, as well as the obligation to fulfill their duty to jointly

maintain the effectiveness of good governance. At the same time, villagers' self-governance based on administrative villages is the closest political participation to rural women, which can provide more opportunities for women's political participation. The further promotion of ideological and political education for rural women will help to accelerate the change of their role from "passive management" to "active governance"; help rural women to enrich their methods of participation in village governance and get rid of the closed loop of blindly following the rules; and help the State and government policies and documents to be implemented. It also helps rural women to enrich their methods of participating in rural governance and get rid of the closed loop of blindly following; it helps the State and the government to implement and carry out its policies and documents, and improves the connection between the government and the people. In order to ensure the effectiveness of rural governance, the relevant laws and regulations should also be improved and strengthened to ensure the legitimate rights and interests of rural women in the process of political participation.

2.5 Ideological and Political Education for Rural Women as a Precondition for "Living Well"

Wealthy living is both fundamental to the revitalization of the countryside and an inevitable requirement for the realization of the common prosperity of all people. The scope of common prosperity refers to everyone, not a single person or a group of people, and includes women in rural areas. Educational resources in rural areas are scarce, and victimized by such backward ideas as son preference and the idea that a woman's lack of talent is a virtue, the knowledge level of rural women is generally low, and even their legitimate right to education is not guaranteed, hindering the implementation of nine-year compulsory education in some remote areas. Encouraging and supporting women to improve their knowledge and learn production skills for successful employment is the basic way to realize economic freedom, so further ideological and political education workshops are necessary to make rural women's lives more affluent. Through education, rural women's knowledge and cultural level and working ability can be improved, and educational opportunities for left-behind children can be guaranteed; their employment opportunities can be broadened, their economic income increased, and their economic dependence on the male members of the family reduced; and they can improve their own power of speech and their status in the family and society, thus moving towards the road to a prosperous life.

3. Problems with the Current State of Ideological and Political Education of Rural Women

Since the implementation of reform and opening-up in New China, the mental outlook of women in rural areas has undergone profound changes, and stereotypical, closed minds have moved in the direction of openness. Emancipating the minds of rural women has had a catalytic effect on the development and reform of the economy of rural areas. Entering the new era, rural areas are economically backward compared with urban areas, and there is a shortage of resources, which affects the further development of rural women's ideological and political education. Problems exist mainly in the following areas:

3.1 Bound by Backward Cultural Attitudes

Historical materialism holds that social existence determines social consciousness. Advanced social consciousness plays a driving role in social development, while backward social consciousness hinders social development. Marx once pointed out, "All the traditions of the dead forefathers haunt the minds of the living like a nightmare." Backward cultural concepts not only paralyze the minds of individuals, but also hinder social innovation and development. Under the Government over the years, the concept of "male superiority" inherited from feudal society still remains in rural areas, severely restricting the development of rural women.

First, the stereotype of "the man is in charge of the outside world and the woman is in charge of the inside world" restricts rural women's educational space. The traditional concept of the family, with its certain gender bias, confines women to the narrow confines of the family and prevents them from taking steps towards society. The older generation, in particular, believes that rural women should stay at home to take care of the elderly and children, and that working outside the home is the husband's business; trivial matters at home have gradually become the shackles of rural women, taking up too much time and space. Secondly, the misconception that "a woman's lack of talent is a virtue" has caused some rural women to passively lose the opportunity to receive an education at a young age. This is also a result of gender discrimination, which emphasizes the importance of sons over daughters, and most rural families regard marriage and odd jobs as a way out for women, or even regard women as a bargaining chip for a high bride price, ignoring women's autonomy and desire for knowledge. Thirdly, discrimination against women's political participation has deprived rural women of their right to political participation. Since ancient times, women's political participation has been controversial, and the lack of guarantees for women's political participation in rural areas has seriously undermined their confidence and determination to participate in the cause of rural revitalization.

3.2 Educational Content and Methods are too Homogenous

The level of economic development in rural areas has a direct impact on the quality of ideological and political education in rural areas. The backwardness of the economy does not allow for the provision of financial inputs and educational resources for the good education of rural women, which leads to the problem of women facing the problem of not being able to learn, or not being able to learn well, even though they want to learn, and the desire for economic income also limits the content and direction of education.

In terms of content, the education that rural women can receive is minimal, consisting mainly of explanations of administrative villages' policies on applications for low-income insurance, old-age insurance, medical insurance and so on; in other words, rural women rarely have access to knowledge that is not related to their own interests, and there is an extreme lack of education on civilization-building, industrial skills and ecological environment, which impedes the all-round development of rural women. In terms of approach, there are problems such as a preference for theory over practice, insufficient use of new media technologies such as the Internet, and few field learning

opportunities. A certain level of knowledge limits rural women's learning and understanding of theoretical knowledge; their lives are inseparable from their labor, and the current educational efforts in some rural areas focus only on simple explanations of textual knowledge, without giving full play to the role of smartphones.

3.3 Inadequate Management Systems for Educational Work

A sound management system can effectively organize the ideological and political education of rural women. The actual situation in rural areas at present is characterized by problems such as lack of organization, fragmented organization, lax management and lack of follow-up feedback.

First, because local governments do not attach importance to the ideological and political education of rural women, the corresponding management system cannot be updated in a timely manner. On the one hand, many rural areas have failed to establish a complete management system for rural women's education due to a lack of funds, weak educational teams, and the lack of follow-up on educational feedback, and so on; they lack organizational structures, and there is an obvious disconnect between the links, with a certain governmental department often going to rural areas to complete its propaganda tasks. Often, it is a government department that goes to rural areas to complete its publicity tasks, with fewer, more sporadic links between departments, and no effective coordination. On the other hand, there is a pressing need to build an education team for rural women, and there is an urgent need to strengthen the team with talented people from various fields, in order to broaden rural women's horizons and emancipate their minds. Secondly, in some rural areas, women's associations are detached from the masses and have less contact with local rural women, which makes it impossible to carry out higher-level policies smoothly, and prevents the interests of fellow women from being addressed; over time, rural women lose confidence in their studies, and even in their trust in the State and the Government.

3.4 Weakness of Rural Women's Self-awareness

The economic base plays a decisive role in the superstructure. On the one hand, rural women have no economic resources, and their main source of income comes from their husbands who work outside the home; this long-term economic dependence restricts rural women's economic freedom, and in the absence of investment funds from the Government and other organizations, rural women are unable and unwilling to participate in ideological and political education at their own expense, thus creating a vicious circle in which the more they do not participate in educational activities, the less they are able to change the status quo, and this affects their status in the family and in society. At the same time, under the influence of the long-standing concepts in rural areas of "emphasizing boys over girls", "mothering children" and "male superiority over women", rural women's self-consciousness has been undermined, and rural women have even placed all their hopes in the next generation, neglecting their own development. Rural women's sense of self is undermined, and they even place all their hopes on the next generation, neglecting their own development needs. On the other hand, being trapped in the family for a long time, heavy domestic work cuts rural women off from society to a certain extent,

leading to a lack of a sense of social responsibility and an inability to realize their personal values. Some rural women believe that the management of village affairs should be a matter for men to consider and take on, and that it has nothing to do with them, so there is no need to waste their time and energy, and they are also afraid of comments from other villagers, so they do not want to "show their faces" outside the village. This shows that the remnants of feudalism are still deeply rooted in current society, resulting in a serious weakening of rural women's sense of self.

4. Exploring the Path of Rural Women's Ideological and Political Education in the Context of Rural Revitalization

The State has once again emphasized the comprehensive promotion of rural revitalization and the comprehensive construction of a modern socialist country, which is an affirmation of a series of achievements made after the rural revitalization strategy was put forward previously, and it also points out the direction of the development of rural areas in the context of rural revitalization at the new stage. Against this background, the ideological and political education of rural women must be carried out in keeping with the trend of the times in the development of socialism with Chinese characteristics, and in accordance with the objective laws of adult education, so as to link it closely with rural development, and to highlight the new features, tasks and concepts of education in rural areas under the unity of the entire nation.

4.1 Institutionalization and Regularization of Ideological and Political Education for Rural Women

The development of ideological and political education for rural women is far from enough to rely solely on the motivation of women themselves; it is necessary to constantly improve and perfect the system of education for women in rural areas and to institutionalize and normalize ideological and political education for rural women.

First, governments must play a leading role in the education system. As the main organizer of ideological and political education for rural women, governments at all levels must establish a broad view of the situation, fully grasp information on the number of rural women in their region, their level of knowledge and production capacity, their learning needs, and their personal strengths, and set up appropriate rural education and training centers, adhering to the concept of public welfare-based education, actively solving the primary problem of rural women's financial difficulties, and practically serving the people to promote their all-round development. They should serve the people in a practical manner and promote their all-round development.

Secondly, it has strengthened the building of teachers for rural women's education. In response to the learning needs of rural women in various regions and the practical requirements of the development of the rural revitalization strategy, the education faculty has been enriched, and an access system for teachers has been formulated, an education and training system has been established and a teaching assessment system has been set up in order to comprehensively improve the quality of the faculty and ensure that rural women's education is guaranteed in the threefold manner of having a place to learn, a

place to gain, and a place to manage.

Lastly, the results of the ideological and political education of rural women should be maintained. Always pay attention to the ideological and attitudinal problems of government staff, and reject the phenomena of some departments going to rural areas to carry out education for the sake of doing tasks in a formal manner, dilly-dallying without doing anything practical, and neglecting the learning feedback of women's education, etc., and set up a special learning supervision group to regularly follow up on the results of women's learning and solve the difficult problems in a timely manner.

4.2 Utilizing the Educational Leadership Role of Grassroots Women's Associations

Women's federations aim to promote women's ideological emancipation, safeguard women's legitimate rights and interests, and achieve women's overall emancipation. Grass-roots women's federations are grass-roots organizations that support the Government's leading role in rural women's ideological and political education, and, properly utilized, can play a powerful leading role in the broader rural women's community.

On the one hand, grass-roots women's associations should reposition themselves in the important position of rural revitalization. The grass-roots women's federations should not stop at the basic work of safeguarding women's legitimate rights and interests, but should continue to enrich their connotations and guide women's participation in the construction of political, economic, social, cultural and ecological civilization, with the primary task of assisting the Government in carrying out the ideological and political education of rural women, making full use of women's two distinctive roles in the family and in society, and helping to realize the benign interactions between governmental governance and social regulation as well as the self-government of the inhabitants, It also plays an active role in strengthening the foundations of social governance at the grass-roots level. In the context of rural revitalization, grass-roots women's federations are actively promoting women's participation in social and economic activities and in social governance, thereby raising the status of women and greatly enhancing social productivity and economic vitality.

On the other hand, grass-roots women's federations must become crossroads in the education system for women in rural areas, not only acting as intermediaries between the Government and local women, uploading demands and issuing policies, but also actively contacting units at the same level and organizations in various aspects of society, so as to provide rural women with more educational resources and opportunities.

4.3 Enrichment of Rural Women's Ideological and Political Education

The target audience of ideological and political education for rural women is the vast majority of rural women, and organizers and educators must respect rural women's status as the mainstay of education and teaching and, while following the basic laws of education for adults in carrying out their educational activities, they must also choose and enrich the methods of ideological and political education for rural women in the light of the actual situation of rural women.

First of all, it is necessary to link theoretical teaching with practical operation. The content of rural women's ideological and political education is very rich, and in the context of rural revitalization, there are mainly political education, education on rural civilization, education on rural governance, education on employment concepts and skills, and education on common sense, etc. It is necessary to select appropriate educational methods according to different needs, such as political education and education on rural civilization in the traditional way of teaching, and it should also lead rural women to actively go into the social practice of exploring, from their own Familiar with the environment, can also be organized to go to Yan'an, Xibaipo and other holy places of the revolution to study, broaden their horizons; rural governance education must be organized to participate in the work of rural women's governance, realistically allow them to change from the "arranged for" to the "co-governors", to understand the three rural policies in practice, to understand the policy of the three rural areas. In practice, they will learn about the three rural policies and the process of social construction in rural areas.

Secondly, we must emphasize hidden education. In addition to the fixed education and learning system, it is also necessary to pay attention to the invisible education of rural women's ideological and political education, specifically, the construction of the cultural environment, such as putting up propaganda posters, slogans and slogans, making and distributing pamphlets in various places in the countryside, opening rural libraries, and at the same time, taking advantage of the local characteristics of the local culture, such as local opera and local dramas, to express them in a way that is popular and enjoyable to the general public, so as to multi-dimensionally Creating a cultural atmosphere in line with the main theme of socialism with Chinese characteristics.

4.4 Encouraging and Supporting Rural Women's Employment

The final statistical monitoring report on the Outline for the Development of Chinese Women (2011-2020) shows that there are a total of 48,721,000 urban and rural low-income recipients and rural special hardship cases nationwide, of whom 20,947,000 are women, accounting for 43 per cent of the total, representing a certain degree of improvement over the 2010 figure. Encouraging and supporting the employment of rural women not only puts the effectiveness of ideological and political education into practice and guides rural women to re-education through employment, but also increases economic resources and promotes the development and construction of the cause of rural revitalization.

On the one hand, rural women should be guided to become aware of the subject of voluntary employment. Marx, Engels pointed out: "As long as women are still excluded from the production of social labor and limited to private labor in the family, then the liberation of women, women and men's equality, now and in the future are impossible." All the backward ideas mentioned earlier have led to the weak self-awareness of rural women. To change the status quo, rural women must break the gender constraints of traditional concepts, set up a correct view of employment, dare to participate in rural governance and do something about it, and be guided to understand the real meaning of ideological and political education in their work and awaken their thematic awareness. Rural women should not be

confined to their small homes, but rather to the vast countryside, where women can also venture into entrepreneurship and lead others on the road to common prosperity.

On the other hand, the Government should develop specialty industries in accordance with local conditions. The unique local characteristics of rural areas are an important resource for the development of specialty industries, and the Government should, in the light of the actual situation, tap into local resources and vigorously develop tourism, planting and farming, etc., so as to provide more employment opportunities for women. At the same time, the government should build its own cultural brand and give full play to the advantages of women compatriots' dexterity in developing industries such as embroidery, arts and crafts, and textiles. Rural women's achievements in the areas in which they excel will not only enhance their sense of achievement, happiness and social responsibility, but also promote the overall development of rural revitalization.

5. Conclusion

In the context of China's comprehensive promotion of rural revitalization, rural areas have ushered in unprecedented development opportunities, and the development of women's ideological and political education must be carried out in practice, giving full play to the role of rural women in the comprehensive implementation of the strategy of rural revitalization, and only by putting rural women's ideological and political education back into practice can we promote the overall improvement of rural women's literacy level and production capacity, and take up the responsibility for rural and agricultural development, and dedicate themselves to the realization of a strong modern socialist country.

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