

Exploring the Path of Urban and Rural O2O Education Sharing under the Background of Rural Revitalization in China

-- From the Perspective of Symbiosis Theory

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Abstract

The coordinated development of urban and rural education is an important issue in the process of China's educational modernization and economic and social development. At present, China's education is in the predicament of non-co-ecology, so it is necessary to establish the integration strategy and sharing relationship of the upgrading of urban and rural education structure in the new period. This study will use symbiosis theory to analyze the sharing path of urban and rural O2O education resource sharing, facility sharing and environment sharing, and explain the applicability of symbiosis theoretical framework in the cooperative development of urban and rural O2O education sharing. On this basis, targeted measures are put forward to realize the mode of urban and rural O2O education sharing, that is, to improve the mechanism of urban and rural O2O education sharing through policies and institutions and the society. Integrate urban and rural O2O education sharing resources and input, so as to strengthen the symbiotic dynamic mechanism; To build an all-round connection model of urban and rural O2O education, so as to reduce the symbiotic hindering mechanism. These measures can promote the integration of urban and rural areas, promote the modernization of education, help the development of rural revitalization, and achieve the goal of improving the quality and capacity of education.

Keywords

Urban and Rural O2O Education Model; Symbiosis Theory; Environment and Resource Sharin.

1. Introduction

Rural revitalization cannot be separated from education revitalization, and the integration of urban and rural areas is an important basis for the modernization of rural education. From the status of the modernization of China's urban and rural education model and the process of the great rejuvenation of the Chinese nation, the sharing and coordination of urban and rural education development is an inevitable trend. Achieving high quality and balanced compulsory education is one of the main development goals set out in China's Education Modernization 2035 [1]. At present, 900 million to 1 billion people in China still receive education in rural areas. Even if the urbanization rate achieves the target of 70%-80%, there will still be 700 million to 800 million people living in rural areas covered by education, including 300 to 400 million people covered by rural education. It can be seen that rural education problems involve a large range of people, rural education problems still can not be ignored [2]. Currently, the rural enrollment rate is 34.41%, and the urban enrollment rate is 65.12%. Through the data, it is not difficult to find that the probability of urban students going to college is much higher than that of rural students [3]. Therefore, it is necessary and valuable to realize the education

revitalization in rural revitalization, which is an important step to promote the high-quality development of education in China.

The solution of the imbalance between urban and rural education resources is the only way to realize the common modernization of education. Shi J & Sercombe believed that compared with urban areas in China, the development of education was seriously affected by low economic income, lack of educational infrastructure and backward education culture in rural areas [4]. Feng P et al. believe that education platform can be fully utilized to enable rural school students to enjoy urban education resources, thus improving the quality of rural education [5]. Zeng C & Qiu J believed that the unbalanced development of urban and rural education in China was influenced by the unbalanced allocation of educational resources, the insufficient investment in rural education, the imperfect education system and the backward construction of teaching staff [6]. The unbalanced turnover rate of compulsory teachers in urban and rural areas in China, which further restrained the development of the integration of urban and rural education. Hong Ji attributed the problem to merit pay, the gap in allowances, environmental adaptation, investment in education, personnel systems, funding shortages and working conditions [7]. Xue E & Li J believed that the balanced distribution of urban and rural teachers is the key to achieve the balanced development of compulsory education [8]. Through reading existing literature, it is not difficult to find that existing studies mainly start from the perspective of urban or rural education, or make comparative analysis of the two. The analysis factors include economic input, cultural environment, infrastructure, policy and system, etc. However, few studies have conducted organized, comprehensive and systematic studies on urban and rural education based on the symbiosis theory and relying on O2O education sharing. This is the reason why this paper incorporated the symbiosis theory to analyze the development of urban and rural O2O education sharing.

This paper holds that exploring how to integrate and share urban and rural O2O education through symbiosis theory can open up new ideas for rural revitalization and the realization of China's education modernization. At present, the research of symbiosis theory in urban and rural areas mainly tends to the macro level. Qu Liang and Hao Yunhong believed that symbiosis theory could be better applied to the study of urban-rural relations [9]. Zhao Yingli believes that symbiosis theory has good applicability in urban and rural overall planning [10]. Luo Huping and Zhu Youzhi believed that after long-term and effective development, the symbiotic relationship between urban and rural areas in China gradually shifted from the preferential symbiotic model in the planned economy period to the preferential symbiotic relationship, but the gap between urban and rural areas in education development was still large [11]. Through the above analysis, it is not difficult to find that although some relevant literatures have used symbiosis theory to explore the development of urban and rural areas, there are few studies on symbiosis theory in the development of urban and rural O2O education sharing.

Based on the symbiosis theory, this paper will explore the practice path of urban and rural O2O education sharing under the background of rural revitalization strategy, analyze the existing problems in realizing the sharing mode of urban and rural O2O education and the solution mechanism, and give reasonable suggestions.

2. The Connection between Symbiosis Theory and Urban and Rural O2O Education Sharing

O2O education sharing has relevant research results both at home and abroad. This kind of research involves: O2O education cooperation and sharing between universities at different levels, O2O education cooperation between higher vocational colleges, etc. Therefore, O2O education is relatively mature and widely used [12,13]. Currently, there is no literature to define O2O education in urban and rural areas. This paper first mentions the sharing of O2O

education in urban and rural areas, which is also one of the innovations of this paper, and defines it by referring to existing literature. It can be found that this is feasible and has been recognized through existing research results. According to the definition of O2O education mode from the domestic mainstream point of view, "O2O education mode" aims to expand teaching space and improve teaching flexibility by giving play to Internet resources and combining online and offline education conditions in an orderly manner [11]. In this paper, the definition of urban and rural O2O education sharing is as follows: the sharing of total factor education resources on the existing line, but also the offline all-round education sharing, to fully realize the goal of urban and rural education systematization, integration and symbiosis. Symbiosis theory has been applied in different disciplines to varying degrees. The word "symbiosis" originated from biology and was first proposed by the German mycologist Deberry. After continuous discussion and research in the academic world, a basic consensus has been reached on its definition: different species live together through some contact [14]. Yuan Chunqing, a Chinese scholar, introduced symbiosis theory for the first time and clarified the definition, theoretical elements and analytical structure related to it [15]. Symbiosis theory includes symbiosis unit, symbiosis interface, symbiosis mode and symbiosis environment [16]. After the middle of the 20th century, the application and development of symbiosis thought was no longer limited to the field of biology, and the theory of symbiosis produced high academic value and practical significance in education, management, economics, sociology, etc.

The core point of symbiosis theory is cooperation. Symbiosis theory emphasizes that individuals depend on the symbiosis system with integrity, systematicness and openness, and should develop together with other elements in the symbiosis system in an orderly manner and make progress together [14]. Under the symbiosis theory, urban and rural O2O education sharing can be regarded as an education sharing system, so the system needs to have an overall view and integrity. It is necessary to learn from each other and develop continuously, fully share all kinds of teaching resources, give full play to the role of education platform, and realize the optimal combination of all elements in the urban and rural O2O education sharing system. "Symbiosis" and "share" emphasize continuous development, emphasize the individual is dependent on the system, and the system also depends on the individual, the system and the individual can promote each other, make up for each other, with the urban and rural O2O education integration in terms of the role of education modernization in our country have the same value orientation, namely the city education development cannot leave the country education practice, The development of rural education is inseparable from the practice of urban education, which will also have a substantial role in promoting rural revitalization.

"Symbiosis" fundamentally requires the cooperation between urban and rural education, and requires urban and rural O2O education sharing to form a scientific symbiosis mode through joint symbiosis units, operation of symbiosis interfaces, improvement of symbiosis environment, so as to achieve mutual complement, common survival and sustainable development of all elements in the system. Through the characteristics of the symbiosis theory, such as integrity, openness and heterogeneous co-existence, the problems existing in the collaborative cooperation between urban and rural O2O education sharing are constantly explored and discovered, and the effective path of urban and rural O2O education sharing in sharing is deeply studied. At present, China's urban and rural schools in education infrastructure, or the use of teaching resources and there are significant differences in distribution, in carries on the education resource sharing and cooperation can often produce the phenomenon of cohesion, hard on the symbiosis theory, the guidance of the construction of urban and rural O2O sharing model will effectively promote education integration solution for these problems.

3. Analysis of Requirements, Difficulties, Advantages and Basic Comparison of Urban and Rural O2O Education Sharing

3.1. Requirements and Difficulties of Urban and Rural O2O Education Sharing

The offline development of urban and rural O2O education cannot be separated from the improvement of urban and rural transportation system and the investment of transportation means, and the online development of urban and rural O2O education cannot be separated from the popularization of network and intelligent equipment. However, the gap between infrastructure, education environment and education input is required to be acceptable.

The research of Yang Qian et al. shows that transportation is an important basis for the full flow of factors between urban and rural areas, and the full flow of factors will narrow the income gap between urban and rural areas [17]. Yii K Jet Al's research shows that education, transportation and GDP are significantly correlated, and the narrowing of urban-rural income gap will further promote the shared development of urban and rural O2O education, and promote the flow efficiency of urban and rural education elements [18]. By 2035, the total length of rural roads in China will exceed 5 million kilometers, and the total length of rural roads in China has reached 4.2 million kilometers, running through cities and villages, cities and villages. The full coverage of urban and rural roads and transportation can greatly promote the offline education communication and turnover rate of teachers and students in urban and rural O2O education, and promote the quality sharing of infrastructure and education environment in urban and rural O2O education. Urban and rural O2O education online sharing has played an important role during the COVID-19 pandemic, and opened the exploration of urban and rural online education sharing. The number of online education users in China reached 130 million in 2018, and nearly 300 million users were covered during the epidemic period in 2020. This shows that urban and rural O2O online education sharing can develop with the help of the development of online education and fully realize the sharing of courses, knowledge and information. Tang Chunling et al. believe that in rural areas, the existing educational infrastructure is difficult to better support the needs of compulsory education, and the information equipment is relatively backward, and many teaching equipment and facilities have not been invested and updated, which to a large extent hinder the further development of rural education [19]. Li Juntang et al proved through research that cultural capital has significant differences between urban and rural students' family background and family education investment, and influences the differences in learning outcomes of urban and rural students by influencing students' cognition of education [20]. The application of online education platform can make up for the deficiency of rural schools to a large extent. In addition, with the strengthening of national support for rural education, the shortage of rural education infrastructure and teachers will be better solved. However, parents should not be absent, because it will affect students' educational cognition.

The improvement of urban and rural school education infrastructure can effectively promote the high-quality sharing of urban and rural O2O education resources, and the continuous coverage of urban and rural roads and the increase of public education investment will promote the effective flow of educational elements. Therefore, the infrastructure and external influence environment of urban and rural O2O education sharing still need to be continuously improved and developed, and public transportation means need to increase investment.

3.2. Urban and Rural O2O Education Sharing has its Own Advantages, Which are Conducive to Complementation

Urban and rural O2O education sharing has its own advantages and disadvantages in reality. In the comparative analysis of urban and rural education, most studies believe that rural education lacks advantages while urban education has prominent advantages. In fact, rural

education also has unique advantages. In terms of offline sharing of urban and rural O2O education, Wang Zhanwei believes that under the background of "double reduction", rural schools have unique advantages in farming labor education and natural education. In-depth exploration and development in these aspects can become a model of education to a large extent [21]. Rural areas can better promote the growth of children, especially in terms of sensory cognition, emotion, psychology and values compared with cities. In terms of educational ecological environment, rural education has natural low cost. The essence of education should not only instill knowledge into children, after all, modern education focuses on the cultivation of individual comprehensive quality and innovative consciousness. The offline advantages of urban O2O education are mainly in capital investment, educational infrastructure, educational resources, teachers and other aspects, which are exactly the shortcomings of rural education. At the same time, the gap between urban and rural O2O education online sharing mode is mainly reflected in rural network coverage, intelligent equipment popularity and online resource utilization. Although urban and rural education has its own advantages, urban education obviously leads rural education in many aspects. Therefore, giving full play to the advantages of urban and rural education to carry out O2O education sharing will bring various linkage benefits, which can not be underestimated in both the realization of China's education modernization and the promotion of rural revitalization.

3.3. Basic Comparison of URBAN and Rural O2O Education

There is an objective comprehensive gap between urban and rural O2O education sharing, which is caused by many reasons. Lin Yongmin et al. believe that the development of rural education is faced with the difficulties of fewer students and teachers, lack of attention from parents and insufficient teacher strength [22]. On the contrary, such situation is relatively rare in urban education. Tan Lu believes that the gap between urban and rural basic education per student base is widening, the comparison of school conditions is more obvious, and there is a big gap between the overall level of teachers [23]. The advantages of urban education prevail in this respect, and the government should reverse this situation in policies and institutions. Hu Yiling et al. believe that there is a significant gap between urban and rural education in terms of informatization and education resources during the COVID-19 crisis. Rural schools have great deficiencies in education model, online teaching experience and supporting support, and there are significant differences between urban and rural students in terms of learning interest and effect, information technology literacy and mental health[24]. It is not difficult to find that the urban O2O education sharing model has obvious advantages over rural schools in terms of teachers, funds, infrastructure and policy support. Rural schools are more restricted by factors, but they need high-quality human and capital investment. Zhang Jinying and Chen Tong think that we should promote the rational flow of urban and rural education resources and comprehensively improve the level of rural teachers [25].

Based on the above research and analysis is not difficult to find cause of urban and rural O2O comprehensive education share the cause of the gap, which will facilitate the article puts forward relevant practical countermeasures, overall, has the key effect is the economic foundation and policy system, but also need education departments and the joint efforts of family and students themselves.

4. Discussion on Conditional Mechanism and Mode of Urban and Rural O2O Education Sharing under Symbiosis Theory

The development of rural education is the key point to realize modernization of education in our country, and with the deepening of the strategy of rejuvenating rural, promote the modernization of Chinese education, the development of the urban education and rural education is no longer an individual, instead is a kind of symbiosis relationship, but affected by

the imbalance of urban and rural education resources, urban and rural O2O education share the widening of the gap between This has become a problem to be solved in the process of realizing education modernization and promoting rural revitalization. Therefore, urban and rural O2O education sharing needs to fully share resources, information and environment, constantly strengthen cooperation, promote the implementation of the rural revitalization strategy and the comprehensive modernization of Chinese education, realize the narrowing of the education gap in the mutually beneficial coexistence, and form a win-win situation.

4.1. Conditional Mechanism of Symbiotic Relationship under Urban and Rural O2O Education Sharing

4.1.1. Sharing Conditions of Symbiotic Relationship under Urban and Rural O2O Education Sharing

According to the symbiosis theory, the realization of the symbiosis relationship between urban and rural O2O education sharing should meet the following basic requirements as far as possible: (1) Urban and rural O2O education mode should be close to the direction of sharing, complementarity and competitiveness, and the dilemma of online and offline education sharing should also be solved; (2) Establish economic, educational, cultural and other links between urban and rural areas, and these links are enforceable; At the same time need to support the corresponding educational facilities; (3) Urban and rural O2O education sharing should have a good degree of cooperation and mutual sharing of educational resources, because this determines the symbiotic way; Different educational resources need cross-layer cooperation to improve the level of educational sharing; In addition, on the basis of educational resource sharing, it is necessary to constantly update the shared content and improve the quality of sharing, so that urban and rural O2O education sharing can not only make progress in the cooperation between strong and strong, but also complement each other in the combination of strong and weak. (4) To develop and promote the mechanism of urban and rural O2O education cooperation, it is necessary to grasp the key points of urban and rural O2O education cooperation from the perspective of education mode and educational resource sharing, and determine the cooperation elements, determine the unity of rights and obligations of symbiotic units, and strengthen the cultivation of symbiotic mechanism. Symbiosis can be either the horizontal symbiosis of different educational resources under urban and rural O2O education sharing, or the vertical symbiosis of different educational environment elements, or the interactive symbiosis of educational resource sharing and educational environment elements.

4.1.2. Mechanism of Urban and Rural O2O Education Sharing under Symbiosis Theory

After the formation and stability of the symbiotic relationship between urban and rural O2O education sharing, the symbiotic interface will be transformed into a symbiotic channel. The existence of the symbiotic channel is based on the establishment of the symbiotic mechanism. Therefore, the establishment of the symbiotic education mechanism is of great significance to the continuous development of the symbiotic relationship between urban and rural school education sharing. The urban-rural O2O education sharing mechanism must be based on basic education, guided by innovative ideas, supplemented by government promotion and supplemented by non-governmental organizations, and built-in accordance with the principle of comparative progress. At the same time, relevant laws and regulations on urban and rural O2O education sharing and co-construction need to be formulated and improved to realize the top-level design of the system and fundamentally guarantee education sharing. After the basic construction of the symbiosis mechanism is completed, through the respective advantages of urban and rural O2O education to implement flow complementarity, improve the docking mechanism and system, form a relatively unified educational development layout, so as to realize the integration of urban and rural O2O education symbiosis, promote the high-quality development of urban and rural O2O education sharing.

4.2. Discussion on the Model of Symbiotic Relationship under the Urban and Rural O2O Education Sharing Model

4.2.1. The Feasible Mode of Sharing under the Urban and Rural O2O Education Mode

"Urban and rural O2O education sharing integration symbiosis" is a reasonable organization mode of urban and rural O2O education sharing. "Integrated symbiosis of urban and rural O2O education sharing" refers to the stable symbiosis interface and element medium between urban and rural O2O education sharing units, forming symbiosis with sharing cooperation and competition, co-existing online and offline communication and interaction, and finally making the symbiosis of urban and rural O2O education tend to be stable. Under the promotion of the rural revitalization strategy, in terms of realizing the modernization of rural education, its development is inseparable from the effective combination of urban and rural education resources sharing and urban and rural education environment exchange. [26] For the expectation of the modernization of urban and rural O2O education model and the realization of the overall goal, "Urban and rural O2O education sharing Integration and Symbiosis" will take the initiative to lead the symbiosis interface through effective mechanisms and carry out all-round cooperation through offline environment exchange teaching, resources and online learning sharing and construction. This includes the integration and sharing of courseware, courses, competitions, teacher mobility, cutting-edge information resources, educational infrastructure, educational environment and educational system. Urban and rural O2O mode education through online and offline cooperative sharing, promote a variety of learning elements in full flow and the formation of innovation consciousness, breaking the boundaries of the traditional education mode between urban and rural areas, and in urban and rural O2O education sharing mode to realize resource integration and free flow of knowledge, promote the education resources and education information, and information sharing. Therefore, the final realization of the feasibility model requires the construction of urban and rural O2O education sharing system and knowledge chain, speed up the matching and connection of urban and rural school infrastructure, maintain the educational ecological environment, and build urban and rural sharing policies and systems.

4.2.2. Follow the Mode of Urban and Rural O2O Education Mode Sharing

"Mutual benefit, co-construction and sharing" is the basic point and fundamental requirement of the development of education symbiosis system, as well as the ideal behavior mode of urban and rural O2O education. The symmetrical and mutually beneficial sharing state of urban and rural O2O education can reach the optimal balance point, which is also the optimal compatibility state or the optimal resource allocation state. [27] in particular, is the urban and rural O2O education mode in the gap and facing difficult to unity under the premise of Shared elements in education development at the same time, the active portion of the gap into a wider range of coexistence, is to hold on to the bottom line gap and to protect the common advantages, emphasize fundamental from a Shared, creative mode of sharing, Expand their resource sharing fields, and reshape compatible and easily communicated educational resources and modes through the restructuring of urban and rural O2O education mode structure and innovation of elements. "Mutually beneficial Co-construction and sharing" emphasizes that by sharing resources and undertaking obligations, it will go hand in hand, coordinate development and make continuous progress in the symbiotic interface of urban and rural O2O education ecology, and constantly explore the co-creation and sharing of urban and rural O2O education model and mutual benefit, so as to build a coordinated and unified community of urban and rural O2O education model. In this way, urban and rural O2O education resources can be arranged in order to achieve the optimal allocation and achieve the overall optimal income.

5. Basic Points and Essentials of Urban and Rural O2O Education Sharing, Key Points of Cooperation and Path Structure

5.1. Basic Points and Essentials of Urban and Rural O2O Education Mode Sharing

The basic point of urban and rural O2O education mode sharing lies in fairness, and its essence lies in modernization. China is a socialist country, education equity is the essential requirement of socialist development, education advanced to help the backward is the only way to common prosperity. Education equity is an important part of social equity. Education, as a public service, is different from the education industry. Education equity is the starting point of people's equity, which is conducive to better realize the people's masters of the country. To prevent the polarization of education, it is necessary to narrow the differences between urban and rural areas and between regions, which is also the basic requirement to achieve common prosperity. At present, the basic conditions for advanced education are in place, but what is lacking is the specific implementation and implementation path. The great rejuvenation of the Chinese nation is a comprehensive rejuvenation, including education, so the basic point of urban and rural O2O education sharing is fairness.

The essence of modernization lies in the fact that the sharing of urban and rural O2O education mode needs to be coordinated and advanced with quality, and the backward education needs to be prevented. The sharing of urban and rural O2O education mode should not only achieve the goal of education modernization, but also promote the comprehensive revival of the education field. Therefore, the sharing of urban and rural O2O education mode needs to have a spur mechanism of competition and incentive and comprehensive construction, rather than just mutual progress. The modernization of education is the inevitable requirement of China's modernization and also the foundation of China's core competitiveness. In essence, the world competition is the competition of talents. Urban and rural O2O education sharing can better promote the excavation and cultivation of talents in China.

5.2. Key Points of Cooperation in Urban and Rural O2O Education Sharing

Urban and rural O2O education sharing is not only an important basis for the modernization of rural education, but also an important guarantee for the sustainable development of rural revitalization strategy. Therefore, it is necessary to give full consideration to the economic development level and education status quo of urban and rural areas, take the regulation of policies and institutions as the leading, through the full flow of urban and rural O2O education model elements to achieve sharing; To realize the full flow of economic factors and personnel between urban and rural areas through the input of urban and rural transportation means; Based on the principle of shared competition, cooperation is carried out through resource sharing and collaborative flow of teachers, and coordinated progress is made in the modernization of urban and rural education development and innovation. At the same time, it is necessary to optimize the overall environment of urban and rural O2O education mode. Through government promotion, urban and rural O2O education union and education docking can be realized, supplemented by non-governmental organizations, a unified urban and rural O2O education development support system can be formed, and the education sharing mechanism can be comprehensively constructed and improved. Establish the policy support system, culture support system, information support system, teacher support system and legal support system of educational resources. The deficiency of online sharing and cooperation mechanism can be made up offline, and the deficiency of offline cooperation mode can also be solved online. Due to the comprehensive objective gap, the cooperation mechanism of urban and rural O2O education sharing cannot be fully homogenized, but the gap needs to be controlled in an acceptable range.

5.3. Path Architecture of Urban and Rural O2O Education Sharing

There is a process of increasing symbiosis degree in the sharing of urban and rural O2O education mode, which not only includes the cultivation of symbiosis value, the determination of matching, interaction and sharing of symbiotic resources, but also includes the sharing mode, sharing stage, flow of shared resources or teachers, as well as the cultivation of shared culture and the symmetrical distribution of power and obligation. The implementation of the integrated mutualism of urban and rural O2O education model is an ideal model to implement the sharing of urban and rural O2O education model, but the effective mutualism model still needs to be constantly explored.

Based on the offline environment resources of urban and rural O2O education, with teacher flow as the element, online education platform as the medium and public transportation as the basis, the sharing flow of urban and rural O2O education is implemented and the integration of urban and rural O2O education resources is carried out. Break the barriers of urban and rural O2O education, eliminate the barriers of urban and rural O2O education cooperation, and realize the full flow of resources and elements, including teachers, education environment, information resources, etc. Urban and rural curriculum co-construction can make full use of online platform and solve offline sharing problems through online cloud co-construction. Therefore, it is necessary to accelerate the construction of urban and rural online education sharing platform. In addition, the establishment of urban and rural O2O education sharing development center can be considered to realize the sustainable development of urban and rural O2O education model.

We should actively implement the common development strategy, sharing strategy and sustainable strategy of urban and rural O2O education, form the division of education according to their respective advantages, rationalize the sharing structure of urban and rural O2O education, and build an education sharing chain and system with Chinese urban and rural cultural characteristics and adapting to the characteristics of the new era. First of all, a complete urban and rural O2O education environment sharing chain rural schools need to make up the short board of education infrastructure, facilitate the sharing of continuity and realizability, urban and rural O2O education environment sharing chain formation and docking is beneficial to widen students' view and cognitive, undertake to the student comprehensive knowledge education, the cultivation of education, the nature of education. Secondly, both the sharing chain of education environment and the sharing chain of teacher mobility are inseparable from the construction of public roads and the coverage of public transport, and the layout of China's transport network is basically completed, so it is necessary to increase the input of transport on this basis. Finally, the construction of urban and rural O2O education needs government advocacy, school contribution, student participation and social support.

6. Conclusion and Discussion

The sharing of O2O education between urban and rural areas is not only the development requirement of China's education modernization, but also the obstacle to be overcome on the way of rural revitalization. Although the promotion of educational modernization and the implementation of rural revitalization strategy can boost the development of rural education to a certain extent, new exploration is conducive to accelerating the pace of modernization of urban and rural education.

First of all, the current urban and rural schools in the education infrastructure, education information resources, education teachers, education funds investment and culture and education in five aspects, such as gap, the formation of the symbiotic relationship exists faults, this is not the size of the fault degree directly reflects the five aspects, also indirectly reflected in the importance of family and the environment influence. Obviously, the goal of the

integration of urban and rural O2O education is to promote the modernization of education development and the implementation of rural revitalization strategy, the school goal is to cultivate modern talents, and the social goal is to promote the development of modern productive forces. At the node of urban and rural O2O education sharing, it is the historical trend of urban and rural O2O education to integrate educational resources, educational funds, educational infrastructure, educational management concepts and teachers, so that urban and rural schools can make mutual progress in urban and rural O2O education sharing. This should not only be promoted from the top level of policies and systems. It is also necessary to realize the efficient flow between urban and rural O2O education sharing elements. At the same time, urban and rural O2O education sharing is in the initial exploratory period, so there will be a period of run-in between urban and rural O2O education sharing, so it needs to continue to explore, and the problems in the process need to reflect and summarize.

Secondly, as the manager, organizer and implementer of O2O education sharing between urban and rural areas, the government and education authorities need to comprehensively plan education funds and human capital in urban and rural areas, and the two should not be considered separately. As the specific operation mechanism of urban and rural O2O education sharing is different from the traditional mode, various contradictions or pressures will inevitably occur in the beginning stage. In other words, it is necessary for the country to formulate laws and regulations on urban and rural O2O education sharing to better guarantee the promotion of the integration of urban and rural O2O education and help China become a modern education power.

Finally, from the perspective of the dual subject of urban and rural sharing, the educational philosophy of urban and rural O2O education has been in a closed-loop spatial state for a long time, so the educational consciousness is biased to some extent. The goal of education modernization includes the obvious improvement of the competitiveness of higher education and the new pattern of education governance with the participation of the whole society. As an innovative basic education, urban and rural O2O education is the foundation of higher education, the seed of lifelong learning, and an important opportunity for the whole society to participate in governance, which can make up for the shortcomings of traditional urban and rural O2O education in this aspect. Urban and rural O2O education sharing and construction needs to adhere to the open and diversified educational policy, based on the coordinated development of all elements in the education community, promote the normal sharing of urban and rural education resources, periodic exchange of education environment and basic transportation construction, and realize the diversified integrated development of urban and rural O2O education.

Acknowledgments

Found Project: General Project of Rural Community Governance Research Center of Key Research Base for Humanities and Social Sciences in College and Universities in Sichuan Province (SQZL2021B05).

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