Summary of Rural Nature Education in China

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Abstract
The countryside is an important place for natural studies and education. In recent years, as the issue of natural studies and education in China has been paid more attention, the function of natural studies and education in rural areas has also been paid attention to by academic circles. But at present, China's research on rural nature study travel is not deep enough, and even academic research can't keep up with the pace of practice. Based on this, the article sorts out, summarizes and analyzes the concept, current situation and development strategies of rural natural science education, and finally makes suggestions for future research from the perspective of theory and methodology.

Keywords
Rural; Natural Study Travel; Research Review.

1. Introduction
With the advancement of China's ecological civilization construction and rural revitalization strategy, rural areas have become more and more popular as platforms for the development of nature study travel. The Chinese government and people from all walks of life have successively proposed countermeasures for the development of rural nature study travel. Rural nature study travel can be understood as an experiential learning activity based on rural nature study travel resources and places such as the unique local culture, natural geological and landform environment, and rich distribution of animal and plant communities in the countryside. Practice has proved that while the countryside provides an extremely natural place for natural studies and education, natural studies and education have also promoted the transformation of rural economy, stimulated rural economic development, and ensured the integrity and integrity of rural cultural heritage (including ancient villages, ancient relics, etc.) An effective way to prevent the disappearance of intangible heritage. So far, there has been relatively little research on rural nature studies and education in the academic field of China, and the development of rural nature studies and education lacks theoretical guidance. Therefore, this article aims to sort out the research content and process of rural natural science education in China's domestic academic field, and propose future research recommendations based on this. This document review is based on the 2007-2020 documents related to rural natural studies and education, and consists of three main contents: the concept of rural natural studies and education, the current situation of rural natural studies and education in China, and the prospects for future research of rural natural studies and education.

2. The concept of rural natural studies travel
2.1. Natural Studies travel
The elaboration of the concept of natural science education must first be traced back to Rousseau's theory of natural science education expounded in his book "Emile". He proposed the naturalistic education that "education should adapt to the development of children’s nature and aim at cultivating natural persons." Views, oppose the repression and destruction of children’s nature, require the improvement of children's status in education, and call on education to "return to nature" and "conform to nature." The development of the connotation
of natural science education has experienced the integration of Chinese and Western thoughts and the development and extension of philosophy, pedagogy, psychology and other multiple disciplines, deeply imprinted by the times. Based on this theory, many scholars have put forward the concept of natural studies and education in the new era. Duan Chun’e believes that natural science education is based on the natural environment, human beings as the medium, and scientific and effective methods are used to integrate children into nature. Through systematic means, children can effectively collect, organize and organize natural information to form a social life. The educational process of effective logical thinking. Li and Yu [1] emphasized the naturalness and authenticity of natural study travel activities, and their educational environment is closer to nature, which inspires people in the natural environment. The content of natural science education is the things and phenomena in nature, and natural science education is the process of cognition. The ultimate goal of natural science education is to make people be friends with nature, love and protect nature through learning and understanding of the natural environment [2].

To sum up, the nature research education referred to in this article refers to the cognition of things, phenomena and processes about nature to experience and learn in nature, with the purpose of understanding nature, understanding nature, and respecting nature, thereby forming the consciousness of loving and protecting nature [3].

2.2. Rural Nature study travel

Judging from the literature situation, most scholars at present have not directly given the concept of rural natural study travel, but mostly explain rural natural study travel from the aspects of content, type, and relationship with rural development. Among them, Wang Siyuan, Zhang Chunying, and Pan Hui proposed from the perspective of the relationship between natural science education and rural development, that the content of rural natural science education not only includes learning and understanding of nature, but also understanding and inheritance of rural culture [1-4]. Yu Menghan and Lin Ying explained the rural nature research education from the type of rural nature research education. They believed that there are two main types of rural nature research education, namely, community development type nature research education and industrial development type nature research education. Community development-oriented natural science education refers to the development of natural science education base community as the core, while doing natural science education activities, promote the development of local communities, community mobilization and autonomy, and then achieve sustainable development. Industrial development-oriented nature study travel refers to the development and upgrading of local industries as the core, using the intervention of nature study travel to promote the transition from the local primary industry to the tertiary industry, or to upgrade and expand the local tertiary industry to promote the diversification of rural industries change [4]. In summary, the rural nature study travel referred to in this article refers to the experience learning activities that rely on rural nature study travel resources and places such as the unique local culture, natural geological and landform environment, and unique distribution of animal and plant communities in the countryside.

3. The status quo of natural study travel in rural areas in China

3.1. The development of domestic rural natural study travel

With the advancement of my country’s ecological civilization construction and rural revitalization strategy, rural areas have become more and more popular as platforms for carrying out natural study travel [5]. The excellent natural and ecological environment in the countryside contains natural and abundant natural and human resources, which are excellent environmental foundations for the development of natural study travel [6]. Among them, farmland, wetlands, streams, mountains, mountain forests and other jagged rural landscapes,
abundant plant and animal species, and ecological communities all make rural areas a very natural place for nature study travel. In addition, relevant government departments are paying more attention to natural science education and labor education for young people. The State Council and the Ministry of Education also successively issued documents in 2015, proposing to "build social practice and agricultural education bases, and guide primary and middle school students and the public to actively participate in agricultural experience and agricultural science popularization", "promote the establishment of rich resources, diverse forms, sound mechanisms, and curriculum. A sound labor education model system and an atmosphere of universal labor education are emphasized." [7] In 2017, the 4th National Natural Science Education Forum, co-sponsored by the Alibaba Charity Foundation and the National Natural Science Education Forum Preparatory Committee, was held in Hangzhou. Ecological agriculture and rural natural science education were the themes of the sub-forums. Related discussions, specifically from the new era of agricultural policy, farm natural science education curriculum design, domestic excellent ecological farm and natural science education practice case sharing, etc. have launched multi-dimensional discussions. This forum also intensively reflects the current industry The importance and expectation of the development prospects of education in the countryside. In 2019, the first Rural and Farm Nature study travel Forum was held in Tianjin, aiming to discuss nature study travel, explore more possibilities for developing nature study travel in farms and villages, and connect the countryside with the city and promote the countryside through nature study travel. The revitalization of the country and the sustainable development of agriculture. In 2020, the National Forest Activity Organizing Committee issued the "National Forest Nature study travel Program for 300 Million Youths". The program proposes that relying on forest attention activities, accelerate the popularization of youth ecological civilization education, and promote the construction of national youth nature study travel green camps. Carry out practical activities such as the Green China Nature Classroom. At the same time, the current multi-functionalization of agriculture has given birth to people's increasing demand for ecological agriculture. While the rural areas are undergoing industrial transformation and optimization, it is also a good time to accelerate the integration of ecological agriculture and natural science and education. It can be seen that although the domestic rural nature study travel is still in the early stage of development in China, due to the importance of the relevant government departments and industries on rural nature study travel, rural nature study travel has gradually developed on the domestic soil and will be practiced in the future. Great potential in China [5].

3.2. Problems Existing in Rural Natural study travel in China
At the same time, since the development of rural natural studies and education in China is not yet mature, there are still some urgent problems in rural natural studies and education in my country at this stage:

3.2.1. Lack of policies and regulations
The lack of substantive policy system support for measures to promote rural nature study travel at the national level has also led to poor results in the promotion and implementation of rural nature study travel at the national and local levels [5]. China does not have a national special nature study travel law and a nature study travel implementation and supervision agency. Related laws and regulations are scattered in some policy documents. The practice of rural nature study travel has a lot of resistance due to the lack of relevant laws and regulations., Which in turn leads to insufficient motivation for the development of rural education and insufficient influence in national education [2].

3.2.2. Obstacles to the education system
Rural natural science education has a certain degree of difficulty in entering the school’s formal curriculum system, because teachers are already lacking in their own teaching, which is a
problem that needs to be solved urgently [8]. At the same time, the lack of natural study travel talents and the training of professional talents are also very important factors that lead to the unobvious development of rural natural study travel. The learning content of natural and science education is complicated, and the lack of a learning standard when teachers choose the learning content often leads to the difficulty of grasping the content. Many schools promote the integration of natural science education into existing courses without professional training. This method will make teachers and students feel unfamiliar and confused. In addition, no school has conducted relevant learning tests and learning evaluations, and there has not been a systematic plan for the relevant teaching materials, student learning status, and the evaluation of educational programs for natural research education [9].

3.2.3. The backwardness of rural facilities
Under the background of beautiful rural areas, the infrastructure and environment of my country’s rural areas have been improved to a certain extent, but compared with urban areas, there is still a large degree of backwardness. Some villages still have problems such as poor roads, lagging public facilities and service facilities, low network coverage, poor accommodation, and outdated sanitation facilities, which cannot meet the needs of rural nature study travel. This has become the main reason that restricts the development of rural natural studies and education [10].

3.2.4. The lack of development in the study travel
At present, most of the natural study travel activities in the country are limited to landscape gardens such as zoos and botanical gardens or country parks with high-quality resources in cities [11]. In the countryside, most of them are based on recreational agriculture and parent-child activities, which are not systematic. To carry out natural research education courses [12]. Moreover, in the planning and construction stage of these sites, the function of natural study travel was not taken into consideration, which caused the public to have too scattered curriculum content in the process of nature experience and learning, and did not form a specific natural study travel construction system, and industry builders Nor did they fully consider how to embody the function of nature study travel. Tourists only let children experience the natural environment, and did not consider how to let children understand and learn about nature. In addition, the educational value of natural resources is not effectively used and unearthed deeply. For example, Wang Yanling’s survey found that many teachers are aware of the vital educational impact of natural resources on children’s learning, life, and growth, and consciously develop some mountain resources, such as wildflowers, wild vegetables, and bamboo, but rely on mountain resources to develop themes. Activities are separated from teachers’ daily teaching, lack of exploration of the deep value of natural resources, and the planning, purpose, and comprehensiveness of natural study travel are not enough [13].

4. The Development Strategy of Rural Nature study travel in China
Rural nature study travel has released multiple values and benefits, but there are still certain problems in its development. Based on the above cognition, combined with relevant literature and actual conditions, focusing on the government, villages, education system, the public and enterprises as the entry point, the development strategy of natural research education is put forward in a targeted manner:

4.1. Take the government as the leading factor and make overall planning
In the development of rural nature study travel, the government first needs to speed up the process of environmental education legislation in my country, optimize related systems, and provide a full range of guarantees for the implementation of nature study travel [2]. On this basis, strengthen the understanding and attention of management departments, planners and designers to natural study travel to ensure that the function of natural study travel can be better
utilized [14]. In addition, the education authority should take into account the actual conditions of each region [15], increase support for rural areas, and provide countermeasures to encourage teachers to use natural materials to carry out education, so as to highlight the integrated creation of ecological benefits, educational benefits, and economic benefits [16].

4.2. **Take the village as the carrier and improve the supporting support**

Under the leading role of the government, villages should, on the principle of preserving the innocence of natural study travel [3], fully tap their unique natural resources to carry out the basic construction of natural study travel, including the establishment of natural study travel centers and planning for special Natural study travel parks, etc., to create a natural education environment [2] and implement unique natural and humanistic education to highlight the educational function [17]. At the same time, in addition to actively introducing educational talent resources, rural areas also need to pay attention to the training and construction of the talent team, including receiving basic theories of natural research education, interpretation system planning, special curriculum design, natural research education practice and other professional training. Rural natural study travel reserve talents [3]. Of course, not only is the cultivation of talents for professional posts, the village needs to promote and publicize to the vast number of villagers, deepen their awareness of the value of rural nature study travel, guide them to actively and actively participate in the development of nature study travel, and promote nature research. Education popularization [18]. Finally, it is necessary to strengthen the two-way communication between urban and rural residents, so as to attract more foreign industries to settle in, promote the development of service education and tourism industry, and realize the branding of rural nature study travel [4].

4.3. **Use the education system as a blueprint to carry out rich curriculum activities**

Before the development of natural science education, curriculum designers should follow objective laws, formulate a reasonable curriculum system and enrich activities in a way that suits students’ cognitive laws and development needs [17]. In the implementation of natural science education, we should make full use of and excavate the unique natural resources in the countryside, lead students into the rural nature course in a purposeful, planned and organized manner, and provide ecological environment education and science in nature. Exploration, themed activities and practical opportunities [20]. Create a good natural activity environment in the three aspects of game activities, educational activities, and daily life activities to promote the free development of students [21]. Finally, after the end of the natural science education, in addition to further strengthening the interpretation and risk management capabilities, an education feedback system should also be implemented to combine relevant evaluations and summaries to improve the education system.

4.4. **Take the enterprise as the development channel and encourage all sources of creation**

In the development of natural resources, enterprises should correctly handle the relationship between resource protection and utilization, give full play to the advantages of rural resources, actively cultivate new business products, and improve the service level of rural tourism industry, while cooperating with the development of rural natural study travel, realize Profit-generating income [22].

4.5. **Take public participation as the thrust to give full play to the power of the villagers**

The government and relevant departments should establish a public participation mechanism to actively listen to the opinions of local residents, so that they can actively participate in the
protection and construction of local characteristic culture, public facilities and ecological environment, so as to improve the development of natural science and education. At all stages, let the concept of natural study travel penetrate into individuals, families, and society in an all-round way, and lay a good mass foundation for the development of rural natural study travel [18].

In general, rural nature study travel needs to build a social multi-disciplinary cross-border cooperation platform to integrate the power of environmental education, including the promotion and leadership of government departments, the deep cultivation of professional institutions, the support of resources in various villages, the coordination of social organizations and the majority of residents. Participation, the promotion of science and technology network media and public opinion supervision, etc., can successfully carry out the natural study travel rich in rural and humanistic atmosphere, so that the audience can be immersed in it while realizing its inherent value.

5. Research review and future research directions

5.1. Research review

Under the conditions of limited teachers in rural areas, how to make rural areas better integrate local advantages and characteristics and develop an education system with rural characteristics is a key issue in promoting rural education. The village itself has the characteristics of rich natural resources and many natural sites [18,23,24], so the development of rural natural science education is a good direction. Through literature collation and summary, the current academic research in this field mainly presents the following three characteristics:

First of all, the information dedicated to rural nature study travel is scattered and scarce. In recent years, rural natural science education has begun to attract the attention of the country, and related policies have been issued. These policies are mainly scattered in the two major sections of rural revitalization [18,24] and research, but only mention the development of ecological and natural research. Raising citizens’ ecological awareness, etc., did not specifically narrate and guide rural natural studies and education, and there are very few academic studies in this field.

Secondly, the topic is not discussed in depth. Existing research topics mainly focus on the impact of natural studies education on children, the advantages of natural studies education and other shallow narratives, but there is no case analysis of natural studies educational institution operations, activity development processes, practical activities, etc. Do an in-depth discussion.

Finally, academic research cannot keep up with the pace of practice. The natural study travel industry in my country is developing rapidly, and there are many natural study travel activities. In addition to the development trend of rural natural study travel, there must be excellent practical cases of natural study travel rooted in the countryside. Rural natural science education practice activities are an important prerequisite for promoting theoretical research, but the development process of academic research at this stage has not been accelerated with the increase in practice.

5.2. Future research direction

The first is the direction related to rural natural study travel institutions. Scholars can dig out excellent institutions and cases that carry out natural study travel in rural areas [5,25], by interviewing the founders or staff of the institutions, they can summarize and analyze excellent curriculum practices; research on the integration of leisure and rural natural study travel experience [26]; Research on Natural Research Education and Rural Revitalization [10,23]; Operation Process of Rural Natural Research Education Institutions [27]; Design of Rural
Natural Research Education Camp [10,23,24]; Rural Natural Research Education Course The design and education system [4]; the design and development of other products of rural nature study travel [27]; the talent training program of rural nature tutors, etc.

The second is the direction related to the study and education of rural nature in foreign countries. The development of natural studies and education abroad is at a mature stage, and rural natural studies and education also have a relatively complete teaching system. Therefore, learning from foreign experience in rural natural studies and education [5] is of great help to promote rural natural studies and education in my country.

Finally, there are directions related to the government and personnel training. The government is also an important force in promoting rural nature study travel. It can explore more in-depth the content of the current policy on rural nature study travel, and make suggestions on the improvement of rural nature study travel policies and regulations; you can interview relevant government departments on the development of rural nature study travel. Views and policy development trends. Talents are the supporting force of rural natural study travel. How to introduce university talents in rural areas and how to cultivate high-quality talents that can promote the development of rural natural study travel are all worthy scholars to explore and explore.

6. Conclusion

This article reviews and analyzes the market segment of rural natural study travel by reviewing 27 documents on rural natural research in China. The research results show that although the importance of natural studies education has been widely recognized by the industry, the academic community's research on the special form of rural natural studies education is still in its infancy. The existing research results mainly focus on the impact of natural studies education on children Shallow topics such as the impact and advantages of the company. From an epistemological point of view, the future of rural natural science education and research should draw on foreign mature natural science education models on the theoretical level to enrich the research framework; on the other hand, it can also use empirical research on the methodological level. In-depth discussion and analysis are carried out from related research directions such as rural natural study travel institutions, government, and talent education. In addition, relevant research should closely follow the development trend of rural natural studies and education, and to a certain extent be rooted in excellent rural natural studies and education practice cases.

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