

Fortifying the Rural Frontline of National Security Education

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Abstract. In today's world, the international situation is volatile, and national security issues are becoming increasingly prominent. Strengthening national security education and raising national security awareness among the public have gradually become social consensus. In recent years, major cities in China have made visible achievements in promoting national security awareness. However, we must also acknowledge that there is a lower level of national security education in rural areas. As rural areas are the fundamental units of the country, their safety and stability are crucial to the overall security of the nation. Therefore, strengthening national security education in rural areas is both urgent and indispensable. This article explores the current state, existing problems, and countermeasures regarding national security education in rural areas, aiming to propose effective strategies to solidify the rural frontline of national security education.

Keywords: National Security Education, National Security, Rural Frontline

1. Introduction

General Secretary Xi Jinping pointed out: "The connotation and extension of our national security are richer than ever before in history, and the spatial and temporal scope is broader than at any time in the past, with internal and external factors more complex than ever." In the historical context of the new era, promoting and popularizing national security is more necessary than ever. China's rural areas are widespread and hold a fundamental position, their importance is self-evident. However, national security awareness has not been adequately spread in rural areas, and there is an urgent need to strengthen national security education in these regions. We must consider the specificities of rural areas and follow the principle of combining general and special approaches to enhance national security education in rural communities.

2. The importance of strengthening national security education in rural areas

National security education is an important way to help people know more about national security and improve their ability to prevent threats. In rural areas, some people do not know or care enough about national security because these places are far away and information moves slowly. Therefore, it is very important to give more national security education in rural areas and to raise the knowledge and prevention skills of rural people. This will help keep rural society stable and safe, and it will also help protect the whole country.

First, national security education helps meet the need to keep the country safe and society stable. National security is the basic condition for a country and its people to live and grow [1], and social stability is an important part of national security. As the basic unit of the country, the safety and

stability of rural areas are very important to the whole nation. By strengthening national security education in rural areas, we can raise farmers' awareness of national security and their sense of social duty, so that they will take a more active part in protecting national security and social stability.

Second, national security education helps rural people improve their ability to prevent danger. Today, national security covers more than ever before. It still includes old areas like border safety, but it also adds new areas such as living things safety, nature safety, and food safety. In the countryside, crimes that hurt food safety and living things safety happen from time to time, and these crimes can harm the whole country. When we give national security classes in villages, people can learn what common dangers look like and how to stop them. In this way, they raise their own safety awareness and help protect the country.

Last, national security education helps build the national security system. Every person needs to take part in this work. When we give such classes in villages, the gap between city and village people in knowing security issues becomes smaller. Both groups will join in learning about national security. In this way, the whole system works better and the country becomes safer.

3. Current state of national security education in rural areas

Although China has increasingly prioritized national security education for all citizens, the current state of national security education in rural areas, which are relatively underdeveloped, remains concerning.

3.1. Low level of national security awareness among rural residents

In rural areas, the overall level of national security awareness among residents is low. Most people do not have the concept of national security. Even if some individuals are aware of the concept, their understanding is limited, and they cannot fully grasp the connotation and importance of national security. As a result, national security education fails to achieve its intended impact. Moreover, the channels for information dissemination in rural areas are relatively narrow, mainly relying on traditional media such as radio and television. The penetration of modern communication tools like the internet is lower in rural areas, limiting residents' access to national security information and hindering the formation of a comprehensive understanding of national security.

3.2. Scarcity of national security education resources in rural areas

Compared to urban areas, there is an inherent imbalance in the distribution of educational resources in rural regions [2]. Furthermore, national security education has not developed into an independent system. It is typically organized on an as-needed basis by national security agencies or educational departments, without fixed schedules or locations. This situation leads to a more severe scarcity of national security education resources in rural areas, further limiting opportunities for residents to engage with national security education. Without improvements in the related educational system, the lack of national security education resources in rural areas is unlikely to change.

3.3. Single forms of national security education in rural areas

At present, it still uses old ways: notice boards, small paper books, and big group talks. These ways give people little chance to speak or join in, so many villagers feel bored and do not want to learn. National security education is not only classroom talk; it also needs real-hand work to help people understand deeper and know how to answer real danger. Yet villages have little money and few helpers, so they cannot offer many kinds of practice activities; the way of teaching stays single.

Lastly, the education is not changed for village people. The form and the content repeat again and again, and they are not made to fit the knowledge level or the local life of the villagers. Because there is no new idea and no close link to daily life, the villagers' interest and willing join-in stay low.

4. Problems in national security education in rural areas

After we see how national security education is done in rural areas, we must also find the problems. Only when we know the problems can we give clear answers and deal with these challenges in a useful way.

4.1. Weak national security awareness among rural residents

Rural areas are still poor, so people's income and schooling are very different. Some families find it hard to get enough food and clothes, so they only think about how to earn money for the home; they do not care much about national security. Old ideas are still strong in the village: people look after their own family and relatives first, and big topics like national security feel far away. Because of this, they do not want to join classes about security; they feel the issue has nothing to do with daily life. In short, most villagers think learning about national security is not needed, and their security awareness is weak.

4.2. Inadequate national security education system in rural areas

The first big problem is that no one plans and links the work together. Different places and offices set different goals, teach different things, and use different ways; they do not follow one shared standard. Because of this, the work is slow and small groups do not join into one strong team. The second problem is that the classes do not run all the time. In many places they only come once and finish quickly; there is no fixed timetable that returns every month or every year. When the classes stop and start like this, people forget the ideas and the work cannot reach every corner of society.

4.3. Disconnection between national security education and practical needs in rural areas

At present, the things taught in rural national security classes do not match the daily life and real needs of the villagers. The lessons are too full of theory and feel dry; they give few true stories that happen in farming life. Because of this, villagers cannot link the class to their own work and home, so the ideas are hard to grasp and interest drops. Village areas also face special dangers, such as problems on the border or new plant and animal diseases. These dangers need their own teaching points. Yet the present course ignores these needs and uses the same plan made for cities. The talk is broad and general, with no clear focus, so what is offered and what villagers truly need do not fit together.

5. Strategies for strengthening the rural national security education frontline

After we see how rural national security education is done and what problems it has, we must think hard and find good ways to meet the challenges it faces today.

5.1. Innovating the form and content of national security education in rural areas

When we plan lessons for rural people, we must think about their daily life, their culture, and what they really need. We can tell true stories that happen in the village; these stories make the class interesting and bring more people in. We should use many kinds of teaching, such as small group

talk and field trips, so that people can speak and join. We can also use the internet and phone apps to give more ways to learn. Contests, short talks, and open meetings can push villagers to take part, and small gifts or public praise can make them want to learn even more. Additionally, combining rural cultural and traditional characteristics, diverse national security education activities should be carried out [3]. Besides, we can use local songs, dances, and old stories that talk about national security; in this way villagers learn while they are happy. If we keep doing these things, everyone will love to learn and feel that learning is fun.

5.2. Optimizing the allocation of national security education resources in rural areas

The government should increase its financial investment in national security education in rural areas to ensure adequate funding for activities aimed at bringing national security education to these regions. The increase in financial input can improve the quality and quantity of educational resources, meeting the learning needs of rural residents. Special attention should also be given to specific groups in rural areas. For vulnerable groups, such as left-behind children and families in poverty, tailored national security education support and assistance should be provided to ensure they have equal access to such education, thereby improving their participation in learning activities. Finally, a long-term mechanism for national security education in rural areas should be established to ensure the sustainability and stability of educational resource allocation. Through this long-term mechanism, continuous support and protection for rural national security education can be guaranteed [4].

5.3. Improving the national security education system in rural areas

Efforts should be made to strengthen the planning and coordination of the national security education system in rural areas to ensure consistency and uniformity in the education objectives, content, and methods. The leading department for rural national security education should be established, and through coordinated planning and organization, an overall synergy should be formed to improve the effectiveness of national security education. The continuity and normalization of rural national security education should be promoted, establishing a systematic educational mechanism. This will help national security education deeply ingrained in the hearts of rural residents, creating widespread social influence. Lastly, enhancing social participation is crucial: social forces, including businesses, social organizations, and volunteers, should be encouraged to take part in rural national security education. Through diversified cooperation models, the richness and diversity of educational resources can be increased, resulting in a collective participation across society.

6. Conclusion

Strengthening the national security education defense line in rural areas is a crucial measure for maintaining national security and ensuring social harmony and stability in rural areas. By enhancing national security education in rural areas and improving the national security awareness and preventive abilities of rural residents, we can effectively prevent and address various security threats, providing strong support for the harmony, stability, and long-term peace of rural societies and the nation as a whole. Therefore, we should attach great importance to national security education in rural areas, adopt effective measures to promote and implement it, and contribute to the social harmony and national prosperity [5].

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